

Tennessee School Improvement Planning Process (TSIPP)

SIP



Tennessee Department of Education
Commissioner Lana C. Seivers

May 2008

TSIP Adherence To Title I Requirements

- a. A comprehensive needs assessment of the entire school using data analysis of NCLB subgroups. p. 8, p. 9-13
- b. Schoolwide reform strategies with emphasis on improved achievement of the lowest achieving students. p. 46, 48, 50, 52
- c. Instruction by highly qualified staff as addressed in NCLB. p. 10-11
- d. High quality and ongoing professional development activities. p. 46, 48, 50, 52
- e. Strategies to attract highly qualified teachers to high needs schools. p. 10
- f. Strategies to increase effective parental involvement. p. 12, 46, 49, 50, 52-54
- g. Plans for assisting preschool children from early childhood programs to elementary school programs. p. 15, IEP team
- h. Measures to include teachers in assessment decisions regarding the use of assessment in improving student performance and instructional programs. p. 23, 24, 29, 35
- i. Strategies for providing timely additional assistance to students experiencing difficulties mastering standards. p. 11, 46, 48, 50, 52
- j. Coordination and integration of federal, state, and local service programs. p. 47, 49, 51, 52, 54

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

I certify that _____ School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

1.1: SIP Leadership Team Composition

In the School Improvement process, six committees exist: a leadership team and five subcommittees. Establish a subcommittee for each of the five components of the plan. The Leadership Team is composed of its chairperson, the chairperson from each of the subcommittees, and representatives from each relevant stakeholder group and major initiatives within the school. These stakeholders could include representatives from the following groups: teachers, administrators, non-certified personnel, community, parents, and students. In high schools, be sure to represent faculty from both the academic and the technical paths.

The **Leadership Team** provides guidance for the entire process. When you list the members of the Leadership Team, be sure to indicate who is serving as the chairperson of this team.

1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

SIP Leadership Team Member Name	Leadership Chair? (Y/N)	Position	Name of Subcommittee(s) (when applicable)
Trish Anderson	Yes	3 rd Grade Teacher	Component 2 – Chairman Beliefs, Mission and Vision
Brenda Clark	Yes	6 th Grade Teacher	Component 4 – Chairman Action Plan Development
Michelle Cummins	Yes	1 st Grade Teacher	Component 3 – Chairman Curricular, Instructional, Assessment, and Organizational Effectiveness
Tessa Elam	No	Kindergarten Teacher	Component 1 – Member School Profile and Collaborative Process
Susan Hawkins	Yes	4 th Grade Teacher	Component 1 – Chairman School Profile and Collaborative Process
Denton Jones	No	Community Representative	Component 4 – Member Action Plan Development
Dana Morris	No	Principal	Oversees all Components
Sandy Sizemore	No	Teaching Assistant	Component 5 – Member School Improvement Plan and Process Evaluation
Mark Williams	No	Parent	Component 1 – Member School Profile and Collaborative Process
Stefanie Williams	No	1 st Grade Teacher	Component 3 – Member Curricular, Instructional, Assessment, and Organization Effectiveness
Lori Watson	Yes	Assistant Principal	Leadership Team Chairman Component 5 – Chairman School Improvement Plan and Process Evaluation

Component 1a - School Profile and Collaborative Process

1.2: Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Subcommittees have the responsibility to monitor the development and implementation, as appropriate, of the respective component so that the subcommittee chair can communicate the progress to the SIP Leadership Team.

In completing the templates that name the members of the subcommittees, be sure to indicate each member's position within the school or stakeholder group. Indicate which member serves as the subcommittee chair.

After each list of the members for a subcommittee, be sure to indicate the signatures for the subcommittee chairs are on file and check the box to indicate assurance the subcommittee has met and minutes are on file.

1.2: Subcommittee Formation and Operation (Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

Member Name	Position	Chair
Susan Hawkins	4 th Grade Teacher	X
Brenda Bryan	6 th Grade Teacher	
Lisa Bunde	Kindergarten Teacher	
Giovanni Cavalie	Community Representative	
Mary Beth Johnson	Parent	
Katie Duggin	Pre-School Teacher	
Tessa Elam	Kindergarten Teacher	
Nancy Fox	Guidance Counselor	
Kathy Freeze	Secretary/Bookkeeper	
Angela Houck	Physical Education Instructor	
Lori Watson	Assistant Principal	
Tracey Reed	Teaching Assistant	

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Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Trish Anderson	3 rd Grade Teacher	X
Terri Buckner	5 th Grade Teacher	
Gail Duncan	2 nd Grade Teacher	
Jo Harris	5 th Grade Teacher	
Dustin Hereford	3 rd Grade Teacher	
Deanna Hobbs	Speech Pathologist	
Brooke Lemons	Parent	
Tammy McKee	Instructional Assistant	
Missy Mills	Kindergarten Teacher	
Dana Morris	Principal	
Christy Wray	Community Representative	

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Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness

Member Name	Position	Chair
Michelle Cummins	1 st Grade Teacher	X
Jennifer Brandon	Instructional Assistant	
Dennis Clark	Community Representative	
Gary Hawkins	CDC Teacher	
Teri Leonard	4 th Grade Teacher	
Kathleen Roper	3 rd Grade Teacher	
Sheena Rob	Parent	
Lori Watson	Assistant Pricpal	
Stefanie Williams	1 st Grade Teacher	

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Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

Member Name	Position	Chair
Brenda Clark	6 th Grade Teacher	x
Denton Jones	Community Representative	
Lisa Mathis	Kindergarten Teacher	
Tammy McKee	Parent	
Dana Morris	Principal	
Mickey Norman	Art Teacher	
Renee Parnham	2 nd Grade Teacher	
Elisha Robison	2 nd Grade Teacher	
Stacey Southard	ELL Teacher	
Melissa Talley	Pre-school Teacher	
Jan White	Librarian	
Lola Williams	6 th Grade Teacher	

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Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

Member Name	Position	Chair
Lori Watson	Assistant Principal	X
Laura Akers	2 nd Grade Teacher	
Brent Parsley	Community Representative	
Allison Beachboard	3 rd Grade Teacher	
Cindy Mickle	Resource Teacher	
Heather Orange	Music Teacher	
Leann Partin	5 th Grade Teacher	
Megan Prince	Kindergarten Teacher	
Heather Reid	1 st Grade Teacher	
Erin Rice	Parent	
Shandra Richardson	4 th Grade Teacher	
Sandy Sizemore	Instructional Assistant	
Leslie White	3 rd Grade Teacher	

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Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Parent Survey	See table
Student Survey	See table
Current School Improvement Plan	All of these remaining sources were used to find information
Manchester City Schools Administration	listed in Narrative 1.3.2
City of Manchester Administration/Website	
Census Bureau	
NCLB Status Reports	
Manchester Chamber of Commerce	
Tennessee State Education Website	
College Street Elementary CPT Organization	

Parent Survey Results

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
I feel this school has adequate student materials.	1%	4.5%	6.5%	71%	17%
The school's facilities are adequate to support student learning.	1%	4%	6%	68%	21%
The school takes advantage of available community resources.	1%	9%	18%	54%	18%
I feel included in some of the decision-making processes at this school.	2%	21%	15%	50%	12%
I feel informed of activities and procedures at this school.	2%	6%	5%	67%	20%
I feel welcome at this school.	1%	2.5%	2.5%	52%	42%
I feel the teachers and administrators are available if I have a concern.	0%	2.5%	4.5%	54%	39%
I feel the school calendar effectively supports student achievement.	3%	4%	6%	62%	25%
I feel the school facilities/grounds are a safe and secure environment.	3%	7%	3%	62%	25%
I feel test scores are properly analyzed and the data is shared with parents.	0%	3.5%	7.5%	67%	22%
I feel research-based programs are used to enhance student learning.	0%	6%	18%	58%	18%
Necessary adaptations are implemented for all students.	0%	5%	21%	59%	15%
The staff at CSES receives appropriate training and staff development.	0%	3%	26%	54%	17%

This parent survey, including a Spanish version, was given to all parents of K, 2, 4, and 6th graders.

Student Survey Results

	Yes	No	Not Sure
1. I feel this school has adequate student materials.	76%	6%	18%
2. The school's facilities are adequate to support student learning.	92%	2%	6%
3. The school uses the community and community members to promote student learning.	66.5%	10.5%	23%
4. I feel the I am included in making some of the decisions of this school.	45%	38%	17%
5. I feel informed of activities and procedures at this school.	83%	14%	3%
6. I feel welcome at this school.	94%	1.5%	4.5%
7. I feel the teachers and staff are available if I have a concern.	80%	8%	12%
8. I feel safe at school.	85%	4.5%	10.5%
9. I feel that teachers and staff are concerned about my learning.	80%	9%	11%
10. I feel that this school offers enough activities.	55%	31.5%	13.5%

This student survey was given to all 5th and 6th graders.

1.3.2: Narrative and Analysis of Relevant School and Community Data

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

Staff Characteristics

Highly competent professional personnel, including one principal, one assistant principal, twenty-six teachers in grades K-6, two pre-school teachers, two part-time (1 position) Title I Reading teachers, one physical education teacher, one and one half time music teachers, one librarian, one art teacher, one part-time guidance counselor, one special education resource teacher, one CDC special education teacher, one part-time gifted education teacher, one ELL teacher, and one part-time speech/language pathologist provide quality educational services to College Street Elementary students. Paraprofessional staff members include one secretary/bookkeeper, one office receptionist, one School Health director, one nurse, one health assistant, one computer lab manager, five instructional assistants and eight special education instructional assistants. Support staff includes four Extended School Program staff, three custodians, and four food service employees.

The total administration, faculty, and staff demographics include 69 females and 5 males, of which 72 are white and 2 are African American. There is a total of 42 members on the teaching staff. Of that number 12 (29%) have 0-5 years experience, 8 (19%) have 6-10 years, 9 (21%) have 11-15 years, 6 (14%) have 16-20 years, 2 (5%) have 21-25 years, 2 (5%) have 26-30 years, and 3 (7%) have more than 30 years experience. Teachers at College Street Elementary have a total of 524 years of experience with the average years experience being 12.5. Sixteen (38%) of our faculty hold advanced degrees. **College Street Elementary is proud to claim that 100% of the staff is highly qualified (2007 Report Card) and no faculty members are teaching outside their area of certification. As all our staff are highly qualified, strategies to attract highly qualified personnel to College Street are not needed at this time; however, a differentiated pay scale is being developed by the district.** Three of our teachers received technology grants this year and are beginning to implement new technology in their classrooms. Leadership activities our teachers have participated in include mentoring, chairpersons of SIP/SAC study, Title I Leadership conference, Veteran's Day Program, Career Day, Red Ribbon Week, TEA/MEA officers, CPT teacher representatives, and coaching.

School Characteristics

Many teachers at College Street Elementary have participated in the state standards and benchmark training to learn how to best implement curricular goals in daily instruction. New teachers are mentored by experienced teachers. All teachers are required to keep a copy of the standards and benchmarks for their grade level and the next to use for instructional planning and facilitate in test preparation. Some staff development time is used to allow teachers to share ideas, suggestions, materials, and activities. Teachers are also encouraged to participate in a variety of in-service activities and share their acquired knowledge with the rest of the staff.

Students at College Street Elementary are offered a variety of programs to enhance the learning experience. The curriculum in grades K-6 includes reading, language arts, spelling, math, social studies, and science. In addition to their reading program, students in Kindergarten, first, and second grades use Saxon Phonics and Spelling to develop phonemic awareness and word-attack skills to build a strong reading foundation. **All students use the Accelerated Reading Program to improve reading skills and encourage reading outside the required instruction.** College Street Elementary has two computer labs. **The computer program Compass Learning Lab is used to remediate and enrich language arts, reading comprehension, writing, and math skills. Math Lab accompanies our Math series which teaches and assesses student progress. Study Island is used by teachers in grades 3-6 to prepare students for the TCAP test.** It includes reading, language, math, social studies, and science. A variety of other internet programs are used by the teachers to meet the individual needs of the students.

In addition to the above mentioned curricular offerings, **College Street Elementary provides a variety of other educational programs including guidance classes, resource/gifted classes for remediation and enrichment, English as a Second Language classes, speech and language therapy, and after school tutorial classes for remediation and enrichment.** The guidance counselor works with each class several times a year and meets with individual students as needed or requested by the teacher or parent. Topics such as study skills, social skills, good behavior, health, safety, and making friends are addressed in this program. The guidance counselor also works with parents by providing individual consultation and leading a parent training class. Students who are identified with any learning disability are provided special education services based on their individual needs. The special education program continues instruction toward goals and benchmarks and addresses problem areas with identified students. Students that are identified as gifted are also serviced by a special education program geared toward their abilities and interests. The ELL program offers instruction for students with limited or no English and supports the classroom teacher with materials and information to make the instruction appropriate for these students as well as translation support. **The Speech/Language Pathologist identifies and remediates students with speech and language disabilities and works closely with the pre-school classes.** We have a new program called Early Intervention that addresses the speech and language needs of the very young children. College Street Elementary also has an after school tutorial program, called Cougar Camp, for students of varying grades who need extra help. Highly qualified teachers work with these students on homework and

address any other individual needs. Other after school programs include Communication Club and Challenge Club (Beta Club) for enrichment. The librarian has Open Library for all students interested in reading and using the library two afternoons a week. The music teacher has students perform a musical each year and both the band and chorus perform at an end of the year concert. In addition to the regular music instruction the 5th and 6th grade students are taught guitar by our new part-time music instructor. All students receive art instruction from an art teacher 1 hour per week. The art teacher does a variety of projects with the older students, including the murals and ceiling tiles displayed throughout the building. Both the art teacher and the music teachers work closely with the classroom teachers to coordinating learning. New this year is a Health program that teaches the students about nutrition and exercise.

College Street Elementary has a variety of other programs. All the classes use the Right Choice Discipline Program to promote and encourage proper behavior and study skills. Upper grade students participate in sports coached by our teachers and parent volunteers, this includes basketball and cheerleading. Students in grades 4-6 participate in a Spelling Bee, and students in grades 5 and 6 may participate in a Geography Bee each year. The winners in both bees advance to the system wide contest. All students in grades 4-6 participate in 4H once each month and are given opportunities to complete a variety of projects and compete in community contests, including Clover Bowl. The school also participates in the Nashville Sounds baseball game incentive program that encourages students to read. Honor roll students are listed in the local newspaper and are given restaurant coupons as rewards. Finally, some other programs the students participate in include Jump Rope for Heart, Veteran's Day Program, Career Day, Dr. Seuss Day, Historical Character Presentations, Author Visits, and the Presidential Fitness Program.

Parents at College Street Elementary are actively involved in the library, classrooms, and numerous student activities. They volunteer to help with book fairs, field trips, fund raising, reading to and with students, TCAP test monitoring, and serve as room chairpersons for class parties and activities. Parents provide lunch and treats for the faculty and staff on staff development days, parent conference night, and during Teacher Appreciation Week. Parents attend assembly programs, PTO meetings, parent conferences, and fundraisers. Parent volunteers write the school newspaper and prepare the annuals each year. Our parent-teacher organization is extremely important in the success of our school. They provide assistance in the Accelerated Reading incentive program and support teachers' projects both financially and physically. They sponsor many fundraising projects, including Cougar Catwalk, QSP magazine sales, and the Winter Festival. The income from the fundraising projects has provided the school with new playground equipment, security and a gazebo. Our CPT officers report that more than 50 local businesses are sponsors for our school, with the majority donating anywhere from \$25.00 - \$250.00. Others provide services for our school at discounted rates. A list of major sponsors is included in Appendix 1. According to our survey results 94% of our parents feel welcome at our school and 93% feel the teachers and administrators are available if they have a concern. Our parents and business sponsors are important members of our team and their support is invaluable.

Finally, College Street Elementary has been accredited by the Southern Association of Colleges and Schools for more than 30 years.

Student Characteristics

College Street Elementary reported an enrollment of 498 students for the 2006-2007 school year. These students come from a variety of backgrounds. Approximately 83.7% is white, 7.2% is Hispanic/Latino, 5.4% is African American, 3.0% is Asian/Pacific Islander, and 0.6% is Native American/Alaskan. Approximately 45% is female and 55% is male. **Fifty percent of our student population is economically disadvantaged, qualifying our school for Title IA.** Our cafeteria manager reports that 52% of our total student population qualify for free/reduced lunches. Our ESL teacher currently services 24 students which is 4.8% of the population. Our attendance rate for last year was 95.2%, 2% over the state goal, and our promotion rate was 97.7%, slightly higher than the state goal of 97%. College Street Elementary had 85 new transfer students last year.

College Street Elementary consists of Speech/Language, Resource, a Comprehensive Developmental Class, and 2 Pre-school classes. The Pre-schools classes have a total of 31 students. The CDC class has 11 students, and the Resource class services 18 students. Of the Resource and CDC population, ten (35%) have Specific Learning Disabilities, five (17%) are Functional Delayed, one (3%) is MR, one (3%) has multiple disabilities, one (3%) has Autism, one (3%) is Language Impaired, one (3%) is Developmentally Delayed, and nine (32%) have other Health Impairments.

Discipline matters are thought to be best handled on an individual basis in the classroom. The classroom rules and the school rules are displayed in all classrooms and throughout the building. Student discipline information is compiled by the individual teacher and reported to the home with the use of conduct/behavior charts, principal referral forms, detention forms, letters, etc. as deemed appropriate for the grade level. There were no suspensions or expulsions reported for the 2006-

Parent and Guardian Demographics

According to the U.S. Census Bureau, the city of Manchester has a total population of 9,671, up 16.6% since 2000. Of this number approximately 47% are males and 53% are female. At this time 90.8% of the population is white, 3.9% African American, 3.3% Hispanic, 0.7% American Indian, and 1% other. Ethnic backgrounds include United States or American 22.1%, English 11.5%, Irish, Scotch-Irish 2.1%, and French 1.9%. The marital status of the population over fifteen years of age and over is currently made up of 19.8% never married, 55.45 currently married, 2.1% separated, 10.3% widowed, and 12.4% divorced. The level of education of the population over twenty-five years of age consist of 71.6% with a high school or higher education, 18% with a bachelor's degree or higher, and 6.1 % with a graduate or professional degree. The estimated median household income in 2005 for Manchester was \$31,200. This is significantly below the state median income of \$38,874. Of this group 17.6% were below poverty level and another 6.4% were below 50% of poverty level. Approximately 47% were in the \$0 - \$29,999 range, 34% were \$30,000 - \$59,999, and 19% were above

\$60,000. Manchester reports a 7.4% unemployment status. In Manchester 64.6% of the households are families with children, with the average household size 2.4 people.

Community Characteristics

Manchester, Tennessee, the County Seat of Coffee County, is located on the Highland Rim of Middle Tennessee on Interstate 24 equidistant from Nashville to Chattanooga. The city, which was established in 1836, is 434 square miles. Manchester city has a school system which includes 3 schools: College Street Elementary, Westwood Elementary, and Westwood Jr. High School. Manchester City students attend high school at Coffee County Central High. Other students in the area attend one of the 5 Coffee County elementary schools or the Coffee County Middle School. Along with Temple Baptist Christian School there are 4 more private schools in the area. Home schooling is also an option for educating children in Manchester. Active parent organizations insure community involvement in the educational process. Community field trips for students include the Manchester Arts Center, Old Stone Fort, Manchester Museum, the Manchester Recreation Center, and the City Park. The public library features summer reading programs to compliment the school reading programs. A major employer since the 1950's is the Arnold Engineering Development Center, a test facility operated by the United States Air Force. Manchester is also home to many businesses and companies that serve the needs of the local population. The top employers are Batesville Casket, DESA International, M-TEK, and VIAM. Appendix 2 has a list of businesses in the area. More businesses are being lured to our community because of the favorable location, mild climate, and the availability of employees.

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

1.4: Variety of Academic and Non-Academic Assessment Measures

Refer to Component 1 Academic/Nonacademic Helpful Hints.

1.4: Variety of Academic and Non-Academic Assessment Measures (Rubric Indicator 1.4)

List Data Sources

Academic Data Analysis:

State of Tennessee Report Card 2006-2007
TCAP results
Writing Assessment
Value Added Scores
Pre and Post Tests Data from Compass Computer Lab
Pre and Post Tests Harcourt Math Center computer software
Brigance Pre-Kindergarten Screening
Speed Dial Kindergarten Screening
Grade A in Kindergarten, First grade, and Second grade
Accelerated Reader Program
Report Cards and Mid-term Progress Reports
Dibles Assessment

Non-Academic Data Analysis:

Manchester Chamber of Commerce
Coffee County Industrial Board
City Mayor's Office
College Street Elementary Parent Survey
College Street Elementary Student Survey
Attendance Rates
Promotion Rates
Suspension and Expulsion Rates
Manchester City Schools Website
City of Manchester Website

1.5: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

Describe the data collection and analysis process used in determining your strengths and needs.

In preparing for College Street's SACs study, several steps were taken to gather and analyze information. We began by calling several organizations in Coffee County. We called the Industrial Board of Coffee County, the Manchester Chamber of Commerce, the Manchester Board of Education, and the Mayor's office. Additionally, the City of Manchester and Manchester City Schools websites were consulted. Then we began disaggregating the data from the Tennessee State Report Card. The scores on the report card for College Street were compared to the state scores and averages. Not only did we compare the percentiles and points, we also compared the scores of each grade level, the various subgroups of students, and the time period the scores were made. Finally we analyzed the information gathered from the stakeholder's surveys.

After collecting and analyzing our data, we exhibit both strengths and weaknesses. The state of Tennessee Report Card shows all A's in achievement and value added assessment. Another strength identified on the Report Card is a 0.0% suspension and expulsion rate. Our attendance is 2.2 percent above the state's goal, this is strength, but also a need since good attendance is vital for school success. Additionally, our TCAP results indicate achievement in almost all-content areas is at or above the state average. However, several areas of need have been identified. Increasing proficiency (gain) in Science and Social Studies and Math for particular grade levels is an area of need. In addition, writing scores match the state's average but is 0.1 decrease from the previous year. The Compass Learning Lab is used in Language, Reading and Math is an assessment tool. An 80% proficiency level must be met before students are able to progress to the next level. The Harcourt Math Center software is utilized by teachers to pretest and posttest students on material covered in the classroom. The students must perform at 85% proficiency or the program prescribes remedial skills for the students to complete. Weekly reports are produced for teachers to assess student progress. The Brigance Screening Test is given to all Pre-K students and the results are used to develop personal education plan. At the completion of the Pre-K year results are placed in the student's cumulative folder and are Utilized in transition planning from Pre-K to K. Additionally, IEP team meetings are used to transition Pre-K students to kindergarten. Speed Dial in Kindergarten is used at the beginning of the year to screen students for readiness for Kindergarten work. Grade A is a testing tool used in Kindergarten, first and second grades at the end of the school year to place students in appropriate setting for the next school year and the results are also used to measure academic growth. Report cards and mid-term progress reports are used to inform parents of student progress for the nine-week grading period, and for retention purposes. The Dibels Assessment is given to all first grade students to identify students needing RTI. The majority of parents and students surveyed agree safety is an important contributor to student success, thus added security is needed in our school. The survey also indicated stakeholders overwhelmingly felt they are welcome in our building and all school personnel are available when concerns arise.

1.6: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

School Population

In disaggregating of our school population, our school has 83.7% White, 5.4% African American, 7.2% Hispanic, 3.0% Asian, 0.6% Native American, and 0.0% Pacific Islander.

Math

In fifth grade beginning 2004-2005, with a score of -7.9 , the score increased by 4.5 in 2005-2006 to -3.4 . In 2006-2007 there was a decrease of 5.3 to obtain a score of -8.8 . The three year average is -6.7 . In analyzing the data from the State of Tennessee Report Card 2007, 4% of **all math students** at College Street Elementary are below proficient versus the state average of 10%. When looking at the two averages for all students, 96% of students scored proficient and advanced in comparison to 90% of students in the state. In disaggregating the **economically disadvantaged** of our school, 8% were in the below proficient versus the state's 15%. In 2007, 29% of the **students with disabilities** scored below proficient compared with the state's 39% average. **Students with disabilities at College Street** scored 74% proficient and advanced versus 39% average for the state. The 2007 data indicates 88% of **African American** students scored 88% proficient or advanced compared to 82% for the state average. The population of **white students** scored 97% proficient or advanced as compared to 92% for the state. In disaggregating the **Hispanic population**, 100% of students scored advanced and proficient with the same group scoring 86% in the state. The report card indicates no data for **Native American, Asian/Pacific islander, Limited English Proficient (LEP), and Migrant students**.

Reading/Language

In analyzing the data from the State of Tennessee Report Card 2007, 6% of all **reading/language students** at College Street Elementary are below proficient that is 4% less than the state's average. When looking at the two averages for all students, 94% of students scored proficient and advanced which is slightly above the state's average of 90%. In disaggregating the **economically disadvantaged** of our school, 11% were in the below proficient versus the state's 14%. In this same group College Street had a two-year average of 89% scoring proficient and advanced as opposed to the state's average of 82%. In 2007 25% of the **students with disabilities** scored below proficient compared with the state's 30% average. The same group of **students with disabilities** at College Street scored 78% proficient or advanced versus 67% average for the state. In analyzing the **Hispanic students** in our school, 19% were below proficient in reading/language compared with 18% for the state. College Street Elementary School's **African American** population scored 14% below proficient compared with 15% statewide. This same group's average for proficient or advanced is 91% with 85% of the state scoring proficient or advanced. The report card

indicates no data for **Native American, Asian/Pacific Islander, Limited English Proficient (LEP), and Migrant students.**

Writing

In 2005 with a score of 3.8 and a grade of B, there was an increase to 4.2 and a grade of A in 2006. In 2007, there was a slight decrease to 4.1 and a grade of A that matches the state's average.

Science

In the fourth grade at College Street, beginning in 2004-2005, with a score of 7.5, the score increased in 2005-2006 to 12.2. This shows an increase of 4.1. In 2006-2007, the score was 10.2. In fifth grade at College Street, beginning in 2004-2005, with a score of -1.1 the score increased in 2005-2006 to 7.2. This shows an increase of 8.9. In 2006-2007, the score is 6.6 indicating a decrease of 0.6. The three-year average in Science is 4. In sixth grade beginning in 2004-2005, with a score of -4.2, the score increased to 4.7 in 2005-2006. This shows an increase of 8.9. In 2006-2007, with a score of -5.9, there was a decrease of 10.6. With the three-year average being -1.8.

Social Studies

In fourth grade beginning 2004-2005, with a score of 6.7, the score increased to 12.7 in 2005-2006. This is an increase of 6. In 2006-2007, there was an increase of 3.3 bringing the score to 16. The three-year average in fourth grade is 11.8. In fifth grade, beginning in 2004-2005, with a score of 1.2 the score increased to 5.8 in 2005-2006. This is an increase of 4.6. In 2006-2007 there was an increase of 0.6 making the score 5.2. The three-year average in fifth grade is 4.0. In sixth grade, beginning in 2004-2005, with a score of 5.3, the score decreased to -1 in 2005-2006. This is a decrease of 6.3. In 2006-2007 there was a decrease of 3.2 making the score -4.2. The three-year average in sixth grade is 0.1.

Student Discipline

After analyzing the student discipline data, there were no suspension or expulsion in all subgroups.

1.7: Narrative Synthesis of All Data

Give a narrative synthesis of all data. Synthesis would be the blending of the data reviews to give the big picture.

1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

In the area of math, College Street Elementary has several strengths. We are above the state average school wide. However, fifth grade is an area of need. In reading and language arts all the students at College Street meet or slightly exceed the state's averages for every group tested. This is a positive trend and not targeted as a goal at this time. Although our last year's writing score decreased 0.1, which still equals the state average of 4.1, we feel this continues to be a need for our school. In analyzing data in science and social studies, these are areas of need based on our sixth grade TVAAS scores. Evaluation of the surveys reveal a majority of stakeholders feel our school offers a safe learning environment, but adding security is needed. The surveys also indicate that stakeholders feel welcome in our school and teachers as well as administrators are available if any concerns need to be addressed. Stakeholders agree they would like to have more input in decision making for our school. In assessing our teacher to classroom ratio, we have all classrooms filled at this time. If the student population continues to grow in accordance with the 16.6% growth in our city over the last six years, we will not have sufficient classroom space to accommodate additional classes. This is a need as indicated by the stakeholders of our school. College Street currently employs one full time and four part time instructional assistants to serve 463 students. This is a need for our school with a ratio of over 90 students per 1 assistant. Several classes receive no instructional assistant time. College Street's attendance rate exceeds the state goal by 2.2%.

1.8: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 4 (Action Plan) will be derived from this prioritized list of goal targets. Prioritized goals would identify the most critical areas of need and where your work would start.

1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

College Street has met all the NCLB Federal Benchmarks for 2007 in math, reading, language arts, writing, and attendance. Analysis of the 2007 Report Card and the Stakeholders Survey has illustrated our needs as follows:

- Goal 1: Our goal is to increase proficiency (gain in value added) in 6th grade Science from -5.9 to -3.9 by 2.0 for 2008-2009.
- Goal 2: Our goal is to increase proficiency (gain in value added) in 6th grade Social Studies -4.6 to -3.6 by 1.0 for 2008-2009.
- Goal 3: Our goal is to increase proficiency (gain in value added) in 5th grade Math from -8.8 to -5.8 by 3.0 for 2008-2009.
- Goal 4: Our goal is to increase writing scores from 4.1 to 4.2 by 0.1 for 2008-2009.
- Goal 5: Our goal is to increase the safety of students and staff.

Component 2 – Beliefs, Common Mission and Shared Vision

2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

1. Learning is the shared responsibility of the students, family, school and community.
2. Learning should be valued and a lifelong process.
3. Individual differences must be recognized and accepted so every child can learn.
4. There is a positive correlation between learning and school attendance.
5. Student's diverse needs may dictate a change in the instructional process.
6. Data results should be used to drive instruction, curriculum and organizational processes of schools.
7. School policies and decision making reflect our belief that every person has value and deserves respect.
8. Self-esteem and self-management skills are essential to student success.
9. Communication between families and teachers is imperative to student success.

Common Mission

In partnership with families and the community, College Street Elementary will provide a safe environment where students will develop into lifelong learners with the knowledge, skills, attitudes, and cultural tolerance to become productive and responsible citizens.

Shared Vision

Our vision is for all students to receive a quality of education preparing them for the future as our community changes and grows.

3.1.a: Curricular Practices

3.1.a: Curricular Practices
(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	<u>Align Curriculum to Tennessee Standards</u>	<u>Establish clear & challenging benchmarks</u>	<u>Monitor the quality of curriculum & instruction</u>	<u>Distribute learning materials correlated to state standards</u>	<u>Provide training to staff on use of state standards</u>	<u>Implement a K-9 standards-based model for Math</u>	<u>Maintain open lines of communication to all stakeholders</u>
Evidence of Practice	<ul style="list-style-type: none"> • Blueprint for Learning • eTIGER Report for CTE 	<ul style="list-style-type: none"> • State Curriculum Framework • Blueprint for Learning • CTE State Curriculum Framework 	<ul style="list-style-type: none"> • Formal and informal teacher observations • eTIGER Report for CTE • CTE MIS Report 	<ul style="list-style-type: none"> • Annual purchase of state approved textbooks • Purchase of supplemental material correlated to Blueprint for Learning 	<ul style="list-style-type: none"> • Numerous training opportunities provided 	<ul style="list-style-type: none"> • Blueprint for Learning 	<ul style="list-style-type: none"> • Use of a variety of media formats
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<ul style="list-style-type: none"> • Report Card 	<ul style="list-style-type: none"> • Report Card 	<ul style="list-style-type: none"> • Framework for Evaluation • Snapshot classroom observations • Unit/lesson plans • HQ percentage 	<ul style="list-style-type: none"> • Current textbook adoption • Test Ready and Buckle Down supplemental material • Compass Learning System • United Streaming Video • Study Island Grades 2-6 	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • TASL and CEO credit, 	<ul style="list-style-type: none"> • Harcourt K-6 Math textbook • Glencoe 7-9 Math textbook • Accelerated Math • Math Facts in a Flash • PLATO etc. 	<ul style="list-style-type: none"> • Web site • Radio • Local Cable TV • Newsletter • Handbook • Translator
<p>Evidence of effectiveness or ineffectiveness</p>	<ul style="list-style-type: none"> • Met all benchmarks for AYP 	<ul style="list-style-type: none"> • Met all benchmarks for AYP 	<ul style="list-style-type: none"> • Retention of quality teachers • 99+ percent HQ teachers 	<ul style="list-style-type: none"> • Met all benchmarks for AYP 	<ul style="list-style-type: none"> • Pre-Service teacher training • Stockpile staff development days • TASL & CEO training • Software vendor provided training • Textbook publisher training 	<ul style="list-style-type: none"> • Met all benchmarks for AYP in Math 	<ul style="list-style-type: none"> • Results of Family Friendly School Survey

Evidence of equitable system support for this practice	<ul style="list-style-type: none"> • District-wide staff development • Equitable distribution of resources and materials 	<ul style="list-style-type: none"> • District-wide staff development • Equitable distribution of resources and materials 	<ul style="list-style-type: none"> • Evaluator training 	<ul style="list-style-type: none"> • Additional local funds for textbooks • Supplemental materials • Technology for all schools 	<ul style="list-style-type: none"> • District Instructional Calendar • Unrestricted professional leave days 	<ul style="list-style-type: none"> • Equitable distribution of textbooks, materials, and training 	<ul style="list-style-type: none"> • District-wide participation
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice

3.1.b: Curriculum Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

TIME:

Sufficient time is being allocated for the following:

- Pre-service teacher training
- Stockpile staff development
- Professional development for administrative staff
- Support and assistance to schools based on individual needs

MONEY:

Distribution of necessary resources and training were found to be equitable.

PERSONNEL:

Personnel usage focuses on:

- Developing and monitoring programs
- Meeting federal and state compliance standards

OTHER RESOURCES:

Providing assistance and building capacity for high quality curriculum practices is being met through:

- Pre-service teacher training
- Stockpile staff development
- Mentoring of both regular and special education teachers
- Providing more training in formative assessments
- Allocating additional funding for materials and technology (BEP 2.0)

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

TIME:

MONEY:

- BEP 2.0 funds should be used to provide resources and training as needed.

PERSONNEL:

- A full-time curriculum specialist is needed to provide staff development, mentoring, and instructional support.

OTHER RESOURCES:

Assistance and building capacity for high quality curriculum practices should be adjusted through:

- Providing more training in formative assessments
- Allocating additional funding for materials and technology

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Adequacy is being met through:

- Equitable distribution of textbooks, materials, and training
- Equitable distribution of local, state, and federal funds to support curricular practices
- Equitable distribution of all necessary resources and training
- Equitable distribution of technology resources (BEP 2.0)

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Funds and resources are being targeted effectively to meet the needs of our schools through:

- Comparable distribution of local, state, and federal funds

Based on the data, are we accurately meeting the needs of all students in our school?

Based on our school AYP needs are being met; however, AYP data suggests a need to address the areas of math, reading, and language arts for the Limited English Proficient group. Value added data suggests Reading/ Language Arts and Math should be addressed in grade 5.

3.1.c: Curricular Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

3.1.c: Curricular Summary Questions (*Rubric Indicator 3.2*)

Curriculum Summary Questions - Narrative Response Required

What are our major strengths and how do we know?

Based upon data analysis of the 2007 System Report Card and the TVAAS Restricted Website, major strengths include:

- ◆ Grades 3 – 6 achievement (all areas)
- ◆ Writing, grade 5
- ◆ Meeting AYP benchmarks
- ◆ Sufficient time for professional development for teachers and administrators
- ◆ Equitable distribution of necessary resources and training
- ◆ Meeting state and federal compliance standards for personnel allocation
- ◆ Allocating additional funding for materials and technology (BEP 2.0)

Curriculum Summary Questions - Narrative Response Required

What are our major challenges and how do we know. (These should be stated as curricular practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

- ◆ AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- ◆ Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- ◆ Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- ◆ Allocating additional funding for materials and technology to accommodate plans for school system expansion (BED 2.0).
- ◆ Addition of a full-time curriculum specialist to provide staff development, mentoring, and instructional support

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- ◆ Hiring a full-time curriculum specialist
- ◆ Providing additional support in the area of Reading, Language Arts and Math. (BEB 2.0)
- ◆ Increase use of advanced technology to improve student academic achievement. (BEB 2.0)

3.2.a: Instructional Practices

3.2.a: Instructional Practices
(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	<u>Optimize instructional time as a management technique to support the learning process</u>	<u>Incorporate higher level thinking and reasoning skills</u>	<u>Provide class instruction aligned with standards-based curriculum</u>	<u>Provide remediation to students who do not attain skills needed for success</u>	<u>Provide research-based classroom instruction to accommodate diverse cultures, languages, and learning styles</u>	<u>Use assessment results to gear instruction</u>
Evidence of Practice	<ul style="list-style-type: none"> • Instructional Calendar (extended day) 	<ul style="list-style-type: none"> • Blueprint for Learning • CTE State Curriculum Framework 	<ul style="list-style-type: none"> • Blueprint for Learning • CTE State Curriculum Framework 	<ul style="list-style-type: none"> • After school tutoring • Mentoring • Extended Contract • Tech labs • Reading Specialists (BEP 2.0) 	<ul style="list-style-type: none"> • Differentiated instruction • Direct Instruction Reading Program • ELL classes • RTI • Study Island • Read 180 • PLATO 	<ul style="list-style-type: none"> • Instructional intervention based on disaggregated data
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable)	<ul style="list-style-type: none"> • 200 day Accountability Report • Individual 	<ul style="list-style-type: none"> • Lesson plans • Teacher observation 	<ul style="list-style-type: none"> • System Report Card 	<ul style="list-style-type: none"> • Pre-test/Post-test • Extended Contract 	<ul style="list-style-type: none"> • ELL curriculum • Special Ed. Curriculum 	<ul style="list-style-type: none"> • TVAAS Restricted Web site

sources)	school master schedules			evaluation <ul style="list-style-type: none"> • After-school tutoring evaluation • Fast ForWord logs 	<ul style="list-style-type: none"> • <u>Curriculum Instruction That Works</u> by Marzano 	
Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> • Met AYP benchmarks 	<ul style="list-style-type: none"> • TCAP Assessments • eTIGER Report for CTE • CTE MIS Report 	<ul style="list-style-type: none"> • Met all benchmarks for AYP 	<ul style="list-style-type: none"> • Results of evaluations • 98.1% promotion rate (07 school year) 	<ul style="list-style-type: none"> • ELDA assessment • TCAP assessments 	<ul style="list-style-type: none"> • System Report Card
Evidence of equitable system support for this practice	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • System-wide ELL and Special Ed. Services • Staff development documentation 	<ul style="list-style-type: none"> • Equitable access to data on a need to know basis
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice

3.2.b: Instructional Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to instructional practices, also to be recorded in Template 3.2.b.

3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

TIME:

Allocation of sufficient time for implementing research-based instructional practices is being met through:

- Pre-service teacher training
- Stockpile staff development
- Professional development for administrative staff
- Support and assistance to schools based on individual needs

MONEY:

Equitable distribution of necessary resources and training for research-based instructional practices was found at College Street. BEP 2.0 funds have been used to hire personnel to work in the areas of ELL, truancy and behavior, RTI, reading, and fine arts.

PERSONNEL:

Personnel usage was found to focus on:

- Developing and monitoring research-based instructional programs
- Meeting federal and state compliance standards
- Dealing with at-risk issues

OTHER RESOURCES:

Providing assistance and building capacity for high quality instructional practices are being met through:

- Pre-service teacher training
- Stockpile staff development
- Mentoring of both regular and special education teachers
- Providing training in formative assessments (BEP 2.0)
- Providing additional funding for materials and technology (BEP 2.0)

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES
(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

TIME:

There is a need to increase time in the following areas:

- Staff development in the practice of differentiated instruction
- Responsiveness to Intervention (RTI)
- Effective use of classroom technology

MONEY

Local funds and BEP 2.0 funds should be used in the following areas:

- Supplemental resources
- Personnel (to deal with at-risk issues)
- Technology
- Staff development
- Instructional material

PERSONNEL:

A full-time curriculum specialist is needed to provide staff development, mentoring, and instructional support.

OTHER RESOURCES:

Providing assistance and building capacity for high quality research-based instructional practices should be fostered through:

- Providing more training in formative assessments
- Providing additional funding for materials and technology

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Equity and adequacy is being met through:

- Equitable distribution of textbooks, materials, and training
- Equitable distribution of local, state, and federal funds to support research-based instructional practices
- Equitable distribution of all other necessary resources and training

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Targeting funds and resources effectively to meet our needs is being met through:

- Comparable distribution of local, state, and federal funds for research-based instructional practices

Based on the data, are we accurately meeting the needs of all students in our school?

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value added data suggests a need to address Reading/Language Arts and Math, grade 5.

3.2.c: Instructional Summary Questions

The following summary questions are related to **instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

3.2.c: Instructional Summary Questions (*Rubric Indicator 3.4*)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Based upon data analysis of the 2007 System Report Card, major strengths include:

- Grades 3 – 6 achievement (all areas)
- Writing, grade 5
- All schools meeting AYP benchmarks
- Sufficient time for professional development for teachers and administrators
- Equitable distribution of necessary resources and training
- Addition of classroom technology (BEP 2.0 funds)

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

- AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- Increase staff development in the practice of differentiated instruction and RTI.
- Allocate additional funding for supplemental material.
- Addition of a full-time curriculum specialist to provide staff development, mentoring, and instructional support.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- Hiring a full-time curriculum specialist
- Providing additional support in the area of Reading

3.3.a: Assessment Practices

3.3.a: Assessment Practices
(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	<u>Use disaggregated data to assess academic growth of all students</u>	<u>Use a wide range of school level assessments</u>	<u>Provide assessment information to stakeholders regarding student learning</u>	<u>Provide professional development in the appropriate use of assessment</u>	<u>Uses student assessments that are aligned with state curriculum standards</u>	<u>Provide technical assistance to teachers and staff in creating, utilizing, and interpreting assessments</u>
Evidence of Practice	<ul style="list-style-type: none"> • Differentiated instruction • Program eligibility (remediation & enrichment) 	<ul style="list-style-type: none"> • Assessment drives instruction through curriculum mapping. 	<ul style="list-style-type: none"> • Parent/teacher conferences • Communication with parents • Web sites 	<ul style="list-style-type: none"> • Numerous training opportunities provided at national, state, and local level 	<ul style="list-style-type: none"> • Frequent monitoring of assessment documents 	<ul style="list-style-type: none"> • Numerous training opportunities provided at national, state, and local level
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • TVAAS Restricted Website • Local disaggregation 	<ul style="list-style-type: none"> • CRT • Portfolio • Curriculum-based, teacher-made tests • GRADE • Speed Dial • Renaissance 	<ul style="list-style-type: none"> • 9 week progress reports • Friday folders • TCAP parent information sheets • School newsletters 	<ul style="list-style-type: none"> • Agendas • sign-in sheets for national, state, and local workshops • Agendas and sign-in sheet where teachers share what they have learned with faculty and staff 	<ul style="list-style-type: none"> • CRT • Portfolio • Curriculum-based, teacher-made tests • GRADE • Speed Dial • Brigance • Renaissance 	<ul style="list-style-type: none"> • Agendas • Sign-in sheets for national, state, and local workshops

		<p>Learning Assessments</p> <ul style="list-style-type: none"> • Study Island • Scott Foresman Reading Street Online Assessment and Data Management System 	<ul style="list-style-type: none"> • Banners & signs 		<p>Learning Assessments</p> <ul style="list-style-type: none"> • Fluharty II • DIBELS 	
Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> • Met AYP benchmarks 	<ul style="list-style-type: none"> • Met AYP benchmarks 	<ul style="list-style-type: none"> • Family Friendly Schools Survey • Title 1 & SIP surveys 	<ul style="list-style-type: none"> • Met AYP benchmarks 	<ul style="list-style-type: none"> • Met AYP benchmarks 	<ul style="list-style-type: none"> • Met AYP benchmarks
Evidence of equitable system support for this practice	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training 	<ul style="list-style-type: none"> • Equitable distribution of all necessary resources and training
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Provide more training in formative assessments, 	<ul style="list-style-type: none"> • Continuation of effective practice 	<ul style="list-style-type: none"> • Continuation of effective practice

3.3.b: Assessment Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –Which is identified in your practices and – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to assessment practices, also to be recorded in Template 3.3.b.

3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

TIME:

Allocating sufficient time for implementing research-based assessment practices is being met through the following:

- Providing technical assistance to teachers and staff in creating, utilizing, and interpreting assessment
- Stockpile staff development
- Professional development for administrative staff
- Pre-service teacher training

MONEY:

Equitable distribution of all necessary resources and training for research-based assessment practices was found.

PERSONNEL:

Personnel usage was found to focus on:

- Providing technical assistance to teachers and staff in creating, utilizing, and interpreting assessment
- Meeting federal and state compliance standards
- Providing staff development opportunities in creating, utilizing, and interpreting assessment

OTHER RESOURCES:

Providing assistance and building capacity for high quality research-based assessment practices is being done through:

- Providing assistance in distributing and processing test materials
- Providing training and assistance in testing security
- Mentoring of both regular and special education teachers in assessment practices

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

TIME:

It was found that we ought to be allocating more time for implementing research-based assessment practices through the following:

- Providing staff development in disaggregating and interpreting assessment results

MONEY:

Local funds should be used to purchase achievement tests for grade 2.

PERSONNEL:

OTHER RESOURCES:

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Equity and adequacy are being provided through:

- Equitable distribution of materials and training
- Equitable distribution of local, state, and federal funds to support research-based instructional practices
- Equitable distribution of all other necessary resources and training

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Targeting funds and resources effectively to meet our needs is being done through:

- Comparable distribution of local, state, and federal funds for research-based assessment practices

Based on the data, are we accurately meeting the needs of all students in our school?

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value-added data suggests a need to address Reading/Language Arts and Math, grade 5.

3.3.c: Assessment Summary Questions

The following summary questions are related to **assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Based upon data analysis of the 2007 System Report Card, major strengths include:

- Grades 3 – 6 achievement (all areas)
- Writing, grade 5
- All schools meeting AYP benchmarks
- Providing technical assistance and professional development to teachers and staff in creating, utilizing, and interpreting assessment
- Meeting federal and state compliance standards

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

- AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- Value-added data suggests a need to address Reading/Language Arts and Math, grade 5
- Provide staff development in disaggregating and interpreting assessment results.
- Purchase standardized achievement test for grade 2.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- Hiring a full-time curriculum specialist
- Providing additional support in the area of Reading

3.4.a: Organizational Practices

3.4.a: Organizational Practices
(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Provide on-going and sustained professional development for school leaders.	The school system's beliefs, mission, and shared vision define the purpose and direction for the district.	Provide a common instructional design to increase the opportunity for success in teaching and learning at all schools.	Alignment of programs to standards and benchmarks maximizes time on task for all students.	Provide programs and services that support a diverse learning community.
Evidence of Practice	Monthly administrative team meetings	Collaborative development of beliefs, mission, and shared vision	<ul style="list-style-type: none"> ◆ Blueprint for Learning ◆ CTE State Curriculum Framework 	<ul style="list-style-type: none"> • Blueprint for Learning • Instructional Calendar (extended day) 	<ul style="list-style-type: none"> • Differentiated instruction • Direct instruction programs • ELL classes
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Agendas/handouts for monthly administrative staff meetings 	<ul style="list-style-type: none"> • Stated mission and belief • Approved board policy 	System Report Card	<ul style="list-style-type: none"> • 200 day accountability report • Individual school master 	<ul style="list-style-type: none"> • ELL curriculum • Special Ed. Curriculum • <u>Curriculum Instruction That</u>

	<ul style="list-style-type: none"> professional leave requests 			schedules	<u>Works</u> by Marzano
Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> 100 percent attendance information sharing with appropriate stakeholders 	Day to day effective operation of school system	<ul style="list-style-type: none"> Met AYP benchmarks eTIGER Report for CTE CTE MIS Report 	Met AYP benchmarks	<ul style="list-style-type: none"> ELDA assessment TCAP Assessments
Evidence of equitable system support for this practice	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	<ul style="list-style-type: none"> System-wide ELL and Special Ed. Services Staff development documentation
Next Step (changes or continuations)	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice

3.4.b: Organizational Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.4.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to organizational practices, also to be recorded in Template 3.4.b.

3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

TIME:

Allocating sufficient time for implementing research-based organizational practices is being done through the following:

- Monthly administrative team meetings
- On-going and sustained staff development
- Professional development for administrative staff
- Pre-service teacher training
- Collaborative development of beliefs, mission, and shared vision

MONEY:

Equitable distribution of all necessary resources and training for research-based organizational practices was found.

PERSONNEL:

Personnel usage was found to focus on:

- Providing personnel to support a diverse learning community
- Providing additional full-time ELL instructor (BEP 2.0)
- Providing Reading specialist at the Elementary levels (BEP 2.0)
- Providing Assistant Principals at each Elementary School (BEP 2.0)
- Providing additional fine arts teachers at each Elementary School (BEP 2.0)
- Providing additional personnel to deal with student behavioral issues (BEP 2.0)
- Providing additional Special Education personnel to deal with the increased number of identified and certified students with special needs. (BEP 2.0)

OTHER RESOURCES:

Providing assistance and building capacity for high quality research-based organizational practices are being met through:

- Extended school day
- Providing a common instructional design at all schools
- Mentoring of both regular and special education teachers
- Providing additional full-time ELL instructor (BEP 2.0)
- Providing Reading specialist at the Elementary (BEP 2.0)

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

TIME:

MONEY:

PERSONNEL:

It was found that personnel usage ought to focus on:

- Providing additional full-time ELL instructor to accommodate plans for school system expansion (BEP 2.0)
- Providing full-time curriculum specialist
- Providing Reading specialist at the Elementary level to accommodate plans for school system expansion (BEP 2.0)

OTHER RESOURCES:

Providing assistance and building capacity for high quality research-based organizational practices should be done through:

- Providing additional full-time ELL instructor to accommodate plans for school system expansion (BEP 2.0)
- Providing full-time curriculum specialist
- Providing Reading specialist at the Elementary levels to accommodate plans for school system expansion (BEP 2.0)

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Equity and adequacy are being met through:

- Equitable distribution of materials and training
- Equitable distribution of local, state, and federal funds to support research-based instructional practices
- Equitable distribution of all other necessary resources and training

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

Targeting funds and resources effectively to meet our needs is being done through:

- Comparable distribution of local, state, and federal funds for research-based assessment practices

Based on the data, are we accurately meeting the needs of all students in our school?

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value-added data suggests a need to address Reading/Language Arts and Math, grade 5.

3.4.c: Organization Summary Questions

The following summary questions are related to **organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

3.4.c: Organization Summary Questions (Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Based upon data analysis of the 2007 System Report Card, major strengths include:
- Grades 3 – 6 achievement (all areas)
- Writing, grade 5
- Meeting AYP benchmarks
- Providing personnel to support a diverse learning community
- Extended School Day
- Providing common instructional design at all schools
- Mentoring regular, CTE, and special education teachers
- Providing additional full-time ELL instructor (BEP 2.0)
- Providing Reading specialist at the Elementary levels (BEP 2.0)
- Providing Assistant Principals at each Elementary School (BEP 2.0)
- Providing additional fine arts teachers at each Elementary School (BEP 2.0)
- Providing additional personnel to deal with student behavioral issues (BEP 2.0)
- Providing additional Special Education personnel to deal with the increased number of identified and certified students with special needs (BEP 2.0)

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

- AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- Value-added data suggests a need to address Reading/Language Arts and Math, grade 5.
- Provide additional full-time curriculum specialist and reading specialists at the elementary. (BEP 2.0)

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- Hiring a full-time curriculum specialist
- Providing additional support in the area of Reading at Elementary and Junior High levels
- Providing additional full-time ELL instructor (BEP 2.0)
- Providing Reading specialist at the Elementary levels (BEP 2.0)
- Provide Assistant Principals at each Elementary School (BEP 2.0)
- Provide additional fine arts teachers at each Elementary School (BEP 2.0)
- Provide additional personnel to deal with student behavioral issues (BEP 2.0)
- Provide additional Special Education personnel to deal with the increased number of identified and certified students with special needs. (BEP 2.0)

Component 4 – Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Our goal is to increase proficiency (gain value added) in 6th grade Science from –5.9 to –3.9 by 2.0 in 2008-2009.

Which need(s) does this Goal address?

6th grade science value-added trend indicates a decrease in scores.

How is this Goal linked to the system’s Five-Year Plan?

Goal 3 of system’s plan

ACTION STEPS – 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The science teacher will attend Tennessee Science Teacher Association conference.	November 2008	Dr. Prater Powell, Dr. Lisa Yates, Dana Morris, science	Membership in TSTA and registration for conference	\$20 membership plus conference expenses & Federal Entitlement and General Purpose	Presentation to faculty at staff development	Increase AYP scores
Action Step	Increase Study Island computer times for students	August 2008 – May 2009	Science teacher, Connie Hunt	Computer lab and programs	-0-	Pre and post computer tests	Increase student knowledge for TCAP results
Action Step	Send 9 week grading topics home to inform parents	August 2008 – May 2009	Science teacher	Paper	\$50 CPT funds	Parents signs newsletter	Participation between parent, child, and teacher increases
Action Step	Each student with have Blueprint TCAP Coach workbook from Triumph Learning.	August 2008 - May 2009	Dr. Lisa Yates	Workbook	\$10.99 per student & Textbook funds	Pre and post test provided in the Coach materials	Increase of AYP scores

Action Step	Fifth grade science teacher will give inservice on how to achieve high test scores.	August 2008 - October 2008	Fifth grade science teacher	Teacher	-0-	Teacher evaluation at inservice	Increase AYP
Action Step	Visit to the Regional Airport and/or Hands on Science Center (HOSC)	August 2008 – May 2009	Teacher, airport public relations representative, HOSC representative	Bus, chaperones	Approximately \$15 per student & parents	Test on information learned at each site	Increase knowledge of the topics to increase AYP

GOAL 2 – Action Plan Development

4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal Our goal is to increase proficiency (gain in value added) in 6th grade social studies from –4.6 to –3.6 by 1.0 for the 2008-2009 school year.

Which need(s) does this Goal address? 6th grade social studies value-added trend indicates decrease in scores.

How is this Goal linked to the system’s Five-Year Plan? Goal 3 and Goal 5 of the system’s plan

ACTION STEPS – 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Enroll social studies teacher in the National Council for the Social Studies	August 2008- May 2009	Dr. Prater Powell, Dana Morris, Lisa Yates, and social studies teacher	Membership in the National Council for the Social Studies and conference registration	\$70 membership plus conference expenses & Conference of Parents and Teachers (CPT), Federal Entitlement, and General Purpose Funds	Presentation to faculty at staff development	Increase AYP scores and new teaching strategies
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Action Step	Increase amount of time using Study Island computer program	August 2008- May 2009	Sixth grade teacher and Connie Hunt	Computer lab and programs	-0-	Pre and post computer tests	Increase student AYP
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Action Step	Send nine week grading period topics home to inform parents.	August 2008- May 2009	Sixth grade teachers	Paper	\$50 in CPT	Parents signs newsletter	Participation between parent child and teacher increases.
Action Step	Invite a representative from the local historical societies (Old Stone Fort, Arrowhead/ Aerospace Museum, American Legion , Coffee County Historical Society, Staggerwing Museum)	August 2008- May 2009	Social studies teacher	Telephone	-0-	Test students on topic discussed	Better understanding of past and present community climate
Action Step	Involve parents and students in curriculum related projects	August 2008- May 2009	Student, parents, and social studies teacher	Resource materials, vary depending on project	-0-	Completed project evaluated with a rubric	Enriching the curriculum through diverse learning styles
Action Step	Each student with have Blueprint TCAP Coach workbook from Triumph Learning.	August 2008 - May 2009	Dr. Lisa Yates	Workbook	\$10.99 per student & Textbook funds	Pre and post test provided in the Coach materials	Increase of AYP scores

GOAL 3 – Action Plan Development

4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Our goal is to increase proficiency (gain in value added) in 5th grade Math from –8.8 to –5.8 by 3.0 for 2008-2009.

Which need(s) does this Goal address?

5th grade math value-added trend indicates a decrease in scores.

How is this Goal linked to the system’s Five-Year Plan?

Goal 2 of the system’s plan

ACTION STEPS – 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2008 – May 2009	Dr. Prater Powell, Dr. Lisa Yates, math teacher	Membership to TMTA and conference registration	\$10 membership fee plus conference expenses & CPT, Federal Entitlement, and General Purpose Funds	Presentation to faculty at staff development	Increased AYP and new teaching strategies
August 2008 - May 2009	Math teacher and Connie Hunt	Computer lab and program	-0-	Pre and post computer tests	Increase AYP
August 2008- May 2009	Sixth grade teachers	Paper	\$50 in CPT	Parents signs newsletter	Participation between parent child and teacher increases.

Action Step	Invite community professionals and service workers to demonstrate their use of math in their career fields (Architect, engineer, contractor, accountant, cashier, business owners)	August 2008- May 2009	Math teacher	Telephone	-0-	Test students on topic discussed	Better understanding of past and present community climate
Action Step	Increase the amount of uninterrupted instruction time	August 2008- May 2009	Dana Morris	Scheduling	-0-	Increase in the amount of material covered	Increase AYP scores

GOAL 4 – Action Plan Development

4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Our goal is to increase writing scores from 4.1 to 4.2 by 0.1 for the 2008-2009 school year.						
Which need(s) does this Goal address?	5 th grade writing academic achievement trend indicates a decrease.						
How is this Goal linked to the system's Five-Year Plan?	Goal 1 of the system's plan						
ACTION STEPS – 4.2 – (Rubric Indicator 4.2)				IMPLEMENTATION PLAN – 4.3 – (Rubric Indicator 4.3)			
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>				Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)			
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Send teacher to All About Literacy Conference	July 9-12, 2008	Dana Morris	Conference registration	\$239 registration plus conference expenses	Presentation to faculty at staff development	Increase Academic Achievement Score
Action Step	Purchase computer program Young Writers; Workshop from Tool Factory	August 2008 - May 2009	Dana Morris, Gary Dyer	Computers, program	\$529.95 for site license	Pre and post test on computer	Increase Academic Achievement score
Action Step	Send home a periodic newsletter informing parents of the writing skills being taught	August 2008 – May 2009	Writing teacher	Paper	\$50 & CPT	Parent signs newsletter	Participation between parent, child, and teacher increases
Action Step	Invite authors to share experiences of writing literature	August 2008 – May 2009	Jan White	School Facilities	\$1000 & BEP funds	Response of students	More appreciation of literature

Action Step	Co-writing projects between parents and student (family journal, interview, parents writing responses to student writing)	August 2008 – May 2009	Writing teacher, parent, and student	Paper, family, computer	-0-	Completed project evaluated with a rubric	Increase Academic Achievement Scores
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GOAL 5 – Action Plan Development

4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Our goal is to increase the safety of students and staff.
Which need(s) does this Goal address?	Safety of students and staff
How is this Goal linked to the system's Five-Year Plan?	N/A

ACTION STEPS – 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Design a professional development opportunity to practice safety plan	August 2008 – May 2009	Dana Morris	Safety Manual for all faculty and staff	\$100 & CPT	Observation	More effective response to crisis situations
Action Step	Provide walkie talkies to every teacher	August 2008 – May 2009	Dana Morris	Walkie Talkies	\$500 & CPT	Observation	More effective response to crisis situations
Action Step	Implement ALERTNOW communication system	August 2008 – May 2009	Dr. Prater Powell, Gary Dyer	Computers, cell phones, telephone	Free one year subscription	Observation	More effective response to crisis situations
Action Step	Utilize community resources to inform faculty, staff, and students of measures to improve school safety	August 2008 – May 2009	Dana Morris, police, fireman, medical personnel, guidance	Telephone, safety publications	-0-	Pre and post test	More effective response to crisis situations

			counselor				
Action Step	Improve building and grounds safety conditions	August 2008	Dr. Prater Powell, Donnie Turner	Fencing, secure entrance door	\$5,000 - \$10,000	Observation	No unauthorized individuals on school grounds

Component 5 – The School Improvement Plan and Process Evaluation

5.1: Process Evaluation

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop the school improvement plan.

5.1: Process Evaluation (*Rubric Indicator 5.1*)

Evidence of Collaborative Process – Narrative response required

What evidence do we have which shows that a collaborative process was used throughout the entire planning process? We began in November by establishing groups for each component of the TSIP. Each group was responsible for creating a committee made up of parents, administrators, community members and support staff to serve as stakeholders. Staff development days were used by each committee as time to meet, gather, and compile information. A timeline was printed by the leadership team to serve as a guide for completion of the different components. Sign-in sheets and minutes of each meeting were to be kept as evidence of collaboration.

Evidence of Alignment of Data and Goals – Narrative response required

What evidence do we have that proves alignment between our data and our goals?

Goal 1: Our goal is to increase proficiency (gain in value added) in 6th grade science by 2.0 in 2008-2009.

Data Sources:

- State report card
- Pre and post test
- TCAP assessment
- Daily grades
- Report cards

Evidence of Practice:

- Professional development for teachers on research based science and technology strategies that can be adapted to meet the differentiated instructional needs of individual and groups
- Upgrade of computer hardware and software

Evidence of Alignment of Data and Goals – Narrative response required

Goal 2: Our goal is to increase proficiency (gain in value added) in 6th grade social studies by 1.0 in 2008-2009.

Data Sources:

- State report card
- Pre and post test
- TCAP assessment
- Daily grades
- Report cards

Evidence of Practice:

- Professional development for teachers on research based social studies and technology strategies that can be adapted to meet the differentiated instructional needs of individual and groups.
- Upgrade of computer hardware and software

Goal 3: Our goal is to increase proficiency (gain in value added) in 5th grade math by 3.0 in 2008-2009.

Data Sources:

- State report card
- Pre and post test
- TCAP assessment
- Daily grades
- Report cards

Evidence of Practice:

- Professional development for teachers on research based math and technology strategies that can be adapted to meet the differentiated instructional needs of individual and groups.
- Upgrade of computer hardware and software

Evidence of Alignment of Data and Goals – Narrative response required

Goal 4: Our goal is to increase 5th grade writing scores by 0.1 in 2008-2009.

Data Sources:

- State report card
- Pre and post test
- TCAP assessment
- Daily grades
- Report cards

Evidence of Practice:

- Professional development for teachers on research based writing and technology strategies that can be adapted to meet the differentiated instructional needs of individual and groups.
- Upgrade of computer hardware and software

Goal 5: Our goal is to increase the safety of students and staff.

Data Sources:

- Parent and Student Surveys

Evidence of Practice:

- Professional development for teachers on research strategies that can be adapted to meet the differentiated instructional needs of individual and groups
- Upgrade of technology such as walkie talkies and ALERTNOW system

Evidence of Communication with All Stakeholders – Narrative response required

What evidence do we have of our communication of the TSIPP to all stakeholders?

Communication of the TSIP to all stakeholders is evidenced by the following:

- Internet access to TSIP through the school web site
- Publicized at public school board meetings
- School faculty and staff meeting
- Copies are kept in office for view
- Mission statements are published in the school handbook

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have which shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4? The committee on Component 4 met to form our goals after the Component 2 committee had completed our beliefs, vision, and mission statement. Component 4 worked to insure that our action steps aligned with the goals developed for achievement in our beliefs statement. School improvement planning is ongoing and this insures that the goals for the school reflect current needs and are aligned with the school's vision and purpose.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3? Our action steps are aligned with our analyses of our curriculum, instruction, and assessment data. Performance in the areas of math, social studies, science, and writing surface as our goals due to current levels of performance of our students according to TCAP test data. We have currently started to make curricular instructional assessment and organizational improvements that we feel will improve test scores. Evidence of these practices is found throughout our TSIP. All action steps are tightly aligned with state standard requirements and implemented according to current data. TCAP scores will be monitored in the coming year to evaluate the progress of our current goals. Component 4 met and completed their component after analyzing the data in Component 3.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The planning process will be improved by:

- Scheduling monthly leadership team to review goals, action steps, and progress
- Varying the composition of the leadership teams each year
- Replacing vacancies on the leadership team as they occur
- Component 1 requires much research and more team members are needed to relieve the workload.

5.2: Implementation Evaluation

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

5.2: Implementation Evaluation (*Rubric Indicator 5.2*)

Evidence of Implementation – Narrative response required

What is our plan to begin implementation of the action steps?

The goals and action steps were based upon 2006-2007 data. Their implementation will begin in the 2008-2009 school year. We plan to continue implementation of the action steps by the following process:

- Monthly leadership team meetings during which implementation of action steps will be reviewed.
- Provide ongoing staff development for teachers and administrators that support the goals and action steps.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Data from summative and formative assessments will continue to be used to evaluate the implementation of Component 4 Action Steps. On going data sources will be derived from the following assessment practices:

- Scheduling monthly leadership team meetings during which implementation of action steps will be reviewed.
- Providing ongoing staff development for teachers and administrators that support the goals and action steps.

5.3: Monitoring and Adjusting Evaluation

The following summary questions are related to **TSIPP Monitoring and Adjusting**. They are designed as a culminating activity for the school to plan the monitoring process that will ensure that the school improvement plan leads to effectively supporting and building capacity for improved student achievement for all students.

5.3: Monitoring and Adjusting Evaluation (*Rubric Indicator 5.3*)

Evidence of Monitoring Dates – Narrative response required

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

Date: November 2008, May 2009

Persons responsible:

Trish Anderson

Brenda Clark

Michelle Cummins

Tessa Elam

Susan Hawkins

Denton Jones

Dana Morris

Sandy Sizemore

Mark Williams

Stefanie Williams

Lori Watson

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan? Adjustments will be made to the TSIP based upon the coordinated efforts of the leadership team and each component committee. Each component committee has reviewed the 2006-2007 student achievement data and other report card data. The leadership team will report all revisions and progress to the stakeholders.

Evidence of a Process for Adjusting Plan – Narrative response required

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed? During the March 2008 in-service the leadership team reviewed commendations from the committees and adjusted goals and action steps based on the data gathered in January of 2008. The action plan committee will meet in April of 2008 to make the recommended revisions. Resources and personnel will be appropriated as available to ensure completion of revised needs. These needs will be appropriated by the building principal, Dana Morris. The needed initiatives will be monitored and progress will be evaluated in fall of 2008.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

The system wide leadership team will communicate success/adjustments of the plan to stakeholders in the following ways:

- website
- newsletter
- handbook
- translators
- staff meetings
- school board meetings

Appendix 1

CPT Sponsors for 2007-2008

Delta Rehab	Eric Burch Attorney	Henley Propane
Henley Storage	Layne Rentals	Subway
K&K Top Stop Market	Manchester Generator	Panda Chinese
Eatons	Paul Honeycutt Dentistry	Pet Medical Center
Bill Nickels	Fisher and Williams	Hosea Hardwood
Al White Chevrolet	Mills Floor Covering	Jiffy Burger
Chuck Neal	Animal Health	All Creatures
Hwy 55 Storage	General Physics	Yvonne's
Volunteer Paint	Ben Spaulding	Tolivers
Fantasy 101.5 FM	Manchester Mini Storage	Sundrop
Greg Green Photography	The Ice House	Wendy's
Food Lion/Nabisco	HL Mulch	Porky's Pit BBQ
Total Graphics	Boskey's Restaurant	James Harden Signs
First National Bank	Exit Realty	Ross Construction
Dr. Jay Trussler	Bouldin Carpet Cleaning	Powers Storage
Lasting Impressions	Kawasaki	Ascend Credit Union

Appendix 2

Major Employers for Coffee County

Ascend/PK	ATA	Barfield Mfg. Company
Batesville Casket	CK Electronics	Entec Engineered Resins
Hillsdale Tool & Mfg.	M-Tek, Inc.	Industrial Quality Solutions
K&S Steel Fabrications	Kokomo Grain Co.	LSI Marcole, Inc.
McKey Perforating	Scan Technology, Inc.	Silver Lining Signs
SMS Transport	Stamtec	St. John Engineering
VIAM	Willis Farms	Acme Mechanical Contractor
CKNA Manchester	DESA International	Hughes Parker
JR Manufacturing	MCA Fabrications	Fisher USA Stainless Steel
Reliable Carriers	VR Volunteer, Inc.	