

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

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

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Sandra Austin	Y	Principal	
Susan Price	Y	Classroom Teacher	Component 3 and 5
Cheryl Meredith	Y	Classroom Teacher	Component 3 and 5
Shana Hodge	N	Classroom Teacher	Component 1
Jean Jarnigan	N	Classroom Teacher	Component 2
Becky Gray	N	Speech Teacher	Component 1
Teri Bittorf-Ross	N	Classroom Teacher	Component 3
Jenifer Franklin	N	Classroom Teacher	Component 2
Sheryl Gent	N	Computer Lab Assistant	Component 1
Christy Whillock	N	Parent/PTO Officer	Component 4
Jason McCoy	N	Reading Coach	Component 4

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Shana Hodge	Classroom Teacher	Yes
Jason McCoy	Reading Coach	
Jennifer Golden	Parent of 1 st grade student with disabilities	
Kelly Lewis	Business owner	
Cheryl Gent	Computer Assistant	
Micki Brooks	Parent of a 3 rd grader	
Becky Gray	Classroom Teacher	
Jenifer Franklin	Classroom Teacher	

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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
Jean Jarnigan	Classroom Teacher	Yes
Shana Hodge	Classroom Teacher	
Melissa Hale	Parent of a 4 th grader	
Jenifer Franklin	Classroom Teacher	
Jennifer Sims	Business Owner	

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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
Cheryl Meredith	Classroom Teacher	Yes
Susan Price	Classroom Teacher	
Jason McCoy	Reading Coach	
Claudette Williams	Receptionist	
Terri Bittof-Ross	Classroom Teacher	
Christy Whillock	Parent of a 4 th grader	
Jenny Howe	Business owner	

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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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Cheryl Meredith	Classroom Teacher	Yes
Susan Price	Classroom Teacher	
Claudette Williams	Instructional Assistant	
Jason McCoy	Reading Coach	
Terri Bittof-Ross	Classroom 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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Susan Price	Classroom Teacher	Yes
Tommy Arnold	Assistant Principal	
Cheryl Meredith	Classroom Teacher	
Lydia Elliott	Guidance Teacher	
Sandra Austin	Principal	

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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

AdvancED Accreditation Standards for Quality Schools (AASQS)

Standard 1: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Standard 2: The school provides governance and leadership that promote student performance and school effectiveness.

Standard 3: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Standard 4: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Standard 5: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Standard 6: The school fosters effective communications and relationships with and among its stakeholders.

Standard 7: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Title 1 School Components

Component 1: Comprehensive needs assessment

Component 2: School-wide reform strategies

Component 3: Instruction by highly qualified teachers

Component 4: High quality and ongoing professional development

Component 5: Strategies to attract highly qualified teachers

Component 6: Strategies to increase parental involvement

Component 7: Plans for assisting preschool children in transition from early childhood programs to local elementary programs.

Component 8: Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement.

Component 9: Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels.

Component 10: Coordination and integration of Federal, State, and local services and programs.

Component 1a - School Profile and Collaborative Process

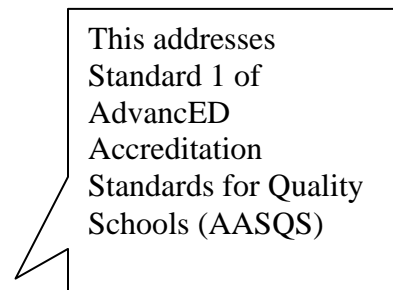
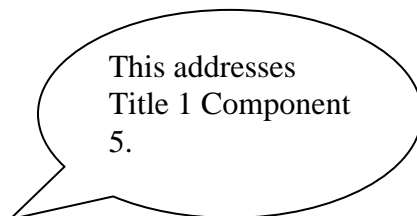
TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (including surveys) (*Rubric Indicator 1.3*)

Data Source	Relevant Findings
2007 Report Card	Attendance Rate, student indicator information
2007 Strategic Action Plan Jefferson County	Community characteristics, unemployment information, and employers
STARR Attendance System	Student Population and mobility
Jefferson County Chamber of Commerce Website	Census information, per capita income, and unemployment levels

Data Source	Relevant Findings
<i>Jefferson County Chamber of Commerce Website, Title I Parents Survey and Starr Attendance Program</i>	<i>Parent Demographics</i>

TEMPLATE 1.3.2: School and Community Data



(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

School Profile and Collaborative Process

Our school profile was developed through an analysis of previous plans and surveys of teachers, students, parents, and community stakeholders. Drawing from all these resources, we devised a school improvement plan which focuses on increasing student achievement at Dandridge Elementary School.

History of Dandridge Elementary School

In 1884 Maury Academy on Meeting Street in Dandridge was the elementary school. In 1950 Maury Academy changed its name to Dandridge Elementary School and moved into a vacated building that used to be Maury High School. In January 1986, the staff of 45 and student population of 420 moved into the new \$2,000,000 building located on Highway 92. This is the current site of Dandridge Elementary School. A new wing was constructed in 1994 that today houses one Pre-K classroom, seven kindergarten classrooms, one pre-first classroom, one reading specialist classroom, and guidance and speech offices. In 1999-2000 due to the large numbers of students attending Dandridge Elementary School and another large school within the county, zoning lines were redrawn. At the end of the 2002-03, there were approximately 793 students. Dandridge Elementary had an enrollment of 830 students in 2003-04, 839 students in 2004-05, 828 students in 2005-06, and 834 students in 2006-07. The current enrollment for 2007-08 was 827. In 2006-07 a cafeteria expansion was added to provide additional space for the rise in student population.

School Characteristics

Dandridge Elementary School (DES) is located within the community of Dandridge in Jefferson County. Dandridge is unincorporated with a population of 2,347. This PreK-5 school is located on Highway 92.

Dandridge Elementary is a PreKindergarten- 5th grade school. Elementary school students attend school seven hours each day for 180 days per year.

The current school site was moved into in 1986, which included twenty-five classrooms, media center, gymnasium, computer lab, main office, nursing office, attendance office, and cafeteria. Today the site includes 34 classrooms, media center, gymnasium, computer lab, main office, nursing office, attendance office, reading specialist classroom, speech office, counseling office, and expanded cafeteria. In 2007 Dandridge Elementary School's PTO provided an awning for the front of the building walkway, swing mats for the playground, updated and repaired playground equipment, repaired DES sign, and provided mulch for the playground and front entrance to the school.

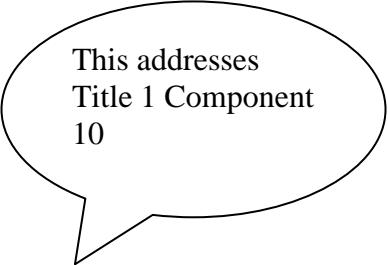
The facility has no known environmental issues; however, DES is prepared for emergencies through the Multi-Hazard Emergency Plan based on the Incident Command System and the Multi-Hazard Emergency Plan for Schools Model from the Department of Homeland Security. Each month there are periodic drills run for fire, weather, and lock down. DES is equipped with a weather alert radio to inform of inclement weather that may affect the school. A faculty first responder team is organized and posted in the office. Each teacher in the building has a posted chart identifying Evacuation, Lockdown, Weather Alert, and Medical Emergency procedures. The plan includes:

- Purpose Statement
- Goals
- Incident Command System Organizational Chart
- Identified Hazards
- Emergency Plan (classroom edition)
- Evacuation plan
- Lockdown plan
- Weather alert plan
- Medical emergency plan
- Map of DES building with evacuation from specific area identified
- DES Staff list

The school is equipped with security lighting for all the building site entrances and a key pad entry for teachers to use on weekends and after hours. Identification badges have been issued to all school personnel and are to be worn at school and all school functions. Parents and visitors are required to sign in at the main office located at the main entrance to the school and receive a visitor's badge that is to be worn during their stay at the school. School administrators and personnel utilize 2 way walkie-talkies for on-going communication as needed.

Student expectations are clearly stated as school rules and are posted in the commons area. Student/parent handbooks are printed and distributed to each student every year. These handbooks provide vital information about DES and Jefferson County School System's policies and procedures. Teachers are provided with a teacher's handbook which also provides vital information on policies and procedures. In addition to the student handbook, a weekly newsletter is distributed to each student. This letter provides families with information on upcoming events, lunch menu, and activities that are going on within the school building. Teachers assist with morning and afternoon student car riders, bus riders, hall traffic, and breakfast duty.

The 77 member faculty and staff consist of 74 female and 3 males. Of this total all are white except one. DES employs 53 professionally certified teachers who have all been deemed highly qualified according to the No Child Left Behind (NCLB) criteria, 22 non-certified staff members who are all highly qualified paraprofessionals, and two administrators. Sixty percent of our faculty earned a Masters degree or higher. About fifty percent of our faculty has between 1 and 10 years experience. All DES teachers are deemed highly qualified under the state education requirements and NCLB. There is one teacher within DES currently teaching outside her area of certification. The Art teacher is teaching art classes on a waiver. There are five teachers in the mentoring program and they have been trained and are highly qualified. The mentoring program is part of a county-wide training initiative. The training consists of six hours of in-service and 90 hours with the teacher he/she is mentoring. These hours are logged and turned in at the end of the year as part of a county-wide initiative. New highly qualified teachers are recruited through job postings on our county website and attendance of Central Office personnel at job fairs.



This addresses
Title 1 Component
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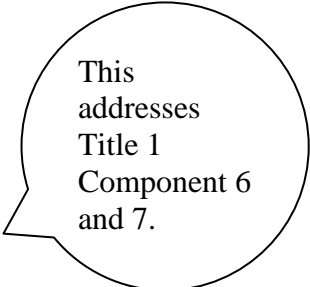
Funding Resources

According to the Selected Economic Indicators for the 2007 Jefferson County Chamber of Commerce Report, the average per capita income was \$32,824. The average per pupil expenditure for the 2007-08 school year was \$6,976. This amount was below the state's average of \$ 7,794 and well below the national average of \$8, 554.

The average teaching salary for our school system during the year 2007-08 was \$37, 997. This amount is below the state average of \$40,657 as well as below the national average of \$47, 808.

A Summer Reading Camp is funded by a 21st Century Community Learning Center Grant. Food Lion Corporation and Modern Woodmen of America have provided grants for media center resources. The Niswonger Foundation provided a grant for our Music education which enabled our Music teacher to purchase instruments and other resources to enhance the learning within the music curriculum.

Local businesses have partnered with our school to help provide resources. Taco Bell, Mr. Gattis, Shoneys, and McDonalds provide incentives for student grades, behavior, and attendance. In addition to the incentive programs, we call on other local businesses such as Food City, Sonic, and Wal-Mart to help provide additional resources for individual classrooms.



This
addresses
Title 1
Component 6
and 7.

Student Indicators

The curriculum offered at DES focuses on the core subjects of reading, math, language arts, science, and social studies. Students participate daily in one of the following special area classes: art, music, physical education, and library. The computer lab is available for teacher sign up and a lab facilitator is present for assistance. A mobile computer lab is available for fifth grade teachers and students. Grades PreK-5 are self contained classrooms. Students have the opportunity to participate in scholars bowl, chorus, science fair, speech competition and band. Our grading periods are broken up into four nine weeks. An academic mid-term progress report is sent home at the fourth week point in each nine weeks. Final grades are distributed at the end of every nine weeks.

DES became a Title I school during the school year 1999-2000. The Title I program provides many of the school's professional development opportunities as well as the para-professionals that work with all students.

In 2005, a literacy coach was added to our faculty to address deficiencies in reading and writing. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to determine literacy development and identify at risk students. Students who need additional help in reading are recommended for a district level Summer Reading Camp funded by a 21st Century Community Learning Center Grant.

The parent teacher organization is very active at Dandridge Elementary School. The PTO meets monthly to discuss current projects and fundraising opportunities. The PTO provides many necessary resources as funds are available.

Parental involvement is encouraged throughout the school. In fact, many of the substitute teachers who serve DES are parents of students who are currently or have attended the school in the past. Parents are encouraged to come in and volunteer at all grade levels.

Our classes fall within the acceptable requirements of the state for student/teacher ratios both for PreK-2 as well as 3-5. The ethnic composition of our student body reflects that of Jefferson County. There are 827 students currently enrolled at Dandridge Elementary School.

A Pre-Kindergarten class was added to Dandridge Elementary in 2006-07. This class was awarded and funded through the state

preschool initiative. Currently, there are 20 students enrolled, one certified teacher, one full-time assistant, and one part-time assistant. These students are included in both educational and social aspects of Dandridge Elementary School. The community Head Start programs are invited each spring to visit Kindergarten classrooms and eat breakfast at the school. They also participate in the Kindergarten registration activities each year along with our own Pre-Kindergarten class.

Approximately 16 % of our school population receives some form of special education services. Two resource teachers, two extended resource teachers, two speech/language pathologists, 6 teacher assistants, and an itinerant teacher of the gifted serve these students. An additional itinerant teacher provides services to our ELL student population on a weekly basis.

The 2006-07 School Report Card reports 58.8% of our students as economically disadvantaged. As of April 2007, 413 of our students receive free or reduced priced meals, which is 50% of our student population.

For the school year 2006-07 our attendance rate was 94.8% which received a “B” on the state report card. This exceeded the state goal of 93%. Our promotion rate for that same year was 98.4% which received an “A” on the state report card also exceeded the state goal of 97%. There were a total of 10 suspensions during the 2006-07. There were 8 male and 2 female. Eight were Caucasian and two were African American. There were no expulsions during this school year.

A small population of Dandridge Elementary School is transient. During this school year, 124 students have enrolled in our school after the original start date and 164 students have withdrawn. Thirteen students withdrew and returned during the school year. At the highest point in the year, DES had 834 students enrolled.

Community Characteristics

The five largest employers in Jefferson County are Old Dominion Freight Company with 800 employees, Nashua Corp. with 360 employees, Bush Brothers with 340 employees, Clayton Homes with 229 employees, and Lesportsac with 187 employees. Other major employers are Jefferson County Schools, Carson-Newman College, and Jefferson County Government.

The 2007 Tennessee community data report for Dandridge and Jefferson County as provided by the Jefferson County Chamber of Commerce reports the following information:

- Estimated Population for 2007 for the city of Dandridge - 2,347
- Estimated Population for Jefferson County in 2007 – 48,957
- 2000 estimated nonwhite percentage population for the city of Dandridge–8%
- 2000 estimated nonwhite percentage population for Jefferson County-4%

Comparing this information to prior years, it is concluded that the population in this county is increasing every year. The school minority population accurately reflects the county minority population. According to the U.S. Census, Jefferson County experienced tremendous growth from 1999-2000. During these years, the county grew 34.4%. As the need grew the school system hired additional teachers, increased staff positions, and Jefferson County completed an addition to the school. Currently we are utilizing all available space. The Jefferson County School Board is currently in the process of negotiating to fund additional schools in the county to accommodate the growth in the school system.

In Jefferson County, the unemployment rate is 8.8% which is slightly above the state and national rate. Because of limited job opportunities in the local community, many residents find employment outside the immediate area. The fact that many residents work outside the home and travel significant distances to work creates a factor that could have a negative effect on our student population. Those students have been identified as “latch-key-children”. We do have a school-age after school program provided through the YMCA of Jefferson County and our students are also served by the Boys and Girls Club of Jefferson County.

Parent Demographics

The average income in Jefferson County is \$32,824. In the 2006-2007 school year, 58.8% of families at Dandridge Elementary were economically disadvantaged. In April of 2007, 50% of students at Dandridge received free or reduced lunch and breakfast meals. Parent surveys revealed that 91.55% of parents routinely participate in parent/teacher conferences with 87.5% finding those conferences helpful. Parent views on information received about testing data was significant with only 53% of parents receiving information about student performance on achievement testing. Parents also feel that input on educational activities should be greater with 69% holding that ideal.

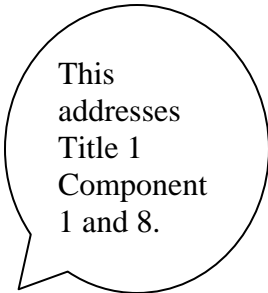
This addresses
Standard 2 of
AASQS.

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

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

(Rubric Indicator 1.4)

List Data Sources
Tennessee Report Card 2007
DIBELS Testing 2004 -2007
Parent Title I Survey
TVASS Data
Students Survey Spring 2008
TCAP Testing Information by CTB McGraw-Hill by permission of Tennessee Department of Education
<i>Attendance and Promotion Averages 2004 -2007 STARR Attendance Program</i>
<i>TCAP – Alt Scores</i>



TEMPLATE 1.5: Data Collection and Analysis
(Rubric Indicator 1.5)

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

Dandridge Elementary School uses several methods of assessment and analysis in order to determine school wide strengths and weaknesses in student performance. The collaborative process includes administration, faculty, staff, students, parents and community volunteers. Standardized testing reports were compiled by administration and distributed to teachers as provided by the State Department of Education. Individual teachers also administered assessments as directed by the literacy coach, including DIBELS, textbook unit test, and individual reading inventories of each student. These are used to identify students in need of remediation and those who have mastered skills and objectives as specified by the Blue Print for Learning. DES has disaggregated TVASS and NCLB subgroup data to evaluate academic and nonacademic programs. Grade level performance is established by use of performance level averages for each grade level by content. Dandridge Elementary School is a safe school in good standing with Tennessee Department of Education. DES had a promotion rate of 98.4 in 2006-2007 and an attendance average of 94.8%, which also exceeds state goals. DES met all the federal benchmarks and made adequate yearly progress for the subgroups it is required to report due to sufficient membership. The 2007 Report Card scores were as follows:

Math	A
Reading/Language	B
Science	C
Social Studies	B

These grades show an increase for the past three school years. Math scores have increased from a “C” in 2005 to a “B” in 2006 and to an “A” in 2007. Reading scores maintain a grade of a “C” in 2005-2006 but increased to a “B” in 2007. Social Studies went from a “D” in 2005 to “C” in 2006 and 2007. Science went from a “C” in 2005 and 2006 to a “B” in 2007.

Math appears to be a strong area for Dandridge Elementary. Although Report Card grades show improvement in reading/ language arts, science and social studies, DES would like to see a grade of A in all areas. The determination that reading/language arts is a priority for our school was made by this committee because reading improvement will positively impact all other areas of academics.

TVASS growth standards for the 2007 school year were also significant. Mean Gains for 2007 were as follows:

Math	5.4
Reading/Language	3.9
Science	3.5
Social Studies	3.0

Dandridge Elementary TCAP writing score was an average of 4.2. The state average was 4.1 for 2007.

Dandridge Elementary School exceeded the state attendance goal of 93% in 2005, 2006, and 2007 with average of 94.6%, 95.2% and 94.8%, respectively. In 2005 the promotion rate for students at DES was slightly lower than the state goal of 97% at 96.6%. However, it was above the state goal in 2006 and 2007 with 98% and 98.4%, respectively.

All seven students that qualified for the TCAP Alt portfolio assessment scored proficient.

Dandridge Elementary scores are compared to state and system averages. The results are as follows:

Grade 3 Reading/Language Arts 2007

	Content	Meaning	Vocabulary	Wr./Org.	Wr./Process	Grammar/Con.	Tech. and Skills
State average	64	58	74	73	66	62	74
System average	62	55	72	71	63	58	72
School average	61	55	71	70	64	56	71
Difference in state and school	-3	-3	-3	-3	-2	-8	-3
Difference in system and School	-1	0	-1	-1	1	-2	-1

Dandridge Elementary third graders fell below the state average in all subjects in Reading/ Language Arts. The greatest deviation was in the area of grammar/convention with an 8 point drop in the average. The school average was also lower than the system average in all subcategories except meaning, which was even with the system, and writing/process, which was one point higher than the system average.

Grade 4 Reading/Language Arts 2007

	Content	Meaning	Vocabulary	Wr./Org.	Wr./Process	Grammar/Con.	Tech. and Skills
State average	68	75	83	63	73	63	67
System average	66	73	82	62	71	61	65
School average	66	73	83	62	71	60	65
Difference in state and school	-2	-2	0	-1	-2	-3	-2
Difference in system and School	0	0	1	0	0	-2	0

Dandridge Elementary fourth graders in 2006-2007 were also below the state average in all categories except vocabulary which was the same as the state average. The system and school averages were the same in all categories except vocabulary, which was one point higher and grammar and conventions which was two points lower than the system average.

Grade 5 Reading/Language Arts 2007

	Content	Meaning	Vocabulary	Wr./Org.	Wr./Process	Grammar/Con.	Tech. and Skills
State average	67	65	68	58	63	69	62
System average	65	63	66	56	61	66	59
School average	70	68	70	60	66	71	64
Difference in state and school	3	3	2	2	3	2	2
Difference in system and School	5	5	4	4	5	5	5

Dandridge Elementary fifth graders of 2006-2007 were above state and system averages in all categories. Particularly significant is the difference in system and school averages. Vocabulary and Writing/Organization averages were 4 points above average. All other categories were 5 points above averages in Reading/Language Arts.

Grade 3 Math 2007

	Number Sense	Computation	Algebraic Thinking	Real World/ Problem Solving	Data Analysis and Probability	Measurement	Geometry
State average	76	90	74	73	67	76	87
System average	74	90	72	70	63	73	86
School average	74	89	72	69	63	73	86
Difference in state and school	-2	-1	-2	-4	-4	-3	-1
Difference in system and School	0	-1	0	-1	0	0	0

Dandridge Elementary third graders of 2006-2007 fell below state averages in all categories. The system and school averages were the same except computation and real world problem solving, which were both one point below the system average.

Grade 4 Math 2007

	Number Sense	Computation	Algebraic Thinking	Real World/ Problem Solving	Data Analysis and Probability	Measurement	Geometry
State average	66	85	73	75	60	74	76
System average	65	84	71	76	58	73	76
School average	67	85	70	77	59	73	76
Difference in state and school	1	0	-3	2	-1	-1	0
Difference in system and School	2	1	-1	1	-2	0	0

The fourth graders of DES were at or above the state average in number sense, computation, real world problem solving, and geometry. In the categories of algebraic thinking, data analysis and probability, and measurement the school was 3, 1, and 1, respectively, points below the state average. While the system and school averages were the same in the areas of measurement and geometry, these fourth graders were above the system averages in number sense, computation and real world/problem solving. The school average was below the system average in algebraic thinking, data analysis and probability.

Grade 5 Math 2007

	Number Sense	Computation	Algebraic Thinking	Real World/ Problem Solving	Data Analysis and Probability	Measurement	Geometry
State average	67	65	71	64	72	65	70
System average	66	64	69	64	70	64	70
School average	71	69	74	69	74	67	74
Difference in state and school	4	4	3	5	2	2	4
Difference in system and School	5	5	5	5	4	3	4

The DES fifth graders were above state and system averages in all areas. The area of highest achievement was in real world problem solving which was five points higher than the state and system averages.

DIBELS ASSESSMENT: The DIBELS (diagnostic indicators of early literacy skills) assessment is a tool we use three times throughout the school-year. We hold a beginning, middle and end-year assessments. Kindergarten DIBELS assessments assesses pre-reading skills while the assessment measures fluency for the other grades. These scores are reported into three categories: low-risk, some-risk, at-risk. Students scoring in the low-risk category are considered proficient. Students scoring at-risk are in danger of reading failure. Of course, we want all of students to score proficient on their respective assessments. However, we are also very concerned about moving our students out of the at-risk category. We appreciate all progress or improvement.

The kindergarten testing includes Letter Naming Fluency and Phoneme Segmenting Fluency. The results for three year are as follows:
Kindergarten

Letter Name Fluency	Beginning Goal:8 letter names	Middle Goal:27 letter names	End Goal: 40 letter names
2004-05	36% low risk	64% low risk	53% low risk
	33% some risk	21 % some risk	23 % some risk
	31 % at risk	14% at risk	23% at risk
2005-06	35% low risk	59% low risk	57% low risk
	21 % some risk	21% some risk	19% some risk
	44 % at risk	20% at risk	24 % at risk
2006-07	50% low risk	55% low risk	59% low risk
	22% some risk	16 % some risk	19 % some risk
	28% at risk	29% at risk	21% at risk

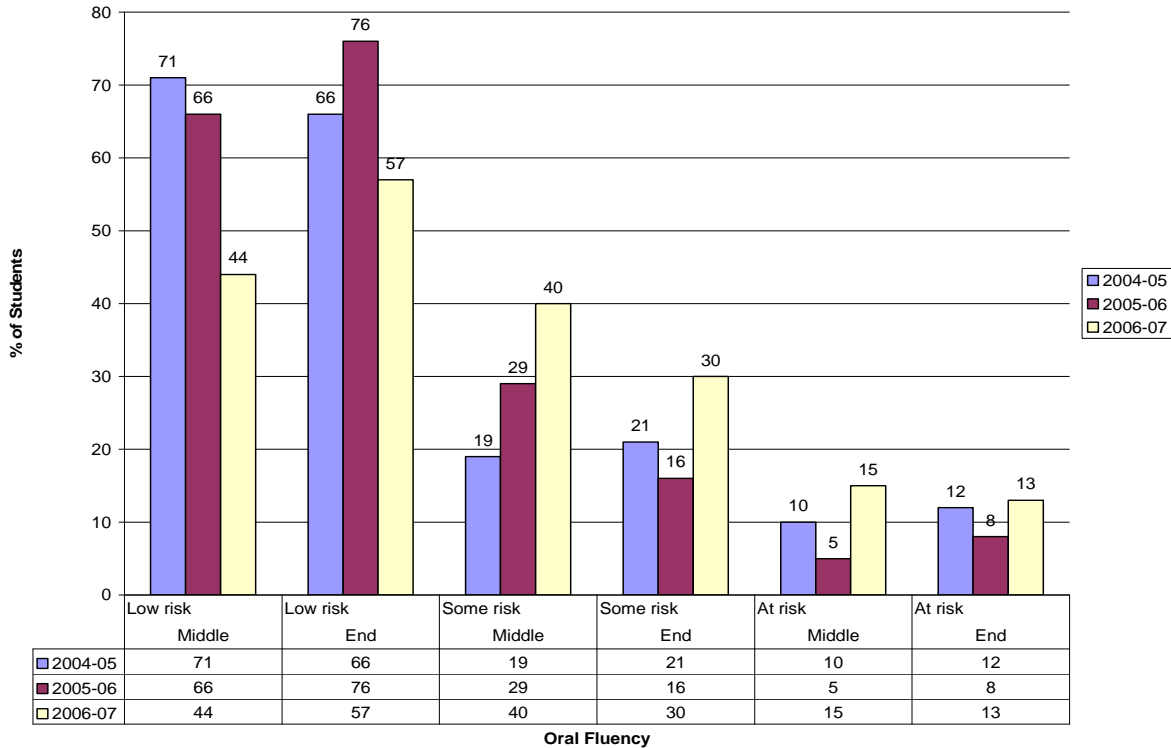
Kinder- Letter Naming: From 2004-2007, our Kindergarteners have demonstrated an increase in the percentage considered “low-risk”. The increase has not been considerable (moving upwards to 59% in 2006-2007 from 53% in 2004-2005). We are currently experiencing the greatest percentage of students in “low-risk” since taking DIBELS data. We are also currently experiencing the lowest number of students in the “at-risk” category since we began taking DIBELS data.

Phoneme Segmenting Fluency	Beginning	Middle Goal: 18 Phonemes	End Goal: 35 Phonemes
2004-05	N/A	67% low risk	80% Established
	N/A	19% some risk	12% emerging
	N/A	14 % at risk	9% deficit
2005-06	N/A	64% low risk	81% established
	N/A	22% some risk	13% emerging
	N/A	15% at risk	6% deficit
2006-07	N/A	50% low risk	75% established
	N/A	24% some risk	19% emerging
	N/A	26% at risk	5% deficit

Kinder- Phoneme Segmentation: From 2004-05 to 2006-07, the data reveals small declines in the percentage of those considered proficient. However, we are adding to the low-risk category in greater percentages in recent years. In addition, we are currently observing significantly greater reductions in those considered “at-risk”.

In grades 1 -5, oral reading fluency is consistently tested for each student starting with the middle of first grade. The results for 2004-2007 are as follows:

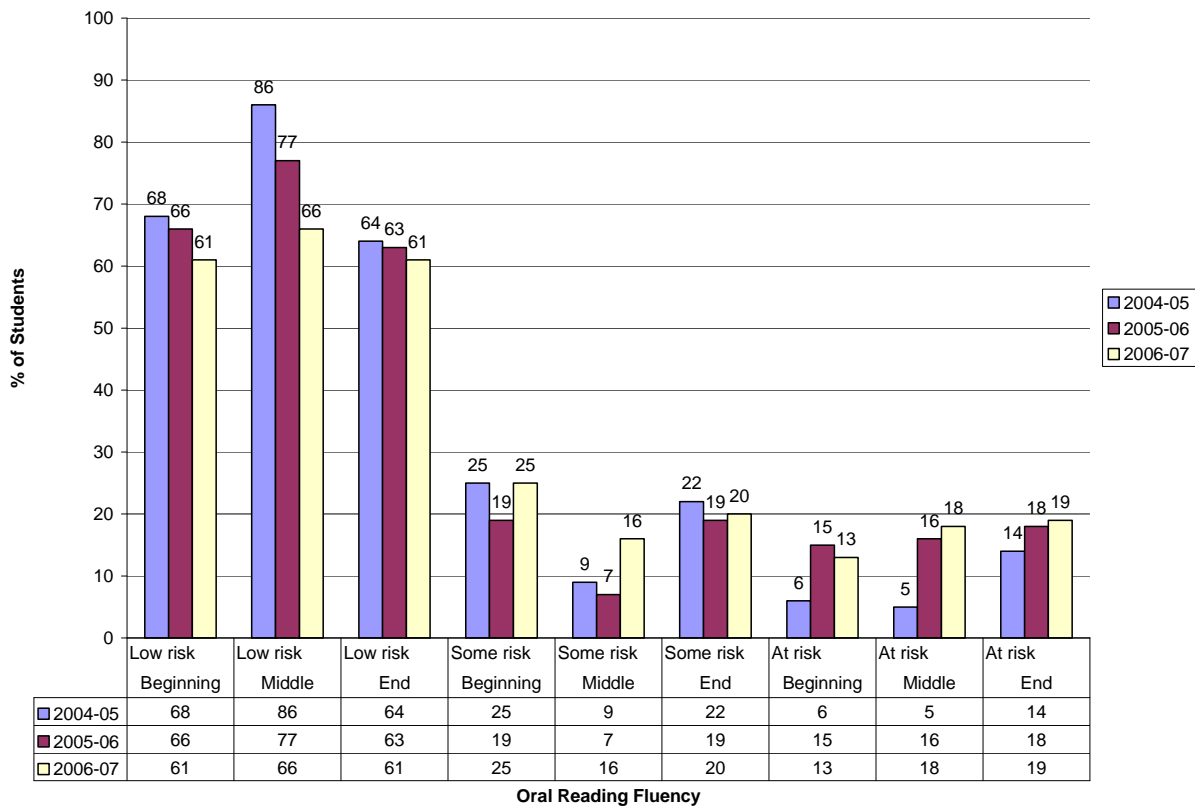
First Grade Dynamic Indicators of Basic Early Literacy Skills 2004-2007



DIBELS GRADE 1

First grade- Oral Reading: The percentage of students scoring low-risk is at our lowest of the three-year assessment period. However, recently we have been adding more students to the low-risk category throughout the year. For the first time in this grade, 2006-07 demonstrated a reduction in the category of those considered “at-risk” from the mid-term benchmark assessment period to the end-year benchmark assessment.

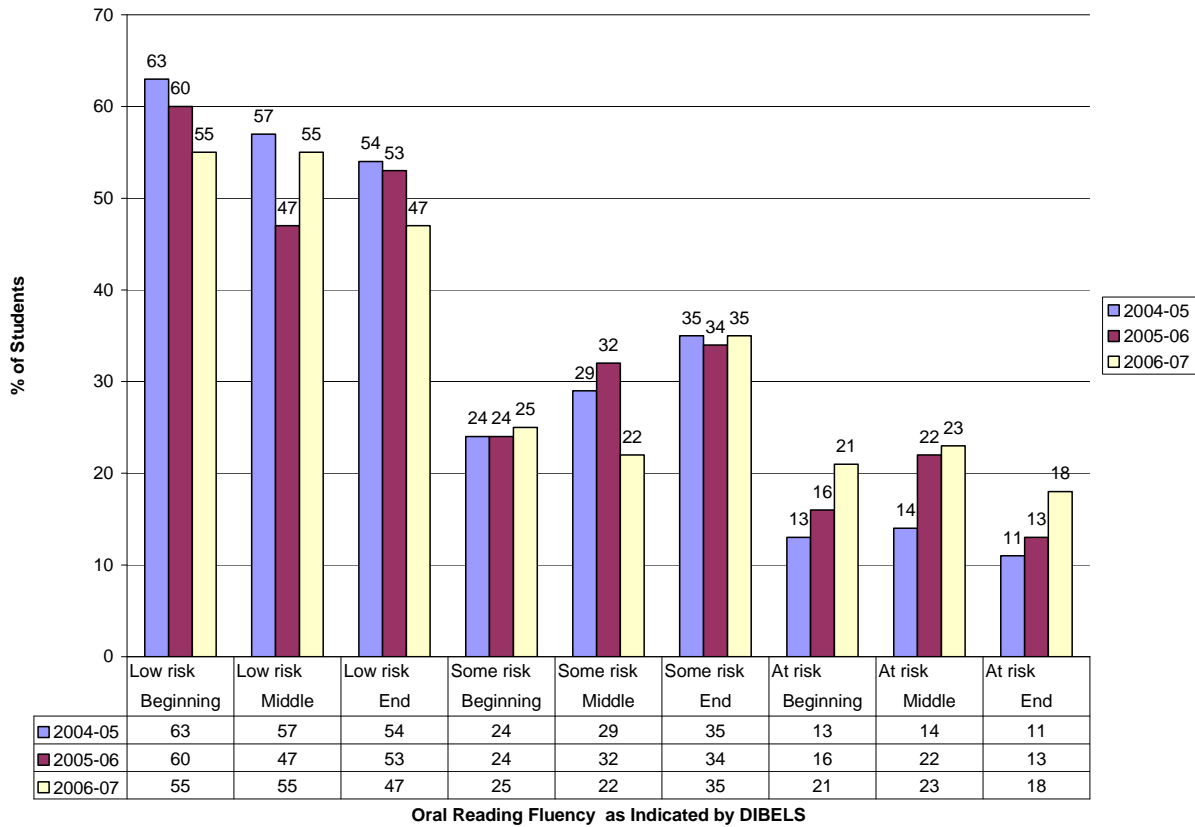
**Second Grade Dynamic Indicators of Basic Early Literacy Skills
2004-2007**



DIBELS GRADE 2

Second grade- Oral Reading: In second grade, the percentage of students scoring proficient or “low-risk” has been dropping. Recently, we have not lost any students from the low-risk or proficient category through the beginning-year benchmark-assessment period to the end-year benchmark assessment period. However, we have not improved our ability to move students out of the at-risk category.

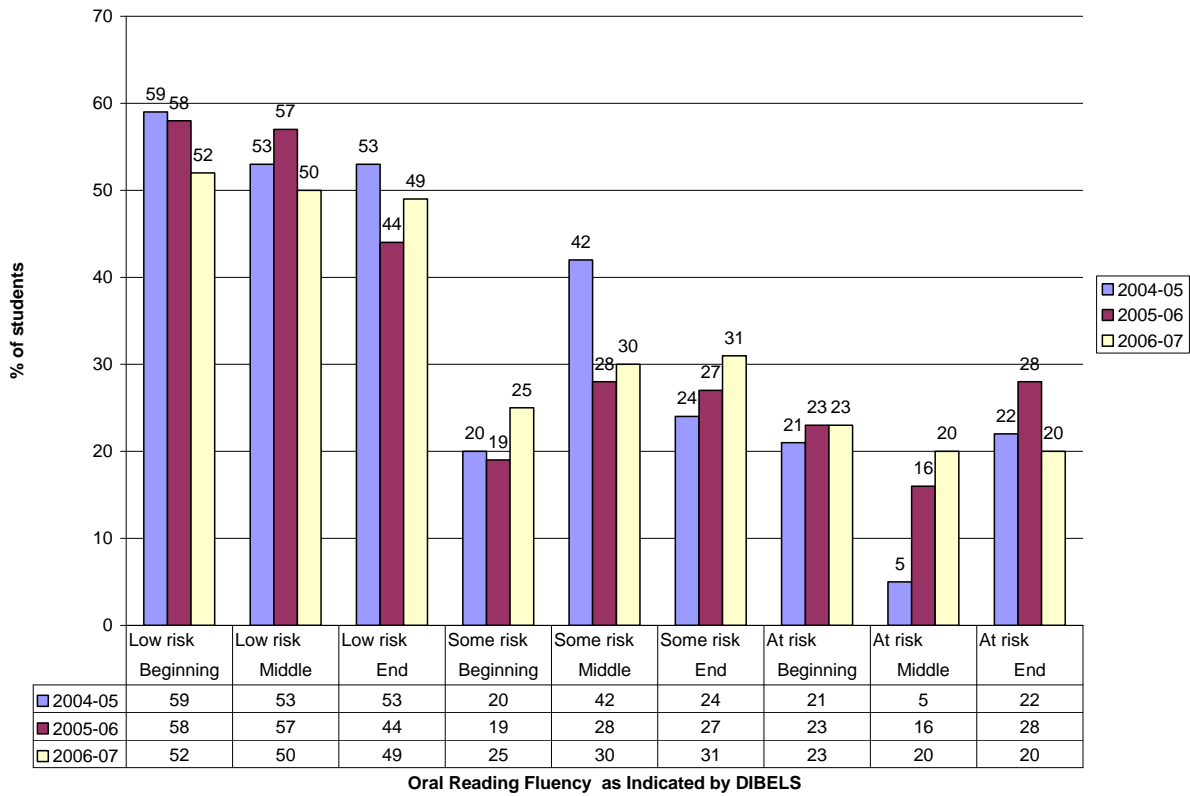
Third Grade Dynamic Indicators of Basic Early Literacy Skills 2004-2007



DIBELS GRADE 3

Third grade- Oral Reading: The percentage of students scoring proficient or “low-risk” has decreased. The percentage of students in the at-risk category has increased. We have not improved our ability to move students out of the “at-risk” category through the year.

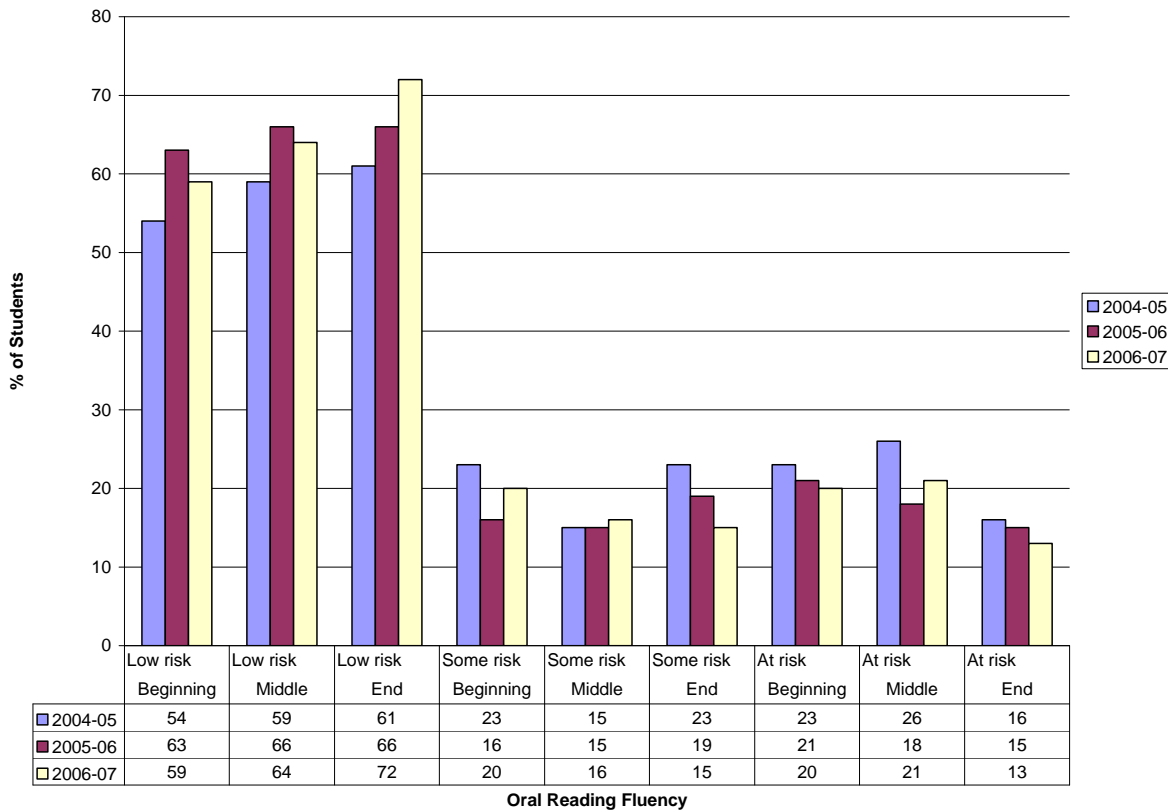
**Fourth Grade Dynamic Indicators of Basic Early Literacy Skills
2004-2007**



DIBELS GRADE 4

Fourth grade- Oral Reading: We have observed the lowest percentage of students scoring “low-risk” or proficient in 2006-2007, as compared to the previous two years. However, 2006-2007 saw the fewest number of students leave the category of “low-risk” or proficient throughout the year. Furthermore, recently we have observed a decrease in the percentage of students scoring at-risk throughout the course of the year.

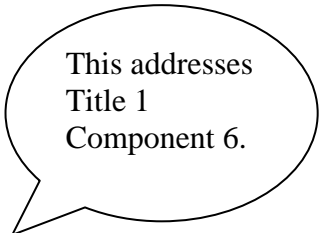
Fifth Grade Dynamic Indicators of Basic Early Literacy Skills 2004-2007



DIBELS GRADE 5

Fifth grade- Oral Reading: We are currently at our highest levels of proficiency in Oral Reading Fluency. Furthermore, we demonstrated the greatest gain in this most desirable category of “low-risk” in 2006-2007, adding 13% of the students throughout the year. The reduction in the number of students scoring “at-risk” has held steady. We would like to see the number of students exiting the category of “at-risk” improve.

At Dandridge Elementary the faculty and staff do a great job of identifying at-risk students in reading and increasing the numbers in the some risk and low risk categories in grades K-2. Numbers of students in the some risk category for fluency increased for third and fourth grade students. There was an increase of fifth grade students scoring in the low-risk category by the end of the school year.



This addresses
Title 1
Component 6.

Nonacademic data includes stakeholder survey of students and parents.

Stakeholder Surveys

Dandridge Elementary Title I Survey

May, 2007

119 Returned Surveys

Favorable (80% or Higher in agreement)

- I feel that the Title I support has helped my child's academic progress in reading/language arts and math. 89%
- There are adequate opportunities for parents to be involved in their child's classroom. 95%
- The teaching staff keeps me informed of my child's academic progress. 99%
- I routinely participate in Parent/Teacher conferences. 91.5%
- Parent/Teacher conferences are helpful to me. 87%
- I feel that I get enough information from my child's teacher to know how he/she is performing in school (graded papers, homework, conferences). 97%
- Parents, teachers, and administration are able to communicate about a student. 97%
- I understand the achievement tests (TCAP) and the process. 91%
- I feel that DES has enough parental activities and parental contact to permit me to be involved in the planning of academic activities. 90%
- I feel that DES welcomes and encourages parental involvement and participation in the classroom learning activities. 98%
- The programs funded by Title I are beneficial to my child. 92%

Least Favorable Responses (Less than 80%)

- I attended the Evening with the Arts/Chili supper in March. 45%
- I receive information about my child's performance on achievement tests on each year. 53%
- I feel that parents should have input concerning educational activities that occur at school. 69%

The areas of concern include the information the parents receive about achievement tests and input on educational activities that occur at school. Attendance for the Evening with the Arts/Chili Supper often depends on student participation and other community/recreational activities that cause conflicts for families.

Students Survey Spring 2008

129 Returned Surveys

Favorable responses of students with agreement.

80% or higher

- My teacher cares about me. 82%
- My principal cares about me. 87%
- My teacher is a good teacher. 82%
- My teacher believes that I can learn. 87%
- I have support for learning at home. 80%
- My family wants me to do well in school. 96%

Areas of Agreement

50 -79% in agreement

- I belong here. 67%
- I am safe here. 76%
- I like this school. 68%
- This school is a good school.72%
- My teacher treats me with respect. 78%
- My teacher thinks that I will be successful. 70%
- My teacher listens to my ideas. 52%
- I know what I am supposed to be learning in my classes.71%
- I am a good student. 74%
- I can be a better student. 66%
- Very good work is expected at my school. 66%
- I behave well at school. 65%
- Students are treated fairly by teachers. 64%
- Students are treated fairly by the principal. 77%
- My family believes I can do well in school. 71%

Areas of Critical Needs

49% and less

- I have fun learning. 31%
- I have freedom in this school. 37%
- I have choices in what we learn. 24%
- I am recognized for good work. 42%
- I am challenged by the work my teacher asks me to do. 27%
- The work I do in this class makes me think. 45%
- Students are treated fairly by the people on the playground. 34%
- Students at my school treat me with respect. 34%
- Students at my school are friendly. 34%
- I have lots of friends. 31%

It is disturbing to the committee that less than half of the students do not feel recognized for good work, feel that other students are respectful, friendly, or feel that playground treatment is fair. The need to address the issue with the guidance program and with classroom teachers should be a priority.

The committee is pleased with the results of the parent survey and feel that we need to address the TCAP testing process and educate parents and the public about the process and testing results. However, testing scores/information cannot be released until permission is granted by the state. Often scores are received during summer vacation and parents do not receive the information until the following year.

TEMPLATE 1.6: Report Card Data Disaggregation (Rubric Indicator 1.6)

Report Card Data Disaggregation

According to the 2007 Tennessee Report Card, the DES student population includes the following racial/ethnic groups: 95.3% white (860), 2.1% African American (19), 2.1% Hispanic (19), .6 Asian (5), and .2% Native American (2). The percentage of students designated as economically disadvantaged is 58.1% of the population. **The category of Students with Limited English Proficiency has less than 45 students in population and is not reported on the report card.**

Elementary Indicators AYP
2006 Target % Proficient and Advanced 83%

Reading/Language Plus Writing	Percentage of Students Tested	% Advanced	% Proficient	Total % Proficient	% Below Proficient
All Students	99	37	52	89	11
White	99	37	52	89	11
Economically Disadvantaged	99	22	62	84	16
Students with Disabilities	100	12	59	71	29

Elementary AYP Indicators
2007 Target % Proficient and Advanced 83%

Reading/Language Plus Writing	Percentage of Students Tested	% Advanced	% Proficient	Total % Proficient	% Below Proficient
All Students	99	41	50	91	9
White	99	42	49	91	9
Economically Disadvantaged	99	26	62	88	12
Students with Disabilities	100	21	51	72	28

The total number of students who are proficient has increased in subgroups. The total number of advanced students increased in all subgroups as well. Economically disadvantaged students saw the greatest increase of percentage points with four percent growth in the advanced group and maintaining the same percentage in proficient group. The total percentage of proficient and advanced exceeds the state target of 83% for total proficient and advanced. Students with disabilities continue to perform below the target percentage of proficient or advanced of 83.

2006 Target % Proficient and Advanced 83%

Math	Percentage of Students Tested	% Advanced	% Proficient	Total % Proficient	% Below Proficient
All Students	99	44	46	90	10
White	99	45	45	90	10
Economically Disadvantaged	99	30	53	83	17
Students with Disabilities	100	21	40	61	39

2007 Target % Proficient and Advanced 83%

Report Card Data Disaggregation

<i>Math</i>	<i>Percentage of Students Tested</i>	<i>% Advanced</i>	<i>% Proficient</i>	<i>Total % Proficient</i>	<i>% Below Proficient</i>
<i>All Students</i>	99	48	42	90	10
<i>White</i>	99	49	41	90	10
<i>Economically Disadvantaged</i>	99	38	45	83	17
<i>Students with Disabilities</i>	100	24	33	57	43

The total number of students earning a score of proficient has been maintained at 90% for the school years of 2006 and 2007. There has been an increase in the number of students with scores in the advanced level in the subgroups of white and economically disadvantaged. A decrease in the number of students with disabilities scoring advanced/proficient can be detected in the 2007 data.

The total percentage exceeds the state target of 83% for total proficient and advanced.

TCAP Writing Assessment 2007

	6 Outstanding		5 Strong		4 Competent		3 Limited		2 Flawed		1 Deficient	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	14	11.3	44	35.5	51	41.1	13	10.5	NR	NR	NR	NR
All Students Tested- Regular Prompt	14	11.3	44	35.5	51	41.1	13	10.5	NR	NR	NR	NR
Non-special Education -Regular Prompt	14	12.6	44	39.6	45	40.5	8	7.2	NR	NR	NR	NR
White	14	11.4	43	35.0	51	41.5	13	10.6	NR	NR	NR	NR
Economically Disadvantaged	NR	NR	14	29.8	23	48.9	8	17	NR	NR	NR	NR
Male	5	4.03	14	21.5	38	58.5	NR	NR	NR	NR	NR	NR
Female	9	15.3	30	50.8	13	22	NR	NR	NR	NR	NR	NR

*NR = No data is reported when fewer than 8 students appear in a category.

The 2007 Writing assessment showed 98% of students with a score of 3 or higher. There were fourteen students who performed at the outstanding level. A total of 124 students were tested, and only 2 students had a score of a 2 or 1. The school's average score for 2007 was 4.2 which increased from 4.1 in 2006. The state average was 4.1 in 2007.

After review of the TCAP data, the school improvement committee put an action plan in place that will focus on increasing the number of economically disadvantaged students and students with disabilities into the proficient and advanced levels of reading/ language arts. There will also be an intense school wide focus on writing in an effort to increase the school writing scores.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

After analyzing various academic and nonacademic data sources, the DES faculty and stakeholders have identified the following strengths and weaknesses:

Strengths

Reading/Language Plus Writing

In 2006 and 2007 the school exceeded the state target of 83% students *proficient* with 89% and 91% respectively. In 2007, Dandridge Elementary had 124 students tested on the state writing assessment and has 122 scores at 3 or above. There were 46.8% of students in 2007 with a score of 5 or 6 on the writing assessment. In kindergarten through second grade there is a focus on bringing students from the *at risk* groups to the *some risk* groups. The *at risk* groups for oral reading fluency generally decreases across all grade levels from beginning to middle testing periods. The trend for *at risk* students in the critical years of kindergarten and first grade shows a decrease in the number of *at risk* or deficit students at the end testing period in all years. DES increased its report card score from a "C" to a "B" on the Tennessee Report Card in Reading/Language. DES also increased its school wide Value Added score from 2 in 2006 to 2.8 in 2007. DES fifth grade was above the state and system averages for scores in content areas for Reading/Language Arts. Camp Read Along helped struggling readers with additional help over the first four weeks of summer vacation to maintain reading skills. Parent surveys indicate that use of Title I funds has helped Reading/Language Arts program for students.

Math

In 2006 and 2007 DES exceeded the state target of 83% students *proficient* in math with a score of 90% each year. The Value Added score for DES in Math for 2006 was 1.7 and 1.8 in 2007. The Tennessee Report Card score has increased from a "C" to a "B" to an "A" in the year 2005 through 2007. DES fifth grade again reports higher average for content areas than state and local averages.

Science

In 2007 DES had a "B" on the Tennessee Report Card in science. This was an improvement from a "C" in the two previous years. The Value Added score for science in 2006 was 1.3 and in 2007 was 2.2.

Social Studies

In 2007 DES had a "B" on the Tennessee Report Card. in social studies. This was a gain from a "C" in the two previous years. DES had a value added score of 1.2 in 2006 and increased to 1.5 in 2007.

School Climate and Community Strengths

Dandridge Elementary received favorable survey returns in the areas of communication, academic progress, parental involvement and participation. The PTO organization has contributed to the schools by adding the awning, playground mulch, swing pads, and overseeing various repairs to the playground equipment purchased by the PTO. The school has good community support with activities such as the Evening with the Arts or charity events such as the Chili Supper for the Kara Lee Family. The student surveys indicate a strong belief in family, administration, and teacher support.

Weakness

Curriculum Weaknesses

While students reached the target goals in Math and Reading/Language Arts for state proficiency, grades 3 and 4 had several areas with scores below state and system averages. Science and Social Studies Value Added scores increased from 2006 to 2007 but the increases were not as large as the Reading and Math scores. Oral reading fluency scores generally saw the trend of decreases in the *at risk* from the beginning to middle testing period, yet the middle to end testing period saw increases in several grade levels across several years. There was also a decline in the number of *low risk* students in grades 2 through 5.

The percentages of students with disabilities who are proficient were not on an equal level with the students in the other subgroups. In fact, they did not make the state target of 83% proficient for the 2005-06 or 2006-07 testing years. There are also fewer economically disadvantaged students scoring at the advanced level. For the economically disadvantaged student, there is an eleven point difference between proficient and advanced on testing in math. However, in reading there is a larger gap. The economically disadvantaged scored 26% advanced which is much lower than the 41% scored by the other sub-groups. There were also no scores of a 6 in the economically disadvantaged on the Writing Assessment in 2007. There were 10.5% of students in 2007 with scores of 3 or below. There were 17% economically disadvantaged students who scored a 3 or below on the writing assessment.

Narrative Synthesis of Data

School Climate and Community Weaknesses

Student relations among peers are viewed as a problem area. Student surveys had 34% of students agreeing that students are friendly at DES and students treat one another with respect. Another problem is that students did not view themselves as being treated fairly on the playground. Another finding was that 65% did not agree that the work at DES was challenging and 58% did not believe that students were recognized for good work. Students and parents both feel limited on the participation of choices in student learning.

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

1. To reduce the percentage of economically disadvantaged students scoring below proficient on the TCAP in reading to 12%.
2. Eighty percent of students school-wide will be proficient at the identified grade specific writing skill based on the grade specific rubric.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision (*Rubric Indicators 2.1 and 2.2*)

This addresses Standard 1 of AASQS.

Beliefs

We believe:

- Students learn in different ways.
- A safe and comfortable physical environment promotes student learning.
- Positive relationships and mutual respect among and between students, staff, and community enhance a student's self-esteem.
- Students learn best while actively being engaged in the learning process.
- A supportive and challenging learning environment gives students better opportunities to learn and make appropriate decisions.
- Students learn best when they have developmentally appropriate learning activities based on appropriate data and research-based information.
- Teachers, parents, and community share the responsibility for the support of student learning to prepare students to become lifelong learners in a 21st Century society.
- Challenging and high expectations provide a clear purpose and direction to enhance individual student performance.
- Special needs students benefit when provided with special services and resources.
- Each student is a valued individual, having unique physical, social, emotional, and intellectual needs. Policies, procedures, and practices are focused on addressing the needs of all students.

At DES, we understand the attributes of high performing schools through:

- Utilizing research-based information and data to drive decisions
- Holding high expectations for all students
- Providing a clear purpose and direction
- Aligning policies and procedures to maintain a focus on achieving the school's goal for student learning
- Engaging in adequate and appropriate internal and external communication
- Fostering collaboration among staff and stakeholders
- Establishing a link between the beliefs, mission, and vision.

Common Mission

At Dandridge Elementary School, our mission is to provide opportunities for all students to learn, achieve, and succeed. Data driven decision-making processes of stakeholders will result in a quality education for all students, fulfilling our school's mission. A high performing learning culture will continue to push all students to achieve proficiency and beyond and to become lifelong learners.

Shared Vision

The vision of Dandridge Elementary School is to develop 21st Century citizens who are well prepared socially, emotionally, physically, intellectually, and psychologically to live confidently in a technologically advanced, multi-cultural society. DES Administration strives to recruit dedicated and competent faculty and staff who share our visions and goals for our students.

At DES, the beliefs, mission and shared vision are achievement oriented through:

- Promoting a high performing learning culture which includes all students and stakeholders
- Promoting the use of data driven decision-making process
- Promoting the use of shared decision-making processes
- Meeting the individual needs of students by striving for a quality education for all students
- Achieving proficiency and beyond for all students

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	State Standards <i>(identify practice)</i>	Balanced Literacy <i>(identify practice)</i>	Hands On Math <i>(identify practice)</i>	Textbook Driven Instruction <i>(identify practice)</i>	Response to Intervention <i>(identify practice)</i>	Technology Integration <i>(identify practice)</i>	Writing Models <i>(identify practice)</i>
Evidence of Practice (State in definitive/tangible terms)	92% of teachers surveyed	77% of teachers surveyed	62% of teachers surveyed	51% of teachers surveyed	72% of teachers surveyed	51% of teachers surveyed	67% of teachers surveyed
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	no	yes	yes	yes
Has the current practice been effective or ineffective?	effective	effective	effective	ineffective	effective	effective	effective
What data source(s) do you have that support your answer? <i>(identify all applicable sources)</i>	TCAP achievement; <i>NCLB Proficiency</i> ; Writing Assessment	TCAP achievement; <i>NCLB Proficiency</i> ; DIBELS scores; Benchmark Tests	TCAP achievement; <i>NCLB Proficiency</i> ; Benchmark Tests	TCAP achievement; <i>NCLB Proficiency</i> ; Writing assessment; Benchmark Tests	TCAP achievement; <i>NCLB Proficiency</i> ; DIBELS scores; Benchmark Tests	Use of computer lab and mobile lab; Benchmark Reading Tests	Writing assessment; County writing rubric
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Benchmark assessments; TCAP achievement	All teachers trained in method; available literature in classrooms and media	K-4 provided manipulative kits; upper grades provided calculators; math	Increased Math and science scores with the Implemen-	Process is documented by teacher; DIBELS scores	All teachers have teachers station; access to computer labs	Increase in writing scores on achievement tests

		center; DIBELS scores	achievement scores	tation of curriculum mapping and Standards Based Instruction and system- wide Distribution of the BluePrint for Learning			
Evidence of equitable school support for this practice	Copies given to all teachers; access to website with all standards listed; walk through observations	Ensure 2 ½ hours uninterrupted language instruction each day; Professional Development Training provided; professional books given to all teachers; website access to balanced literacy site	Provide materials needed in each grade	Instructional calendar based on textbook sequence	Documentation of all interventions weekly; teachers work with reading coach; training for all teachers; team meetings with parents	Lab available schoolwide; 5 th grade mobile laptop lab; every room has teacher work station; ELMO technology; Classroom Performance System	Training provided; Write Away Days every month; publish works schoolwide; Topic of PLC 2007-08 all grades.
Next Step (changes or continuations)	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice	Work on aligning curriculum with state standards, utilizing textbooks as a resource	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice; investigate new methods of writing instruction

This addresses
Title 1 Component
3 and 4.

This
addresses
Standard 3 of
AASQS.

Template 3.1.b: Curriculum Gap Analysis

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

Professional development time through grade level meetings has been allocated to discuss literacy issues. School Reading Coach facilitates meetings and provides feedback and assistance. School Reading Coach will teach classroom lessons as needed. Teachers are encouraged to use professional leave to attend workshops on related curricular topics. Administration performs walk-through evaluations, along with teacher state evaluations, to ensure effective curricular practices are being utilized. New teachers are exposed to the curriculum through the mentoring program, which pairs one new teacher with one experienced teacher.

“What Ought to Be” – How Should we be Using Our: TIME

Teachers would benefit from more uninterrupted instructional time with less emphasis on formative-oriented assessment. Assessment should be more closely related to instruction and less summative in nature. Currently, there is not enough time to use the data in an effective manner. New curriculum practices should be investigated and implemented to meet instructional needs. Administration should have time for additional observations and one-on-one conferencing with teachers.

This addresses
Title 1
Components 4
and 9.

Curriculum Money Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

Professional development monies through the Title I funds are used to train all teachers in weak areas of curriculum practices. Substitute teachers are paid to cover the classes of these teachers along with the registration fee of the workshop. The school bookroom was partially funded by the Title I monies, which allows teachers access to a variety of reading materials for the Balanced Literacy curriculum. Summer workshops are held on each aspect of Balanced Literacy using the Reading Coach. Math manipulatives are purchased for each classroom.

“What Ought to Be” – How Should we be Using Our: MONEY

All students should have access to reading level materials based upon their tested reading level. Effective professional development in research-based curriculum practices should be funded. Additional time for substitutes should be allocated for teachers to meet as a grade level and map their curriculum with the state standards and to produce benchmark assessments to help meet those standards. Additional bookroom books should be purchased.

Curriculum Personnel Gap Analysis - Narrative Response Required

What is” The Current Use of: PERSONNEL

We currently have a principal, assistant principal and reading coach to oversee and monitor the curriculum. Two Resource teachers are employed for the students who qualify for Resource services. A Lab Facilitator is employed to oversee the computer lab and mobile laptop lab.

“What Ought to Be” – How Should we be Using Our: PERSONNEL

We would benefit from an additional reading specialist in-house along with a Math Coach or reassigning the Reading Coach as a General Instructional Coach. Additional instructional assistants would be helpful to the teachers in implementing curriculum and in performing Response to Interventions.

This addresses
Title 1 Component
10.

Curriculum Other Resources Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

The Dandridge Ministerial Society provides tutoring one day per week for 25 students. The Parent Teacher Organization works with our school to purchase books for the book room. Local community organizations such as the fire and police departments and volunteers are utilized for curriculum purposes, especially in the lower grades. The local college has worked with 3rd grade teachers on Lesson Studies for Social Studies.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

We should better utilize our community resources and historical societies in planning curriculum activities. We could make better use of our business partnerships and available technology to improve curriculum.

TEMPLATE 3.1.c: Curricular Summary Questions

Template 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?

After examining all data sources we believe that our school's strengths are:

- All teachers are highly qualified and correlate instruction with the state standards.
- All teachers have a copy of the Blueprint for Learning from the Tennessee Department of Education and are provided training to meet those standards.
- Curriculum is prioritized and mapped
- We have implemented a grade appropriate cohesive standards based model for literacy and math.
- We have an in-house Reading Coach who monitors the quality of instruction and curriculum.
- All teachers have been trained in the Balanced Literacy program.
- All teachers have been involved in the Response to Intervention process.
- All teachers have access to the computer lab and have teacher work stations in their classroom.
- All teachers have the scope and sequence for Social Studies, Science, Math, and Language Arts.
- All teachers use benchmark testing and know what the student should be able to do at each grade level.
- Teachers communicate with parents and other stakeholders through a variety of methods, including websites, email, notes, phone calls, and grade reports.

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.)

- Improve student achievement in all subgroups, especially special education and economically disadvantaged.
- Improve alignment of curriculum with state standards and textbooks.
- Improve writing scores on state assessment.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Support the use of Balanced Literacy in all grades.
- Continue to expand the focus of the grade level meetings to develop curriculum that meets state standards.
- Continue to implement writing models that will improve writing scores.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

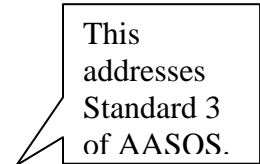
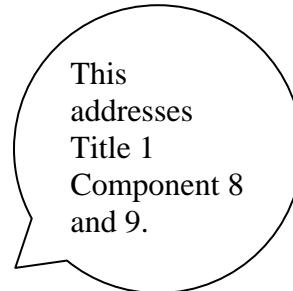
(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Balanced Literacy <i>(identify practice)</i>	Systematic Phonics <i>(identify practice)</i>	Differentiated Instruction <i>(identify practice)</i>	Math Manipulatives <i>(identify practice)</i>	Four Square Writing Method <i>(identify practice)</i>	Technology <i>(identify practice)</i>	Direct Instruction <i>(identify practice)</i>
Evidence of Practice (State in definitive/tangible terms)	77% of teachers surveyed used 4 Block Framework in reading instruction; provide 2 ½ hours uninterrupted language block for K-5; Reading Coach available	46% of teachers surveyed used a Systematic Phonics program	92% of teachers surveyed used Differentiated Instruction practices	62% of teachers surveyed used math manipulatives	67% of teachers surveyed used Four Square Writing Method	51% of teachers surveyed used technology regularly in the classroom	92% of teachers surveyed used direct instruction regularly in the classroom
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	yes	yes	yes	yes

Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	effective	effective
What data source(s) do you have that support your answer? (identify all applicable sources)	DIBELS scores; TCAP scores; <i>NCLB Proficiency</i> ; Benchmark testing	DIBELS testing; <i>NCLB Proficiency</i> ; periodic benchmark testing	RTI groups, students move out of Tier I; gains in DIBELS scores and benchmark testing	Math benchmark tests; TCAP tests; <i>NCLB Proficiency</i> ;	Writing scores on state exam	TCAP scores; benchmark tests online; <i>NCLB Proficiency</i> ;	TCAP scores; <i>NCLB Proficiency</i> ; benchmark scores; Writing scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Pre- and post DIBELS scores indicate gains; benchmark tests show gains	Reading ability improved based on benchmark testing and sight word testing	Reading and Math abilities improved based on benchmark testings; TCAP testing	Math abilities improved on all testing;	Scores on state writing assessment have steadily improved since implementing method	Student abilities have improved in research skills	Gains in testing
Evidence of equitable school support for this practice	Training for all teachers; Reading coach available; Professional Literature available; grade level meetings monthly on literacy	Phonics instruction is available through the reading program	All teachers report on weekly RTI progress monitoring; training provided for all teachers	Manipulatives purchased for every classroom; Check for use during walk through observations	Training of all grade levels	Computers in every classroom; computer lab available; 5 th grade mobile laptop lab	Professional development; check for use during walk through observations

Next Step (changes or continuations)	Continue implementation of current practices	Continue implementation of current practices	Continue implementation of current practices; investigate additional research-based practices	Continue implementation of current practices	Move into more challenging method, such as Six Trait Writing Method	Continue implementation of current practices	Continue implementation of current practices
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Template 3.2.b: Instructional Gap Analysis



Instructional TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

- Teachers are trained in the balanced literacy process through grade level meetings and professional development. Some differentiated instruction training is also provided.
- Differentiated instruction is encouraged through the Response to Intervention program. Upper grades were given an instructional assistant 1 ½ hours per week to help with differentiated instruction.
- All teachers were offered Four-Square Writing information and workshops were held for self-selected inservice. The Reading Coach modeled classroom lessons in writing methods throughout the year.
- Technology training is available throughout the year to all teachers.
- Teachers are provided uninterrupted time in the morning to complete their language arts block.
- Teacher assistants are provided for lower grades.

“What Ought to Be” – How Should we be Using Our: TIME

More training and professional development time should be scheduled to assist our teachers in using these instructional strategies. The addition of more instructional assistant time in the classroom would help teachers work with students in groups. Time should be set aside to allow grade level teachers to share and compare strategies that are successful.

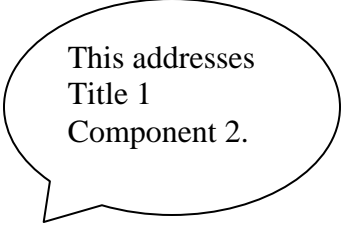
Instructional MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

- Reading coach on staff at school.
- Instructional assistants available to all grades.
- Workshops on instructional strategies are funded by Title I funds.
- Math manipulatives, including calculators, are provided schoolwide.
- Mobile laptop lab is provided to 5th grade students.
- Current literature on educational practices is available in our media center.
- Supplemental reading material purchased by school funding.

“What Ought to Be” – How should we be using our: MONEY

Equal funding should be used at all schools based on student enrollment or professional staff numbers. Purchase of additional math manipulatives should be made to ensure all classrooms have adequate supplies. Additional supplies for our school bookroom would also assist with the Response to Intervention program. Additional funding for the media center would benefit all the students.



This addresses
Title 1
Component 2.

Instructional PERSONNEL Gap Analysis – Narrative Response Required

“What is” the Current Use of : PERSONNEL

We have a Reading Coach onsite and a Reading Specialist available for the county. Classroom teachers have conducted inservice workshops on instructional strategies after school and in the summer. Mentor teachers are used to assist new teachers. One instructional assistant is assigned fulltime to the computer lab. Teachers participate in Professional Learning Communities on a regular basis. These meetings help address areas in need of reform, particularly in literacy instruction.

“What Ought to Be” – How should we be using our: PERSONNEL

We make very good use of the current personnel. More instructional assistants would be helpful in assisting teachers with the Response to Intervention Process. More access to Computer Technicians would benefit our school. An Instructional Coach or Math Coach would benefit our school.

Instructional OTHER RESOURCES Gap Analysis – Narrative Response Required

“What is” the Current Use of: OTHER RESOURCES

The School’s PTO is active in purchasing requested materials for our school. Practicum students from several area colleges use our school as a training facility for student teachers and observations. Community members provide materials and tutoring to some students. Individual teachers work on grants to fund classroom instruction.

“What Ought to Be” – How Should We Be Using Our: OTHER RESOURCES

We should have a more developed and organized method of securing grant money, such as designating a person to be in charge of grant writing. We should have more participation from our community businesses. We should have more input from the local colleges in keeping up-to-date on research-based instructional strategies.

Template 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?

- Pre- and Post DIBELS scores indicate academic gains.
- Classroom instruction is aligned with state standards based curriculum.
- Teachers utilize data to drive the teaching process.
- Classroom instruction is aligned with benchmark testing.
- Students are actively involved in high quality learning with higher order thinking skills.
- Classroom management and organizational techniques support the learning process.
- Students are provided with multiple opportunities to receive additional assistance to improve learning.
- Classroom instruction is data-driven.
- Classroom instruction supports the learning of all students, with diverse language and cultural backgrounds, different learning needs, and different learning styles.
- Teachers use a variety of research-based instructional strategies.
- Reading Benchmark tests show gains
- State Report Card shows increase
- Survey results indicate that parents, teachers, and students are receiving an effective education

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.)

1. Improve the percentage of economically disadvantaged students scoring at or above proficient.
2. Improve the transition between grades.
3. Improve the writing skills of all grades.
4. Improve the submission of grant requests.
5. Improve the continuity of instruction between grades.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

1. Enroll student scoring below proficient in Reading or failing to meet DIBEL cutoffs in the summer reading camp.
2. Work on transitioning students into the next grade with benchmark information included in permanent records.
3. Incorporate more research-based writing instruction into every grade level.
4. Work with the Reading Coach on finding and submitting grant proposals.
5. Continue with teacher-led Response to Interventions for qualified students.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Progress Monitoring with Running Records DIBELS <i>(identify practice)</i>	Reading Benchmark Tests <i>(identify practice)</i>	Tennessee Comprehensive Assessment Test <i>(identify practice)</i>	Writing Assessment <i>(identify practice)</i>	Portfolio Assessment <i>(identify practice)</i>	Formal Teacher Assessment <i>(identify practice)</i>	Math Benchmark Tests <i>(identify practice)</i>
Evidence of Practice (State in definitive/tangible terms)	100% of teachers turn in DIBELS information three times per year	100% of teachers turn in benchmark data	All students in grades 3-5 take the state mandated test	All 5 th grade students take the state mandated writing test; all grades participate in county-wide Write Away days	Use for students with disabilities	All teachers perform formal assessments, either textbook-based or teacher-created	100% of teachers turn in benchmark data
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	yes	yes	yes	yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	effective	effective

What data source(s) do you have that support your answer? (identify all applicable sources)	DIBELS scores; Benchmark Reading tests; TCAP tests; <i>NCLB Proficiency;</i>	Placement tests in reading; benchmark tests per unit in reading	State Report Card; TCAP achievement and assessment data <i>NCLB Proficiency;</i>	State Report Card; TCAP results; <i>NCLB Proficiency;</i>	State Report Card	Subject scores; TCAP tests; <i>NCLB Proficiency;</i>	Placement tests in math; benchmark tests on regular basis for math
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Comparison of scores from first to end of year	Comparison of benchmark tests throughout the year	State Report Card	Evidence of improvement on State Report Card	State Report Card	TCAP scores; State Report Card	Comparison of benchmark tests throughout the year
Evidence of equitable school support for this practice	Submission of scores from all teachers; Use of scores to determine RTI students	Scores in data base; also scores located on benchmark forms in permanent records	Scores are used to plan instruction for the following year; areas of weakness are reviewed and plans developed to address needs	Scores are used to plan instruction for the following year; areas of weakness are reviewed and plans developed to address needs	Portfolio follows student progress and is used in conferencing with parents; follows student to next grade	Report cards; mid-term grade reports	Scores located on benchmark forms in permanent records
Next Step (changes or continuations)	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice	Continue implementation of current practice

TEMPLATE 3.3.b: Assessment Gap Analysis

This addresses Standard 4 of AASQS.

Template 3.3.b: Assessment Gap Analysis

Assessment TIME Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME

At the beginning of the year, 4th and 5th grade teachers are provided with a report of which students are borderline nonproficient. This data is taken from the previous year’s TCAP and teachers are given time to go over this report for their individual classroom. Three times a year, teachers perform DIBELS assessments on their class. Benchmark tests are given in Reading and Math throughout the year. The TCAP test is given over four days in April. The State Writing Assessment is given one morning in February, with a monthly practice Write Away Day given year-round. Portfolio assessments are used for our students with disabilities. Students use computers to practice basic skills through the Orchard program and learn about tested topics through the Brainpop program.

“What Ought to Be” – How Should we be Using Our: TIME

Current practices have proven to be very effective and should be continued. Other methods of informal assessment should be studied and utilized in addition to the current assessments. More teacher-created assessments could be utilized if teachers were given the time to construct them.

Assessment Gap Analysis – Narrative Response Required

“What is” The Current Use of: **MONEY**

The county provides/purchases the DIBELS assessments and computer resources. The state provides the achievement tests and the computer resources for the test. The school pays for copying the assessments provided in textbooks. Website subscriptions for Orchard and Brainpop are provided by the county.

“What Ought to Be” – How Should we be Using Our: **MONEY**

Literature and more website subscriptions could be purchased to assist students in preparing for testing. Skill based technology practice could be purchased to assist the students in practice for testing. Benchmark books contained in the Developmental Reading Assessments for grades K-2 could be purchased to assist with more accurate comprehension assessment. More training on designing assessments and using teacher-created materials for authentic assessments would be beneficial.

Assessment PERSONNEL Gap Analysis – Narrative Response Required

“What is” The Current Use of: PERSONNEL

A Reading Coach is employed onsite to assist with the interpretation of the assessments and to provide assistance with planning for reading. School counselors participate in the referral process and in testing. Paraprofessionals assist in administering tests and helping teachers as needed. A school psychologist and diagnostician perform formal testing for intelligence and achievement.

“What Ought to Be” – How Should we be Using Our: PERSONNEL

Teachers should create more standards-based assessments that would pinpoint where a student needs help and then know what to do to address the need. Benchmark tests should be created that more accurately test state standards. More time should be allocated for collaboration and planning in each grade level. More personnel is needed to allow for the creation of rubrics and other authentic assessments.

Assessment Gap Analysis – Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

The State Department of Education website provides testing information and appropriate resources. School Improvement Plans are used as a resource for assessment through surveys and achievement data. Our school goes through a 5 year SACS evaluation and a 2 year TSIP evaluation that provide feedback concerning current programming. Parents and students receive timely feedback through mid-term grade reports and nine weeks' grade cards. Reading Benchmark tests are available online for students to take electronically.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

The school should increase partnerships with local higher education institutions to ensure current practices reflect what is considered research-based. More use of online resources and tests should be encouraged.

This addresses
Title 1 Component
8 and 9.

Template 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?

- All students participate in Tennessee state standardized testing in grades 3-5.
- All students participate in DIBELS testing.
- Assessments are used to guide decision-making in classroom instruction.
- A variety of assessments are used to form a complete picture of student progress, including DIBELS, benchmarks in math and reading, state achievement tests, portfolios, rubrics, and teacher created formal and informal assessments.
- All categories of students are assessed.
- Teachers are provided professional development in assessment use and production.
- All students participate in benchmark testing in Math and Reading.
- All 5th grade students participate in the Writing Achievement test.
- Portfolio assessments are used for all qualified disabled students.
- Grades 3-5 participate in each Write Away day.
- Reading Coach is available to assist teachers in interpreting reading test scores for all grades.
- Assessment scores are communicated to students, parents, and guardians on a regular basis.

Assessment 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.)

1. Increase assessment of students scoring below proficient, with nonmastered skills the focus.
2. Improve communication of test results between grades.
3. Improve writing rubrics used for each grade level to encourage less subjective assessment.

Assessment Summary Questions- Narrative Response Required

We will address our challenges by:

- Continue to use data to plan instruction
- Continue to use benchmark testing, with results placed in permanent records
- Meet each year with Reading Coach to discuss Response to Intervention students that are being placed in classrooms
- Form teams of grade level teachers to create tests that align with the state assessed standards

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Self-Contained Classrooms PreK-5 <small>(identify practice)</small>	Instructional Assistants <small>(identify practice)</small>	Inclusion <small>(identify practice)</small>	Mentor Teachers <small>(identify practice)</small>	Teacher Committees <small>(identify practice)</small>	Response to Interventions (RtI) <small>(identify practice)</small>	 <small>(identify practice)</small>
Evidence of Practice (State in definitive/tangible terms)	Every PreK-5 classroom is taught by a single teacher	Ensure that all grades have access to instructional assistants	Include students with special needs into regular classrooms through the use of IEPs	New teachers are assigned a mentor teacher for school year	Several committees are set up at the beginning of each year for all aspects of school organization	All teachers are using RtI methods to help struggling students in reading and math	
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	
Is it a principle & practice of high-performing schools?	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? <small>(identify all applicable sources)</small>	State Report Card; TCAP Achievement scores;	State Report Card; TCAP Achievement scores;	Portfolio assessments; Achieve-	New teacher end of the year surveys;	Teacher surveys	DIBELS scores; benchmark tests; TCAP	

	Benchmark Tests; Parent surveys	Benchmark Tests; DIBELS Testing; teacher surveys	ment scores for SWD	Mentor assignment sheets; DIBELS testing; State Achievement tests; teacher surveys		scores	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All subjects on State Report Card C or above; positive parent responses on surveys	All subjects on State Report Card C or above; increases in benchmark scores and DIBELS scores; teacher response	Support for program provided through SE Dept.	Improved teacher performance as reviewed by administration; TCAP scores; benchmark testing; DIBELS testing	Improved teacher responses on surveys; year end reviews	Improved scores for lower achieving students since using RtI	
Evidence of equitable school support for this practice	All content areas are C or above	All grades have access to instructional assistants for designated times; lack of funding causes inequality	Students in CDC classes are placed in appropriate grade level classes for Special Area and other subjects as	All new teachers and mentors required to attend training classes; documented hours spent by mentor with new	All teachers are required to join one committee with each grade level represented on each committee	All teachers are required to work with lowest performing students in classroom and submit reports	

		between grades	listed in IEP	teacher; new teacher training classes attendance			
Next Step (changes or continuations)	Continue implementation of current practice	Continue implementation of current practice; seek additional local funds for additional assistants	Continue implementation of current practice; continue to expand the time spent in regular classrooms	Continue implementation of current practice; follow-up on teacher performance for three years; Improve training for mentor teachers	Continue implementation of current practice	Continue implementation of current practice; Add more writing, math and behavior interventions	

TEMPLATE 3.4.b: Organizational Gap Analysis

This addresses
Standard 5 of
AASOS

Template 3.4.b: Organizational Gap Analysis

Organizational TIME Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME

- Grade levels meet on a regular basis after school to discuss literacy issues, receive training on literacy, and discuss concerns.
- Instructional assistants are scheduled for optimum use throughout the day with lower grade levels receiving more time.
- Common planning times are scheduled for each grade level as allowed.
- Mentoring teachers share common planning time with new teachers.
- Teachers are allowed time to attend workshops on organizational practices and inclusion.
- Teachers meet with committees on a regular basis after school.
- Teachers use group time to work on RtI's with qualified students.

“What Ought to Be” – How Should we be Using Our: TIME

- More resources would allow the school to schedule more instructional assistant time with all grades.
- Mentor teachers need more training time before the process begins for the new year.
- More training with teachers on acceptable Response to Intervention methods.

Organizational MONEY Gap Analysis – Narrative Response Required

“What is” The Current Use of: MONEY

- Available funds are used to hire instructional assistants
- All available space is used to provide classroom space for each teacher, including special area.
- Mentoring teachers are paid by the county.
- Teacher registration is paid for workshops dealing with inclusion, RtI and other organizational practices.
- Book room resources purchased to assist teachers with RtI.

“What Ought to Be” – How Should we be Using Our: MONEY

- More funds are needed to provide equal instructional assistant time to all teachers.
- Mentor teachers should be provided more pay for the hours required.
- More supplies and literature purchased to assist in RtI program.

Organizational PERSONNEL Gap Analysis – Narrative Response Required

“What is” The Current Use of: PERSONNEL

- All PreK-5 teachers are assigned one homeroom class for all subjects.
- A PreK class is available for at-risk students.
- Two teachers are assigned in the CDC classroom.
- Student teachers, along with Practicum students, are assigned throughout the school during the year along with Jefferson County High School students interested in pursuing a teaching career.
- Mentor teachers are assigned based upon experience and performance.
- All teachers involved in Response to Intervention process with homeroom class.
- Practicum students are assigned in all grade levels.

“What Ought to Be” – How Should we be Using Our: PERSONNEL

- More instructional assistants would even out the time spent in each classroom.
- More mentoring should be encouraged among teachers.
- Additional inclusion could be added with more instructional assistants available to travel into the classrooms with the SE students and another special education teacher would facilitate more inclusion.

Organizational OTHER RESOURCES Gap Analysis – Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

- Technology is available and its use encouraged in all settings.
- Computer lab is available for each teacher to use.
- Mobile laptop lab is available for 5th grade to use.
- Classes are available to pilot programs for inclusion, along with other organizational strategies.
- Teachers are involved in all committees set up to ensure that the school runs efficiently and orderly and that teachers have input in the process.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

- Greater availability of mentoring programs and training.
- Mentoring should continue for up to three years.
- More grants monies secured for school.
- More pilot programs utilizing research-based practices introduced.

Template 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?

- Parent responses to surveys indicate contentment with self-contained classrooms
- New teacher responses to surveys indicate contentment with mentoring program
- Teacher responses to survey indicate contentment with committee organization.
- State Report Card indicates organizational methods are working with grades improving since self-contained classrooms mandated.
- Parents of inclusion students indicate contentment with their child's IEP.
- Teachers perform classroom response to interventions, not instructional assistants.
- School's beliefs, mission, and shared vision define the purpose and direction for the school.
- Organizational processes increase the opportunity for success in teaching and learning.
- Organizational practices and processes promote the effective time-on-task for all students.
- School provides continuous professional development for school leaders.
- School is organized to be proactive in addressing issues that might impede teaching and learning.
- School is organized to support a diverse learning community through its programs and practices.
- School is organized to engage the parents and community in providing extended learning opportunities for children.

Organization 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

- Continue mentoring program with qualified and experienced teacher mentors
- Space considerations as number of students increases each year
- Attention to lower socioeconomic students not achieving proficient on State Achievement Test.
- Use of instructional assistants to provide needed literacy assistance.
- Continue training all teachers in the RtI process and differentiated instruction to enable more students to receive help.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

- Continue to challenge teachers to become mentors.
- Continue to research and communicate methods of working with lower achieving students.
- Work on expanding the number of inclusion students.
- Keep teachers involved in the running of the school through committees.
- Expand grade level meetings to include all aspects of teaching.
- Continue to improve the Response to Intervention process.

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

Template 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	To increase the percentage of the subgroups of economically disadvantaged students and students with disabilities scoring at or above proficient on the TCAP in reading from 88% and 72% to 90% and 83% respectively <i>during the school year 2008-09.</i>						
Which need(s) does this Goal address?	To meet <i>NCLB</i> AYP requirements for economically disadvantaged students and students with disabilities						
How is this Goal linked to the system's Five-Year Plan?	Excellence in Academic Performance Objective 1: Enhance program to assist students in obtaining and enriching skills for reading, language, and math that are appropriate for their ability level.						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 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	Identify students at risk for failure using DIBELS benchmark assessment	Aug./Sept. 2009	Reading Coach/Classroom Teacher	DIBELS Benchmark Tests	\$1.00 per student	DIBELS scores	Grade level oral reading fluency benchmarks
Action Step	Arrange supplementary instruction to be given to appropriate students three times a week for 30 minutes (RTI process).	Aug./Sept. 2009	Reading Coach/Classroom Teacher	School Bookroom; technology resources	-0-	Monthly/Weekly DIBELS	Fountas and Pinnel grade level equivalent
Action Step	For students still not making progress, additional supplementary support will be given by Reading Coach twice a week for 30 minutes.	Dec. 2009	Reading Coach/Classroom teacher	Reading Coach; technology resources	Title I funds	Monthly/Weekly DIBELS	Fountas and Pinnel grade level equivalent
Action Step	School-wide and local professional development	Aug./Sept. 2009	Reading Coach; Professional Presenters	Video Equipment; professional literature	75% of Professional Development Allocations	Attendance Log	Coherence with reading process improves

	on interventions, guided reading, using the bookroom.				(2007-08 total allotment was \$4368)		effectiveness
Action Step	On-going classroom teacher support in form of demonstrations and observations. Grade level meetings to continue discussion of literacy.	<i>School year 2008-09</i>	Reading Coach; Administration	Video Equipment; professional literature	Credited inservice hours	Attendance Log	Coherence with reading process improves effectiveness
Action Step	Monitor progress weekly using DIBELS Fluency Measures	<i>School year 2008-09</i>	Reading Coach	DIBELS progress monitoring resources	Special Ed Funds	DIBELS Benchmark	Assessment of scores
Action Step	RTI teams meet to discuss student progress	Tier I, II, and III	Reading Coach; School Counselor; Classroom Teachers; Administration	None	-0-	Attendance Log	Team Approval

GOAL 2 – Action Plan Development

Template 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	Increase 5 th grade writing assessment score from a 4.2 to a 4.5 <i>over the school years 2008-09 and 2009-10</i>
Which need(s) does this Goal address?	Reading and Language Arts Scores; NCLB AYP, IDEA required
How is this Goal linked to the system's Five-Year Plan?	Excellence in Academic Performance Objective 1: Enhance program to assist students in obtaining and enriching skills for reading, language, and math that are appropriate for their ability level.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 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	Analyze student writing samples using rubric.	<i>School year 2008-09</i>	Classroom Teacher	Grade Level Writing Rubrics	-0-	County writing rubric; grade level rubrics	To identify next steps in writing
Action Step	In grade level meetings, discuss, identify, and carry out appropriate writing strategies per grade level.	Aug./Sept. 2009	Reading Coach/ Classroom Teacher	Grade Level Writing Rubrics	Credited inservice hours	Attendance Log	Progress on rubrics
Action Step	In grade level meetings, analyze student writing samples after writing strategies are introduced and practiced.	Each 9 weeks of <i>school year 2008-09</i>	Reading Coach/Classroom teacher	Grade Level Writing Rubrics	-0-	Attendance Log	Coherence on writing process and fostering of the associated skills among students
Action Step	Professional development emphasis on identified grade specific writing goals and modeling.	<i>School year 2008-09</i>	Reading Coach; Professional Presenters	Video Equipment; Professional Literature	25% of Professional Development Allocations (2007-08 total allotment was \$4368)	Attendance Log	Progress on writing scores

Action Step	<i>Use technology to address the varied needs of faculty/staff</i>	<i>School year 2008-09</i>	<i>Reading Coach</i>	<i>Computer lab, portable lab, classroom stations</i>	<i>-0-</i>	<i>Training provided to staff; e-mail newsletter to teacher</i>	<i>Progress on writing scores</i>
Action Step	<i>Promote parent/community involvement in reading</i>	<i>School year 2008-09</i>	<i>Reading Coach; Reading committee</i>	<i>County-wide web resources (ie prompts, powerpoints, writing rubrics, school report card), Million Minutes reading campaign, Individual/class books</i>	<i>Minimal copying costs</i>	<i>Parent surveys; school web page "hits", participation in Million Minutes reading campaign and books</i>	<i>Progress on writing scores</i>
Action Step	<i>Provide for effective communication between school and all stakeholders</i>	<i>School year 2008-09</i>	<i>Administration</i>	<i>County/School web pages; local newspaper articles, invite volunteers to read with students, offer e-mailed newsletter for parents that request this option</i>	<i>-0-</i>	<i>School web page "hits"; parent e-mail list, # of volunteers to participate in Read Across America</i>	<i>Progress on writing scores</i>

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 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.

This addresses Standard 2 of AASQS.

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

At the beginning of school year 2007-08, a School Improvement Committee was organized and has met throughout the year to complete the SIP Plan. Every grade level is represented on the committee. Surveys were designed and sent out to parents, teachers, and students. The school sent information home to all stakeholders through the school news bulletin. Throughout the year, the SIP plan from the previous year has been communicated and assessed to determine successful completion of action steps. The committee discussed the beliefs, shared vision, mission, and the goals to be met for the new plan. The action steps and information contained in Component 4 were analyzed and the committee determined that the goals were needed and achievable. The completion of the two stated goals will move the school forward and address the needs of lower achieving students. Professional development will be available to all teachers to assist in meeting the goals in a timely manner. Multiple sources of data align with the goals we have stated. By meeting and reviewing the achievement of certain steps of our goals, we will be able to adjust/improve our SIP process. Our goals are aligned with between Component 2 and 4. Our goals are aligned and action steps coordinate with the curriculum, instruction, assessment, and organization practices in Component 3.

Evidence of Alignment of Data and Goals – Narrative response required

During the school year 2007-08, a variety of academic and nonacademic data was analyzed by the Leadership Team and the subcommittees. During these meetings, the strengths and weaknesses were discussed and goals were set to address the problems of reading improvement for the lower socioeconomic subset and special education students. In addition, the writing scores indicated a need to increase writing instruction across the grades. Action plans were developed based upon this information.

This addresses Standard 6 of AASQS.

Evidence of Communication with All Stakeholders – Narrative response required

What evidence do we have of our communication of the TSIPP to all stakeholders?
Surveys were given to all parents attending a school-wide Night of the Arts on two consecutive nights. All 5th grade students were given surveys in the classroom. Teachers were surveyed during the school year. Each week, a principal’s news bulletin is sent home with the students and it includes the school mission and goals for the year.

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

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4? Our teacher surveys indicate a desire to accommodate students to meet their needs. It also indicates the desire for a supportive and challenging learning environment to give students more opportunities to learn. Teachers are willing to use classroom time to work with struggling students one-on-one and attend professional development classes with the Reading Coach to learn new and better ways of working with students to improve literacy.

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 focus on literacy instruction, which will carry-over into other subjects as well as Language Arts. Our strength lies in our staff, and each member is willing to use the strategies and activities needed to produce the gains we need.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?
The planning process could be improved with more communication with stakeholders as goals are accomplished and action steps are taken. Involving the staff more in the successes of meeting our goals would be a boost in confidence school-wide. Accessing more avenues of training and working as teams to show others what strategies are successful could help hesitant teachers become more confident. Creating a checklist of where we are in the process each year would give a visual reminder to committee members.

TEMPLATE 5.2: Implementation Evaluation

This addresses
Standard 7 of
AASQS.

TEMPLATE 5.2: Implementation Evaluation
(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

Each goal has a list of implementation steps with dates attached. This provides a clear and detailed process to begin implementation of the action steps. The formative assessments that will be used have been given projected dates for administration. Multiple examples of formative data will be collected to monitor the progress of the plan.

Evidence of the Use of Data – Narrative response required

DIBELS and writing rubric data will be analyzed by the Reading Coach and classroom teachers. The progress of the plan will be discussed and data compared. There is a detailed process for gathering and analyzing the formative data, headed by the Principal and Reading Coach. Specific dates will be used to administer the assessments.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

Evidence of Monitoring Dates – Narrative response required

The School Improvement Committee will organize and meet August 8, 2009, during the first week of school. The next meetings will be October 15, January 19, and April 27. Other meetings may be called as needed. Sandra Austin (Principal) will communicate to all committee members the time and location of the meetings. Memos will be used throughout the year, along with announcements at grade level meetings, indicating the progress of the action steps. Parents will receive information through the principal's weekly news brief sent home by each student.

Evidence of a Process for Monitoring Plan – Narrative response required

A clear and detailed process will be used to review summative data to determine if adjustments need to be made in the plan. A detailed process will be used to make any adjustments to the action steps. Committee members will review the steps along with the Principal and Reading Coach to determine if any changes are needed.

Evidence of a Process for Adjusting Plan – Narrative response required

If changes are needed, the Principal, Reading Coach and committee members will meet to discuss whether an implementation step needs to be eliminated or altered. The updated plan will be communicated to all teachers and staff if any changes are made.

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

Email, memos, and grade level meetings(PLC) will be utilized to obtain the greatest amount of communication with stakeholders. Surveys will be distributed throughout the year to all stakeholders to keep up-to-date with progress.