

**West Tennessee School for the Deaf
Elementary – TSIPP
2010-2011**

SCHOOL:	West Tennessee School for the Deaf Elementary	
District:	State Special School	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	4 th grade reading– 14.3% incremental growth 5 th grade reading- 50% incremental growth 6 th grade reading- 100% incremental growth 4 th grade math – 12.5% incremental growth 5 th grade math – 50% incremental growth 4 th grade LA – 12.5% incremental growth 6 th grade LA – 75% incremental growth	3 th grade reading – assessment scores to show incremental growth 3 th grade math – assessment scores to show incremental growth 6 th grade math – assessment scores to show incremental growth 3 th grade language arts – assessment scores to show incremental growth 5 th grade language arts – assessment scores to show incremental growth
	Source of Progress:	Source of Challenge:
	Measure of Academic Progress (MAP) Assessment	Measure of Academic Progress (MAP) Assessment
Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	West Tennessee School for the Deaf will show 1% student incremental growth in reading 3 rd – 6 th grade. West Tennessee School for the Deaf Elementary School will also measure teacher effectiveness by utilizing data that is appropriate for deaf learners. The reading and math goals for elementary grade students will show (G+P-), (G+P+), and (G-P+) above typical growth and/or at or above projected proficiency.	
	Subgroup Goals: (List each subgroup individually)	
	ALL STUDENTS BELONG IN A COMMON SUBGROUP. THEY ARE DEAF (SPECIAL EDUCATION) AND ECONOMICALLY DISADVANTAGED.	
	Other Required Goal Areas:	
	<u>Reading:</u> See higher incremental growth for 3 rd grade students. <u>Mathematics:</u> Show assessment student incremental growth for 3 rd and 6 th grade. <u>Language Arts:</u> Show assessment student incremental growth for 3 rd & 5 th grade students. Implement SIWI, a strategic writing strategy used to improve language skills with deaf students who struggle with writing.	
Plan for this school year:	Key strategies to achieve goals:	
	1. Professional Development. <i>MAP Data Training</i> is one key strategy to achieve our goal here at WTSD Elementary school. The MAP training assists teachers in how to analyze and interpret data as well as implement strategies based on assessment scores, especially from student's MAP assessment scores. This will assist in identifying areas of weakness in each student's progress toward meeting reading language arts (3 rd grade RTTT goals), math, and writing. (Component I & VIII). <i>Strategic Instruction Writing Intervention (SIWI)</i> is another strategy that WTSD Elementary School uses to	

reach our goal for 3rd grade reading language arts progress. The SIWI writing intervention program helps teachers identify areas of need for students so they can take their visual spatial language and format it into a linear written language. (Component II). *Highly qualified teachers* are a requirement at WTSD Elementary school. WTSD Elementary School provides a teaching staff of 100% highly qualified teachers in the core academic areas; in addition we have Speech/Language Pathologist, Library Staff. (Component III). West Tennessee School for the Deaf serves as a resource center and professional development center for students at the University of Memphis and other surrounding universities and colleges. This allows us to attract and recruit highly qualified teachers. (Component IV & V).

2. **Collaborative planning** in subject area groups allows teachers to discuss Formative Instructional Practice strategies and identify and implement Common Core Power Standards for different grades. Collaborative planning is also implemented regularly throughout the school year. This will help to establish benchmarks and connect information from grade to grade and connect student progress. (Component II & IX).
3. **Parent Involvement/Community Involvement** is important at WTSD. Parents are involved in an organized, ongoing, and timely way in planning, reviewing, and improving school parental involvement policy and joint development of the school wide improvement plan (TSIPP), involvement in the School Wide Positive Behavior Support (SWPBS) program, and active participants in their child's education at IEP meetings implemented at West Tennessee School for the Deaf Elementary School. West Tennessee School for the Deaf is a resource center for LEA's across the state and nation. WTSD has partnered with The Care Project to create local parent support groups. The Care Project provides emotional support for families with children who are deaf or hard of hearing (Component VI & Component X).
4. **IEP Progress Reports** are used to identify benchmarks of a student's progress over a course of four nine week periods throughout the school year. The Individualized Education Plan (IEP) helps design an academic program for each student that guides and monitors the student's progress from subject to subject and grade to grade. Progress Reports are a reflection of the student's ability to fulfill individualized goals that have been established throughout the year. The reports provide immediate feedback of the student's academic success in reading language arts, mathematics, science, and social studies learned/taught in the classroom. It is a snapshot of what the student is learning in the classroom. (Component IX).
5. **Technology** is a key strategy to achieve student success. The plan for implementing better use of technology will provide up-to-date equipment in every classroom; educate teachers on the use of technology, and student's implementation of the technology. Such technology supports student success by providing access to data assessment, access to the internet for research projects, and will support increment student progress. (Component II & Component IX).

6. School Wide Positive Behavior Support (SWPBS) is a behavior strategy that helps maintain a safe and productive learning environment in the classroom and across campus for students' academic success. The program helps students to understand procedures and policies, which in turn, allows for minimal behavior problems in the classroom. This is conducive with a safe and productive learning environment. (Component II & Component IX).

7. Transition is a key strategy for student success, especially for students transitioning from pre-school to kindergarten. The pre-school program is located in the same building as all elementary students, so the transitioning process can be easily facilitated. Students in pre-school visit the kindergarten classrooms and meet the kindergarten teachers. This helps to develop an early relationship between the teacher/student and promotes a safe and stress free environment for learning once the pre-school student transitions into kindergarten. Parents are also invited to be a part of this process. (Component VII).

Key strategies to achieve progress for students with the greatest need:

SEE ABOVE – ALL STUDENTS ARE CATAGORIZED AS SPECIAL NEEDS

Projected costs and funding sources for key strategies:

TITLE II: Measures of Academic Progress (MAP) assessment training will provide teachers the knowledge about student assessment data and how to analyze, interpret, and implement strategies based on data.

RACE TO THE TOP: Professional Development for Battelle for Kids. Teachers will be given the opportunity to participate in on-line courses through BFKs website. Teachers will have access to NIET which helps teachers develop lesson plans, and identify strategies for teacher evaluations.

TITLE I: Technology used in the classroom will provide the available resources for student success. The technology that will be purchased includes Active Boards, Laptops, and software.

TITLE I: Professional Development Books/Library Books. These books will be available for students. This will provide resources for students in the classroom for reading class, language class, research, projects, etc.

NO COST: IEP training and workshops provided to each department, as needed, to help design and maintain progress reports and up-to-date IEPs for each student.

NO COST: School Wide Positive Behavior Support (SWPBS) program has been implemented at WTSD to allow for a safe learning environment.

MINIMAL COST: WTSD has an open door policy for parents. The elementary school hosts a variety of events that include parents. Parents are always invited to be involved in their student's IEP. WTSD Elementary school also provides an annual Open House, Jump Rope for Heart and Field Day. Each of these functions invites parents, as well as other stakeholders, to special events. WTSD Elementary involves community businesses and workers in the annual Golf Classic, Dash for the Deaf 5K Race, and other school events. The belief that it takes a community to raise a child is important and parental and community involvement in a child's education is vital for student success.

Benchmarks for Progress	Benchmark:	Timeline:
	IEP Progress Report 1 IEP Progress Report 2 IEP Progress Report 3 IEP Progress Report 4	October 2011 December 2011 March 2012 May 2012
	MAP (Measure of Academic Progress) Assessment MAP (Measure of Academic Progress) Assessment MAP (Measure of Academic Progress) Assessment	August 2011 February 2012 May 2012
	WOODCOCK JOHNSON III	3 year intervals
	TCAP	April 2012

Parent Comments:
