

Academic Plan 2013-2017

Nashville Christian School

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Overview

Plan Name

Academic Plan 2013-2017

Plan Description

This plan focuses on academic goals we want to achieve over the next five years. Goals will be completed at various times and may drop off the plan, and new goals may be added.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will advance through a carefully sequenced curriculum aligned with our school's vision and current state and national academic standards.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
2	Students in 3rd -8th grade at Nashville Christian School will demonstrate proficiency in Math.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$617400

Goal 1: Students will advance through a carefully sequenced curriculum aligned with our school's vision and current state and national academic standards.

Measurable Objective 1:

collaborate to develop existing curriculum maps into scope and sequence for all classes by 08/28/2015 as measured by complete scope and sequence for each grade level and class posted on the server..

Strategy 1:

Curriculum: Continuity and Clarity - Teachers will collaborate to examine existing curriculum maps, particularly for repetition and omissions.

Research Cited: In 1949, Ralph Tyler published the landmark work on which much of today's curriculum theory is based, Basic Principles of Curriculum and Instruction.

According to that seminal work, quality curriculum is based on four questions

1. What educational purposes should the school seek to attain?
2. How can learning experiences that are likely to be useful in attaining these objectives be selected?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated?

Examining curriculum maps addresses these questions.

Activity - Current Curriculum Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
meet to compare curriculum maps across grade level to identify overlap and omission	Policy and Process	10/01/2012	06/30/2013	\$0	No Funding Required	All faculty and administration

Strategy 2:

Curriculum: Establishing Expectations - Teachers will collaborate by discipline and across grade level to establish learner expectations for each subject. Teachers will evaluate our curriculum's alignment with the school's vision and state and national academic standards.

Research Cited: In 1949, Ralph Tyler wrote the landmark work Basic Principles of Curriculum and Instruction, and most modern curriculum theory finds its basis in the four questions Tyler outlined.

1. What educational purposes should the school seek to attain?
2. How can learning experiences that are likely to be useful in attaining these objectives be selected?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated?

Vertical team meetings address these questions. In addition, educational organizations such as the College Board encourage the use of vertical teams. Vertical teams allow schools to establish a continuum for skill building from one grade level to the next, and team communication leads to a greater understanding of what has been taught in preceding years. This communication helps teachers organize strategies to reduce repetition and allows them to encourage students to apply past instruction to new and more challenging material (The AP Vertical Teams Guide 1).

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore state and national standards and benchmarks and evaluate current curriculum in order to establish learner expectations at each level.	Professional Learning	02/15/2013	02/21/2014	\$0	No Funding Required	All faculty and administration

Strategy 3:

Curriculum: Solidify Scope and Sequence - Teachers will collaborate to merge current curriculum and established learner expectations into a vertically aligned scope and sequence.

Research Cited: According to respected educational organizations like the College Board, the best way to achieve an effective planned program is with vertical teams. Vertical teams allow for " development of a continuum for skill building from one grade level to the next. Team communication leads to a greater understanding of what has been taught in preceding years. This communication helps teachers organize strategies to reduce repetition and allows them to encourage students to apply past instruction to new and more challenging materials" (Vertical Alignment Teams, 1).

Activity - Writing the Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Synthesize current curriculum maps and established learner expectations into a scope and sequence for each discipline.	Policy and Process	02/21/2014	02/20/2015	\$0	No Funding Required	All faculty and administration

Strategy 4:

Curriculum: Connecting Across Campus - Teachers will collaborate across schools to align Pre-K-12 curriculum, ensuring that each student realizes his/her full academic, physical, and spiritual potential.

Research Cited: As the above strategy indicates, we want our curriculum to address the spiritual needs of our students. This accords with our mission as a Christian school, but it also correlates with secular ideas about effective curriculum. According to This We Believe in Action: Implementing Successful Middle Level Schools by the Association for Middle Level Education, "A growing sophistication about how things work in a morally conscious and responsible community portends active citizenship that brings vitality to the school today and the larger community tomorrow. Any curriculum design that does not provide opportunities for students to do "right things" alongside the significant adults in their lives is sadly incomplete."

Activity - Teams Across Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form teams from PreK-12 to examine scope and sequence for continuity and rigor.	Policy and Process	02/21/2014	08/28/2015	\$0	No Funding Required	All faculty and staff

Goal 2: Students in 3rd -8th grade at Nashville Christian School will demonstrate proficiency in Math.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of grade level standards in Mathematics by 05/30/2016 as measured by student performance on standardized testing. .

Strategy 1:

Curriculum: Establishing Expectations - Teachers will collaborate by discipline and across grade level to establish learner expectations for each subject. Teachers will evaluate our curriculum's alignment with the school's vision and state and national academic standards.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore state and national standards and benchmarks and evaluate current curriculum in order to establish learner expectations at each level.	Professional Learning	02/15/2013	02/21/2014	\$0	Annual Giving Fund, No Funding Required	All faculty and administration

Strategy 2:

Curriculum: Solidify Scope and Sequence - Teachers will collaborate to merge current curriculum and established learner expectations into a vertically aligned scope and sequence.

Activity - Writing the Scope and Sequence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Synthesize current curriculum maps and established learner expectations into a scope and sequence for each discipline.	Policy and Process	02/21/2014	02/20/2015	\$0	No Funding Required	All faculty and administration

Strategy 3:

Teacher Recruitment and Placement - Administration will work to ensure that all teachers are placed in their areas of certification and strength. This will include recruiting highly qualified teachers to fill open positions and possible shifting of current teachers into more appropriate positions.

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will use all forms of data including standardized assessment results, surveys and formal teacher evaluation models to evaluate and assess the effectiveness of each teacher relative to student performance.	Professional Learning	05/30/2013	05/30/2016	\$0	No Funding Required	Administrators

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Activity - Competitive Salaries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Board of Directors will establish a plan for increasing teacher salaries to a level that is competitive with area independent schools.	Recruitment and Retention	01/01/2014	01/01/2019	\$576000	District Funding	Board of Directors, President, Development

Strategy 4:

Benchmark testing - Teachers will utilize tools for benchmark testing three times a year to assess student progress.

Activity - Elementary Assessment Analysis and Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will meet to assess the current value of the EasyCBM Math assessments currently given to students. They will explore other programs including Discovery Math and Star Math and decide to either keep using the current program or adopt a new one.	Direct Instruction	11/01/2013	05/01/2014	\$1000	General Fund	Elementary administrator and teachers

Activity - Middle School Benchmark Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School students will use Discovery Education Assessment as a benchmark testing program three times annually. Teachers will use data from these assessments to directly address individual student weaknesses through advisory or class times.	Direct Instruction	09/30/2013	05/30/2016	\$400	General Fund	Teachers and Administrators

Strategy 5:

Intervention and Enrichment - Students in grades 3 through 8 will be offered intervention and enrichment opportunities in mathematics. This will occur in various forms for all grade levels.

Activity - Middle School Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in middle school will be placed in groups to work on math skills for an advisory period. Groups will be determined using data from standardized testing results and Discovery Education Assessment benchmark tests. Some groups will be used to build basic skills for students who show weaknesses in math. Other groups will be formed for students who show strength in math to challenge them to move beyond their current understanding.	Academic Support Program	08/30/2012	05/30/2016	\$0	No Funding Required	Middle School Teachers and Administrators

Activity - Elementary Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-3rd grade who require academic support in Math will have the opportunity to participate in Math Intervention classes twice a week taught by the school's special education teacher. As staffing allows, opportunities for after school and summer Math Intervention will be offered to students in 4th-5th grade.	Academic Support Program	09/03/2013	05/27/2015	\$40000	General Fund	Administrator, classroom teachers, LIFE director, support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Competitive Salaries	The Board of Directors will establish a plan for increasing teacher salaries to a level that is competitive with area independent schools.	Recruitment and Retention	01/01/2014	01/01/2019	\$576000	Board of Directors, President, Development
Total					\$576000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School Advisory	Students in middle school will be placed in groups to work on math skills for an advisory period. Groups will be determined using data from standardized testing results and Discovery Education Assessment benchmark tests. Some groups will be used to build basic skills for students who show weaknesses in math. Other groups will be formed for students who show strength in math to challenge them to move beyond their current understanding.	Academic Support Program	08/30/2012	05/30/2016	\$0	Middle School Teachers and Administrators
Professional Learning Communities	Explore state and national standards and benchmarks and evaluate current curriculum in order to establish learner expectations at each level.	Professional Learning	02/15/2013	02/21/2014	\$0	All faculty and administration
Writing the Scope and Sequence	Synthesize current curriculum maps and established learner expectations into a scope and sequence for each discipline.	Policy and Process	02/21/2014	02/20/2015	\$0	All faculty and administration
Professional Learning Communities	Explore state and national standards and benchmarks and evaluate current curriculum in order to establish learner expectations at each level.	Professional Learning	02/15/2013	02/21/2014	\$0	All faculty and administration
Data Review	Administration will use all forms of data including standardized assessment results, surveys and formal teacher evaluation models to evaluate and assess the effectiveness of each teacher relative to student performance.	Professional Learning	05/30/2013	05/30/2016	\$0	Administrators
Writing the Scope and Sequence	Synthesize current curriculum maps and established learner expectations into a scope and sequence for each discipline.	Policy and Process	02/21/2014	02/20/2015	\$0	All faculty and administration
Current Curriculum Assessment	meet to compare curriculum maps across grade level to identify overlap and omission	Policy and Process	10/01/2012	06/30/2013	\$0	All faculty and administration

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Teams Across Schools	Form teams from PreK-12 to examine scope and sequence for continuity and rigor.	Policy and Process	02/21/2014	08/28/2015	\$0	All faculty and staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Intervention	Students in K-3rd grade who require academic support in Math will have the opportunity to participate in Math Intervention classes twice a week taught by the school's special education teacher. As staffing allows, opportunities for after school and summer Math Intervention will be offered to students in 4th-5th grade.	Academic Support Program	09/03/2013	05/27/2015	\$40000	Administrator, classroom teachers, LIFE director, support staff
Elementary Assessment Analysis and Adoption	Elementary teachers will meet to assess the current value of the EasyCBM Math assessments currently given to students. They will explore other programs including Discovery Math and Star Math and decide to either keep using the current program or adopt a new one.	Direct Instruction	11/01/2013	05/01/2014	\$1000	Elementary administrator and teachers
Middle School Benchmark Testing	Middle School students will use Discovery Education Assessment as a benchmark testing program three times annually. Teachers will use data from these assessments to directly address individual student weaknesses through advisory or class times.	Direct Instruction	09/30/2013	05/30/2016	\$400	Teachers and Administrators
Total					\$41400	

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Explore state and national standards and benchmarks and evaluate current curriculum in order to establish learner expectations at each level.	Professional Learning	02/15/2013	02/21/2014	\$0	All faculty and administration
Total					\$0	