

New Market Elementary School School Improvement Plan 2007-2008



New Market Elementary School
1559 W. Old Andrew Johnson Highway
New Market, Tennessee 37820

SIP Component 1

Collaborative Process, Data Collection and Analysis/Synthesis, and School Profile Development

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> |
|--|--------------------------------|-----------------|--|
| Vicky Forgety | Y | Principal | |
| Cindy Anderson | Y | Teacher | Component 1 |
| Amanda Cody | Y | Teacher | Component 3 |
| Kim Combs | Y | Teacher | Component 4 |
| Michelle Minor | Y | Teacher | Component 5 |
| Kristen Loveday | Y | Teacher | Component 2 |
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Component 1a - School Profile and Collaborative Process
(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

| <i>Member Name</i> | <i>Position</i> | <i>Chair</i> |
|--------------------|-------------------------------------|--------------|
| Cindy Anderson | Teacher | Y |
| Vickie Forgety | Principal | |
| Sherry Cure | Teacher | |
| Amy Smith | Teacher | |
| Jessica Anderson | Teacher | |
| Crystal Champ | Special Education Teacher, co-chair | |
| Aimee Upchurch | Parent | |
| Susan Scarlett | Parent | |
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Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.

| | |
|---|-----------------------------|
| <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
|---|-----------------------------|

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

| Member Name | Position | Chair |
|--------------------|---------------------------------|--------------|
| Kristen Loveday | Teacher | Y |
| Katherine Noyes | Teacher | |
| Chasity Carr | Teacher | |
| Dan Lishin | Teacher | |
| Steve Johnson | Teacher | |
| Elaine Hornberger | Parent, Instructional Assistant | |
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Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.

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|---|-----------------------------|
| <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
|---|-----------------------------|

Subcommittee 2 Chair Signature

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

| Member Name | Position | Chair |
|--------------------|---------------------|--------------|
| Amanda Cody | Teacher | Y |
| Kristi Waltke | Literacy Coach | |
| Carrie Trent | School Counselor | |
| Debbie Webb | School Psychologist | |
| Heather Holiway | Teacher | |
| Jocelyn Romines | Teacher | |
| Michelle Housley | Teacher | |
| Laura Darby | ESL | |
| Andrea Griffey | Parent | |
| | | |

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

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|---|-----------------------------|
| <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
|---|-----------------------------|

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

| <i>Member Name</i> | <i>Position</i> | <i>Chair</i> |
|---------------------------|------------------------------------|---------------------|
| Kim Combs | Teacher | Y |
| Pam Morris | Library Media Specialist | |
| Carol Romines | Teacher | |
| Amanda Ashley | Physical Education Teacher, Parent | |
| Jocelyn Romines | Teacher | |
| Diana Chappell | Teacher | |
| Vanessa Johnson | Nurse | |
| Brandi Ingle | Teacher | |
| | | |

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

YES

NO

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> |
|---------------------------|----------------------------|---------------------|
| Michelle Minor | Teacher | Y |
| Denna Stroud | Teacher | |
| Kathy Fulweiler | Teacher | |
| Suzie Oakes | Pre-school teacher, Parent | |
| Julie Pray | Speech/Language teacher | |
| Linda Caldwell | Physical Therapist | |
| Donna Chrisman | Parent | |
| Debbie Fielden | Teacher | |
| | | |

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

YES

NO

Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

| Data Source | Relevant Findings |
|--|---|
| Student Survey | NMES students feel that teachers treat them with respect and care about them. The teachers also make the students feel that they can be successful and learn. NMES students feel that their principal cares about them. |
| Parent Surveys | NMES parents feel that NMES teachers communicate student progress to them, they actively engage students in their learning, and clearly define expectations for student learning. |
| Attendance, Promotion, Dropout, and Graduation Rate | NMES has found that our attendance rate is above the state average, but our promotion rate is slightly below the state average. |
| Tennessee Department of Education Report Card <ul style="list-style-type: none"> • AYP summary • Value Added Academic Growth • School Profile | Through the Tennessee report card, we have identified our strengths to be reading/language arts and social studies. We have also identified our weaknesses as being math and science. |

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

| Narrative and analysis of relevant school and community factors: |
|---|
| <p style="text-align: center;">School History</p> <p>New Market Elementary School is the only elementary school serving the rural community of New Market, TN. Located on the north side of Jefferson County, the school faces the Old Andrew Johnson Highway, but can be seen from Highway 11-E, Andrew Johnson Highway. It is surrounded by land currently being farmed but zoned I-1, which is heavy industrial. The land was once owned by ASARCO, a zinc mining company. The building sits parallel to the railroad tracks which lie less than half a mile north of the school.</p> <p>The first school in the “New Market Valley”, a Quaker school, was located less than one mile east of the present elementary school. It was built around 1788 in the Friends Station community. Native Americans and early settlers attended the school. Presbyterians built and operated the New Market Academy in 1885. It was a large, two-story frame building on the north side of the railroad tracks in New Market. It burned in 1926 and was replaced by a brick building on the same location. Sections of that school remain and are currently being used as the city hall, a community center and gym for community use. That school had grades one through twelve until the high school was consolidated with Jefferson City High School in 1952.</p> <p style="text-align: center;">Community Characteristics</p> <p>The ASARCO Zinc Mine, closed in 1996, has recently been re-opened after being purchased by a Swiss company. The community is the home to Appalachian Electric Cooperative, Dillard</p> |

Smith Construction Company, Total Property Management Company, Fielden Funeral Home, Fresenius Dialysis Clinic, two small markets, and several small businesses which are privately owned. The city of New Market has a police force operating within their jurisdiction. However the school is located outside that boundary. There is a large volunteer fire department, two veterinarian clinics, and a U.S. Post Office.

The population of New Market was reported in the 2000 U.S. Census as being 1,232. Part of the community is incorporated as the city of New Market. At the time of the last census, twenty-nine percent of the population was reported to be enrolled in some kind of educational program. 68% were high school graduates. 78% were considered to be part of the work force with 49% being industrial employees. The racial makeup of the town is 92.385% White, 3.8% African American, 0.085% Native American, 0.415% Asian, 0.00% Pacific Islander, 2.11% from other races, 1.13% of two or more races, and 3.65% Hispanic or Latino.

There are 473 households out of which 30.2% have children under the age of 18 living in them. Of these households, 61.7% are married couples living together, 11.2% have a female head of house with no husband present, and 22.6% are non-families. 20.75% of all households are made up of individuals with 10.4% being of the age 65 or older. The average family size is 2.98.

The median income for a household in New Market is \$39,583 while the median income for a family household is \$45,298. Males have a median income of \$29,828 versus \$19,000 for females. The per capita income for the town is \$17,439. The percentage of individuals in the population below the poverty level is 5.7% with families below the poverty level being 4.3%. Out of the total people living below poverty, 3.0% are under the age of 18 and 15.7% are 65 or older.

School Characteristics

The New Market faculty, staff and students moved into the current building in 1985. The present school serves pre-kindergarten through fifth grades. The average daily membership of the school is 372 students enrolled with one principal and twenty-five full time teachers. A literacy coach, school counselor, speech therapist, English Language Learner teacher, band director and G.A.T.E. (gifted and talented education) teacher work part-time. Fifty percent of the certified staff members hold advanced degrees above a Bachelor's degree. There are twenty-two support staff members. Students attend school for 7 hours per day, 180 days per school year. The Jefferson County Board of Education currently has plans to build four new classrooms at New Market Elementary. Presently there is one Pre-K class, four kindergartens, four first and four second grade classrooms, three third grade classes and two classes each in fourth and fifth grades. The school has a library, gymnasium, music room, and a computer lab. In 1999, seven new classrooms, a resource classroom, speech therapy room, conference room, and two offices were added.

The state of Tennessee has granted New Market Elementary School one Pre-K class with an enrollment of 20 students. Four year old children are screened at the Jefferson County Family Resource Center where eligibility for enrollment is determined. Students who are identified as having special needs such as speech, physical or occupational therapies or who have an IEP are included in the class. Transportation is not provided for Pre-K children therefore presenting a problem for parents who are often economically disadvantaged.

Of the 372 students, 94.6% are White; 2.95% are Black or African American; .80% are Asian; and 1.61% are Hispanic. Five children or 1.34% are non-English proficient. The U.S. government qualifies 226 students or 68.6% for free or reduced meals. There are 180 female students (48.3%) and 193 male students (51.7%). During the current school year there have been 41 students who transferred out of our school, however there have been more than 41 who enrolled after the beginning of the school year. Discipline issues at the school are minor in

nature. Typically there are no zero-tolerance drug, alcohol or tobacco incidents. Most offenses are due to classroom disturbances, disrespect, fighting or bus related issues. There were ten incidences which resulted in suspensions of students during the 2007 school year. Male students were involved in eight of these incidences and females in two. Nine students suspended were White and one was Hispanic.

Attendance and Promotion Rates

| | New Market | Jefferson County | State Goal |
|---------------------------------|-------------------|-------------------------|-------------------|
| Attendance 2004-2005 | 95.7% | 94.4% | 93% |
| Attendance 2005-2006 | 95.9% | 95.0% | 93% |
| Attendance 2006-2007 | 95.5% | 94.6% | 93% |
| Promotion 2004-2005 | 91.6% | 97.2% | 97% |
| Promotion 2005-2006 | 96.4% | 97.9% | 97% |
| Promotion 2006-2007 | 96.9% | 97.9% | 97% |

The Special Education student population during the 2007-2008 school year is indicated on the following chart:

| Special Education: Disability Types | Pre-K | K-3 | 4-5 | Total |
|--|--------------|------------|------------|--------------|
| Specific Learning Disability | | | 6 | 6 |
| Speech | 4 | 16 | 1 | 21 |
| Language | 3 | 5 | 1 | 9 |
| Autism | | | 1 | 1 |
| Other health Impairments | | 1 | | 1 |
| Orthopedic Impairment | 1 | | | 1 |
| Multiple Disability | | 1 | | |
| Developmental Delay | 1 | 5 | | 6 |

School Safety

Security measures are in place and precautions taken to ensure student safety as well as the safety of staff and visitors. All doors are kept locked and there is camera and audio surveillance at the front entry. Both entrances used by classes to access the playground areas have coded locks on the doors for teachers to regain entry. Surveillance equipment is located throughout the

school with DVR capability in the principal's office. This technology monitors the inside and outside of the building. All visitors must report to the office once admitted to the building. A visitor's badge is required of any non-employee, and everyone is asked to sign in upon entry to and sign out as leaving. Identification badges are issued to all school employees to be worn at school and at school functions. Part of the campus is surrounded by chain link fencing, with plans to completely enclose the site in the future. In 2005-2006 walkie-talkies were purchased for each grade level to use during recess. This enables them to remain in contact with the office. Also, the principal, school nurse, custodians, and maintenance workers carry a walkie-talkie. One-way window tinting was added that same year. It allows persons on the inside to see out. However, it does not allow anyone to be able to see inside the classrooms from the outside. Fire, severe weather, and intruder drills are practiced in accordance with fire marshal rules.

School Budget and Financial Data

The total (predicted) budget of New Market Elementary School for 2007-2008 is \$92,569.00 (this amount of money is predicted at the beginning of the year by the bookkeeper necessary for operation). Jefferson County Board of Education spends \$6,976.00 per student annually. Each teacher is given \$180-\$195, based on the grade taught, for instructional supplies. BEP money is spent as a collaborative effort of all members of the faculty for items needed school wide. Title I funds are mainly used for the salaries of Instructional Assistants. However, they also cover the cost of parent involvement activities and materials as well as classroom equipment. Three areas of the operating budget distribution inequity are the lack of textbooks for every student for every subject (some grade levels have to share a classroom set of textbooks for science). Also, social studies manipulatives such as maps and globes are not current in all grade levels. Finally, the school's library media center is without a dedicated yearly budget to maintain and build the library book collection.

Faculty Demographics

The faculty and staff of New Market Elementary School is entirely Caucasian or White. Of the fifty-three faculty and staff members, only three are male. The principal has thirteen years experience, eight of those as a principal. The average number of years of experience of the faculty is ten years. Approximately fifty percent of the faculty has served their entire career at New Market Elementary School. Eleven of the thirty faculty members have been hired at the school within the last four years. Ten of the support staff members have been hired at the school within the last four years. One hundred percent of the faculty are highly qualified and teach in the area of their certification. Fifty percent of the teachers hold degrees above a Bachelor's degree. Of the eleven Instructional Assistants in the school, two hold college degrees while the others have either completed two years of college or have passed the Para-Professional Exam.

| Name | Licenses and Endorsements | Current Assignment |
|--------------------|---|---------------------------|
| Suzie Emmert-Oakes | Prek-4 Early Child (497) | Pre-K |
| Jessica Anderson | Elementary K-6 (499) | Kindergarten |
| Sherry Cure | Prek-3 Early Child (403) | Kindergarten |
| Deborah Fielden | Elem. Grades 1-8 (101) K-3 (002) | Kindergarten |
| Heather Holiway | Elementary K-8 (402) | Kindergarten |
| Cindy Anderson | Elem. K-8 (402 PreK-3 Early Child (403) | Grade 1 |

| | | |
|------------------|--|--------------------------|
| Chasity Carr | Elementary K-8 (402) | Grade 1 |
| Brandi Ingle | Elementary K-8 (402) | Grade 1 |
| Kristin Loveday | Elementary K-8 (402) | Grade 1 |
| Diana Chappell | Elementary Gr 1-8 (101) | Grade 2 |
| Amanda Cody | Elementary K-8 (402) | Grade 2 |
| Amy Smith | Elementary Gr 1-8 (401) | Grade 2 |
| Denna Stroud | Elementary Gr 1-8 (101) 7-12 (021) (022) (023) (024) (025) (080) | Grade 2 |
| Kathy Fulweiler | Elementary K-8 (402) | Grade 3 |
| Michelle Minor | Elementary K-8 (402) | Grade 3 |
| Carol Romines | Elementary Gr 1-9 (001) Biology 7-12 (015) | Grade 3 |
| Kimberly Combs | Elementary K-8 (402) | Grade 4 |
| Jocelyn Romines | Elementary K-8 (402) | Grade 4 |
| Michelle Housley | Elementary K-8 (402) Biology 7-12 (415) | Grade 5 |
| Katherine Noyes | Elementary Gr 1-9 (001) | Grade 5 |
| Crystal Champ | Elementary K-8 (402) SPED Modified K-12 (460) SPED Comp K-12 (461) | CDC |
| Carrie Trent | Pre-K-12 Counselor (487) | Counselor |
| Pam Morris | Elementary 1-8 (401) SPED Modified (460) Lib In Sp Pre-K-12 (473) | Library Media Specialist |
| Daniel Lishin | Voc/Gen Music K-12 Inst Music K-12 | Music |
| Amanda Ashley | Elementary K-8 (402) Phys Ed K-12 (420) | Physical Education |
| Steve Johnson | SPED Modified K-12 (460) SPED Comp K-12 (461) | Resource |
| Julie Pray | Speech Lang Path PK-12 | Speech |
| | | |

Curriculum Enhancement and Unique Programs

Beginning in 2006-2007 Jefferson County Schools instituted a Teacher Induction Program for beginning teachers and for teachers new to our system. A veteran teacher from the staff of New Market Elementary School is assigned to each of those teachers to mentor them in learning about our school and system policies. Mentors are paid according to the number of hours they dedicate to the service. All new teachers at New Market Elementary School since 2006 have been assigned a mentor and those teachers and their mentors attend monthly sessions assigned to them by the county-wide mentor coordinator. For the past two years one teacher from New Market Elementary School has led the session on classroom discipline. Proof of attendance is presented to the principal each year.

The school's Literacy Coach conducts numerous professional development sessions for teachers throughout the system. She also coordinates Camp Read-Along in the summer for struggling readers. A second grade teacher is the chair of the county-wide social studies textbook adoption committee. Several other teachers have served on curriculum scope and

sequence committees.

All teachers follow the State of Tennessee “Blueprint for Learning Curriculum Guide” and use state approved textbooks for all subjects. The Four Blocks and Big Blocks Literacy Programs are utilized. Saxon Math curriculum is used along with the Scott-Foresman Reading series. The physical education teacher also uses the Blue Cross/Blue Shield “Walking Works for Schools” Program. Classroom teachers participate in it also by taking their class for a 10 minute walk each day. A physical education teacher from Carson Newman College provided an after school in-service training session for teachers called “Kids Fitness”. This was provided by the county-wide Health Coordinator as were the parent newsletters, “Nutrition Nuggets”.

New Market students are enriched through various extracurricular activities. Fourth and fifth graders participate in the school chorus, 4-H speech contest, and the country 4-H program. Students also have the opportunity to participate in school and county level spelling bees, Scholar’s Bowl, and County-Wide Field Day. Fifth grade students may participate in the Modern Woodmen Speech Contest, band, and school and county level science fairs. New Market Elementary School also offers the opportunity for all students to become published authors through the Mossy Creek Literacy Council’s Young Author’s program and the Kid’s Scoop program provided by the Standard Banner local newspaper.

Parent/Community Involvement

Two grants from the Food Lion Corporation have been used to purchase books for the “Book Room”. Here teachers can access leveled readers for students reading below grade level. Many of these are cross curricular science and social studies readers. A private donation from the Bernard and Pauline Graff Foundation is being used to construct an outdoor science classroom with a monarch butterfly way station. A local nursery, Kinsey Gardens, is partnering with the school to supply plants and shrubs for the butterfly garden. Also Steve Adams, a community member, is designing the site and assisting with the construction. Five teachers are working on this project as a part of their focused assessment evaluation. Another local business, Total Property Management Co. donated a fall lawn decoration. Retired Jefferson County teacher, Doug Greenlee, and community member, Steve McClane, along with Appalachian Electric Cooperative employee, Darrell Miller, donated their time to serve as judges in the fifth grade science fair competition. The Great American Fundraising Company provided a magic show to entertain students as well as prizes for the county-wide goal card rally honoring students on the “A” Honor Roll. The Parent-Teacher Organization sponsored a Zoo Mobile from the Knoxville Zoo for students in each grade.

The Parent-Teacher Organization meets at the school twice per semester. Their invaluable support provides opportunities for special events for students and parents, upgrades to the facility and playgrounds as well as meals of teachers on the evenings of parent-teacher conferences. They provide chaperones for school events, assist with the school’s celebration of the 100th Day of School as well as with “Read Across America day”. They also assist the school library media specialist with the annual Scholastic Book Fair Family Night. PTO hosts an annual event to raise funds and hosts a “Spring Fling” for student’s enjoyment.

New Market students participate in the “Apples for Students” program sponsored by Food City. The funds raised are used to buy various types of equipment. In addition, the school participates in the “Campbell’s Labels” program, “Tyson A+”, and “Box Tops for Education” programs. The money raised through these programs greatly enhances the resources available to the students of New Market Elementary.

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 |
|---|
| School Student Survey |
| School Parent Survey |
| Attendance, Promotion, Dropout, and Graduation Rate |
| Tennessee Department of Education Report Card <ul style="list-style-type: none">• AYP summary• Value Added Academic Growth• School Profile |
| <ul style="list-style-type: none">• The Tennessee Blueprint for Learning• DIBELS (Dynamic Indicators of Basic Early Literacy Skills)• Running Records |

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

| Describe the data collection and analysis process used in determining your strengths/needs. |
|--|
| <p>New Market Elementary School utilizes many methods of assessment and analysis in order to determine school-wide academic performance, individual student performance, and academic strengths and needs. Through this analysis, target goals are developed using a collaborative team made up of the administration, faculty, staff, students, parents, and community members.</p> <p>The JCSD (Jefferson County School District) and NMES administration collect and compile the standardized testing reports provided by the State of Tennessee. The compiled data is then disseminated to grade levels for faculty analysis and identification of strengths and needs. In addition, faculty members collect and assess individual student standardized testing data to identify the strengths and needs of each child in their classrooms. Unit and end-of-the-year tests are administered to determine mastery of the mandated Tennessee curriculum objectives using The Blue Print for Learning in reading, math, science, and social studies. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and running records are kept by classroom teachers as</p> |

well to monitor each student's reading progress. Through analysis of the 3-year NCE averages, NMES is able to track each student's performance. Student, Parent/Community, and Faculty surveys are used to gather data on school climate, quality in organizational systems, and the achievement of goals for student learning set forth in the previous School Improvement Plan.

NMES has identified from the academic and non-academic data analysis that our strengths include a strong program in which students feel safe and positive about their education, the faculty and staff, and the school as a whole. The majority of parents feel that NMES is performing at a fully competent or exemplary level on all survey questions regarding school vision, leadership, community-building, curriculum, and assessment. The majority of teachers feel that NMES has a fully competent or exemplary level of achievement of all goals for student learning set forth in the previous SIP. NMES had a 95.7% attendance rate for 2005, 95.9% for 2006, and 95.5% for 2007. NMES scores higher NCEs in math and science than the state and scores NCEs in reading/language and social studies equal to those of the state. According to the 2005 School Report Card, NMES earned a B in achievement in the academic areas of Math and Reading/Language and a C in achievement in the academic areas of Social Studies and Science. NMES made Adequate Yearly Progress (AYP) required by the Federal Act, No Child Left Behind (NCLB) in 2005. We successfully met the federal benchmark in all the required areas: math, reading, language arts, writing, and attendance rate. As a school, we strive to continue to increase the number of students who meet these benchmarks in order to comply with the NCLB requirements. Analysis of the TVAAS 3-year average score shows NMES strong in the academic areas of Science and Social Studies based on the following scores: Science B (loss of 0.4) and Social Studies A (gain 1.8). In the areas of Reading/Language and Math, 3-yr scores show a definite improvement in reading/language. Math scores gained (0.9). Math scores increased but not significantly. Reading F (gain -1.1) and Math F (gain -5.2) While these scores are still very low, when the gain by year is analyzed it shows some growth from 2004 to 2005. Fourth grade made a reading/language arts gain of 3.8 in 2007 up from -6.7 in 2005/2006 and fifth grade made a reading/language arts gain of 2.6 in 2006/2007 up from -6.5 in 2005/2006. While fourth grade reading still shows a loss at -2.9 in 2005/2006 that is up from -6.4 in 2004/2005. Despite progress, NMES is still behind the state growth standard in reading/language arts and math; therefore these curriculum areas will again be the primary focus of the NMES School Improvement Plan. Fifth grade is above in areas of reading and math.

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

Report Card Data Disaggregation

By analyzing the disaggregated data provided by the 2007 School Report Card, NMES has been able to determine the following information regarding the community of students served. The NMES student population includes the following racial/ethnic groups: 94.1% (351) white, 2.1% (8) African American; 3.2% (12) Hispanic, 3.2% (12) Asian, 0.5% (2) Native American and 0% Pacific Islander. 68.6% of NMES students are economically disadvantaged. The average daily membership includes 373 students with a 91.6% promotion rate and a 95.5% attendance rate. The attendance rate exceeds the state goal. NMES is identified by the State of Tennessee as a safe school in good standing. On the Tennessee State Report Card, NMES received a CRT score of A in achievement in the areas of Math and B Reading/Language and a C in achievement in the areas of Social Studies and B Science. NMES Fell below the state score in the areas of Math and Science in 2007 on the CRT 3-year average, receiving a score of 55 in math compared to a state score of 57 and a 54 in science compared to a state score of 55. The subgroup CRT disaggregation for math identifies 8 of economically disadvantaged are below proficient, 92% are proficient and advanced (2007 comparison shows a 4% gain); 8% of all students are below proficient and 52% are proficient and 40% advanced (2007 comparison shows an 8% gain); 8% of white students are below proficient, 92% are proficient and advanced (2007 comparison shows a 2% gain). The subgroup CRT disaggregation for reading/language plus writing identifies 10% of economically disadvantaged are below proficient, 90% are proficient and advanced (2007 comparison shows a 11% gain); 11% of all students are below proficient and 89% are proficient and advanced (2007 comparison shows a 2% gain); 9% of white students are below proficient and 91% are proficient and advanced (2007 comparison shows a 3% gain). NMES meets or exceeds the state scores in each of the disaggregated CRT subgroups of math and exceeds the state score of reading/language plus writing. NMES shows a NC (no change) trend over the past three years on the fifth grade writing assessment. The score of A has been earned for the past two years. NMES has the following TVAAS (value added) Growth Standards for 2007: reading/language A with a mean gain of 2.9; math D with a mean gain of .9; Science B with a mean loss of .8 and Social Studies A with a mean gain of 1.8. NMES exceeded the state growth standard of 0.0 in language arts and social studies. The disaggregated TVAAS data gain by year, grade and content shows for reading/language arts a fourth grade 3-yr average of -3.2 and a fifth grade 3-yr average of 7.4 which exceeds the state 3-yr average gain of 3.2. For 2007, fourth grade made a reading/language arts gain of 3.8 up from -6.7 in 2006. Fifth grade made a reading/language arts gain of 2.6 for 2007 up from 6.5 in 2006. TVAAS data shows a fourth grade 3-yr average in math of -3.6 and a fifth grade 3-yr average of -2.5. NMES fourth graders made a loss of 3.9 in math for 2007 down -3 in 2006 and fifth graders made a loss of 3.1 down slightly from 4.1 in 2006. TVAAS data shows a fourth grade 3-yr average in science of -0.1 below the 3-yr state average gain of 3.7. In 2007, NMES fourth grades made a loss of 3.5 in science down from -0.6 in 2006 while fifth graders showed a loss of 0.7 down from a gain of 0.8 in 2006. TVAAS data shows a fourth grade 3-yr average in social studies of -1.1 and fifth grade 3-yr average of 6 which exceeds the 3-yr state average gain of 3.6. In 2007, NMES fourth graders made a gain of 2.2 in social studies up from -4.2 in 2006 and fifth graders made a loss of 3.4 down from 9.3 in 2006. While much improvement is still needed in many areas, it can be seen from comparing 2006 scores to 2007 scores that increases in all subjects have been achieved except for fifth grade math and science which showed minimal losses.

TEMPLATE 1.7: Narrative Synthesis of All Data
(*Rubric Indicator 1.7*)

Narrative Synthesis of Data

As a result of the disaggregation and analysis of the various academic and non-academic data sources, the NMES faculty and stakeholders have identified the following strengths and areas of need:

Strengths

In analyzing our school report card for fourth grade we have identified reading/language arts and social studies as strengths. Based on our value added scores we have been steadily improving in these areas.

Fifth grade has been above average with their scores in the areas of reading/language arts. We now have a value added score of 7.4 which is high above the state average of 4.7. These scores are great and we are striving to improve them daily. Also, in fifth grade our writing scores have consistently been above the state average for the past three years with a score of 4.2. Fifth grade social studies have also seen tremendous gains. We have a 3 year average value added score of 6 which exceeds the state average of 2.4.

On the TVAAS school report card for 2007 our school received a B in reading/language with a score of 54 and a C in social studies with a score of 53. This data shows that NMES is making progress in these subject areas although we are still slightly below the state average.

NMES attendance rates of 95.7% in 2005, 95.9% in 2006, and 95.5% in 2007 exceed the state goal of 93%.

The majority of the stakeholders feel that NMES is a positive, safe place to learn that supports the idea of working together to make academic gains and promote personal and social responsibility.

Needs

NMES fourth grade students math scores have been decreasing over the last 3 years. We have a value added score of -3.9 for the year 2007. This is well below the state average of 2. Also, in fourth grade our reading/language scores have been on the decrease. Our 3 year average value added score of -3.2 is much below the state average of 1.2. Fourth grade social studies scores are also low. We have a 3 year average value added score of -1.1 which compares to the state average of 4.7.

In both fourth and fifth grade our science scores need improvement. Fourth grade has a 3 year average value added score of -0.1 which is below the state average of 3.7. Fifth grade has a 3 year average value added score of -0.1 which is below the state average of 1.4.

On the TVAAS Report Card, NMES received a D in math in 2006 with a mean of -1.5 and 2007 with a mean of -0.6.

The 2006/2007 promotion rate for New Market Elementary School was 96.9% while the state goal was 97%.

TEMPLATE 1.8: Prioritized List of Goal Targets
(*Rubric Indicator 1.8*)

Prioritized List of Goal Targets

1. The students of New Market Elementary School will improve in the core academic area of math on the TCAP Criterion Referenced Academic Achievement score one point from 56 to the state average of 57.
2. The students of New Market Elementary School will improve in the core academic area of reading/language arts increasing their score on the TCAP Criterion Referenced Academic Achievement test from 54 to the state average of 56.

Math: Math priorities and goals for the 2008-2009 school year include placing greater emphasis on problem solving skills, increasing the use of higher order thinking skills, and the implementation of differentiated instruction. Our teachers also need to focus on the basic math concepts for those students who need the extra time. Teachers will continue to revamp the curriculum to meet the needs of the students and continue aligning the curriculum to the Tennessee curriculum objectives for math outlined in The Blueprint for Learning. While this priority will be for all grade levels our primary focus will be on fourth grade.

Reading/ Language Arts: Reading and language arts priorities and goals for the 2008-2009 school year include making our RTI process stronger. We feel that our gains in reading are largely because of our RTI process. With the help of more instructional assistance we will be able to continue to improve the RTI process. Instructional assistants assist teachers in finding the time to work with the struggling readers. Also, improving diagnostic testing and remediation techniques through the use of DIBLES and running records. We will also continue to utilize differentiated instruction techniques in lessons; and work to use a more balanced literacy philosophy of instruction. Teachers will ensure that lessons align with the Tennessee curriculum objectives for reading/language arts outlined in The Blueprint for Learning. While this priority will be for all grade levels, fourth grade will be our primary focus.

Science: Science priorities for the 2008-2009 school year include improving the way science is taught to students by using techniques of differentiated instruction to make NMES students more active learners, decision makers, and problem solvers. A second priority is to integrate the use of more technology into the science curriculum, taking advantage of online resources and data banks. Teachers will ensure that lessons align with the Tennessee curriculum objectives for science outlined in The Blueprint for Learning. This will be a priority for all grade levels.

Social Studies: Social studies priorities for the 2008-2009 school year include improving the way social studies is taught to students using the techniques of differentiated instruction to make NMES students more active learners, decision makers, and problem solves. Teachers will ensure that lessons align with the Tennessee curriculum objectives for social studies outlined in The Blueprint for Learning. While this will be a priority for all grade levels, fourth grade will be a primary focus.

SIP Component 2

Beliefs, Mission and Vision

Component 2 – Beliefs, Common Mission and Shared Vision

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

Beliefs

- We believe a student can learn best in an atmosphere of mutual respect and freedom of expression with special emphasis on self-discipline.
- We believe that every student is an individual who can learn regardless of his racial, social, or financial status.
- We believe that the methods, materials, and programs should be adjusted to meet the rapid changes in our society, economy, and technology.
- We believe a flexible variety of opportunities should be offered to enable the student to become a well-rounded person mentally, physically, socially, and morally.
- We believe cooperation among, faculty, staff, parents, and administrators to be of utmost importance for the well being of the whole school and community.

Common Mission

The mission of New Market Elementary School is to teach all students in a learning environment that promotes caring, sharing, and learning for life.




Shared Vision

Basing all educational activities on these beliefs, students, teachers, parents, and administrators will enable students to become more productive, cooperative, and responsible citizens.

SIP Component 3

Curricular, Instructional, Assessment, and Organizational Effectiveness

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

| Current Curricular Practices | Use of Blue Print for Learning | Use of Student Benchmarks | Textbook Driven Instruction | Balanced Literacy | Guidance Program | Standards in Mathematics | Technology Integration |
|--|--|---|---|---|---|---|---|
| <p>Evidence of Practice (State in definitive/tangible terms)</p> <div data-bbox="380 943 548 1112" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Title 1 Component</p>  </div> | <p>All teachers are given a copy of the Blue Print for Learning of TN State Curriculum Standards which is also posted on the school system's website</p> <p>Research-based Professional Development Projects are provided that integrate state standards with technology resources</p> <p>The utilization of state curriculum is documented by using Snapshot Observations and State Evaluations</p> | <p>DIBELS and Reading End of Unit Assessments for K-5 are administered</p> <p>Use Brigance Assessments in Preschool and Kindergarten classes</p> <p>Utilize writing assessment rubric across all content areas</p> <p>Orchard, an online program for grades K-8 to monitor student progress</p> <p>Utilization of reading achievement benchmark cards</p> | <p>Scope and Sequence is based on textbook outline</p> <div data-bbox="1001 922 1142 1089" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>SACS Standards</p>  </div> | <p>Use 5 core areas of reading in all PreK-5 classrooms</p> <p>Insure 2 ½ hours of reading and language arts instruction each day</p> <p>All teachers are continually trained in the 4 Blocks Balanced Literacy Model</p> <p>Jefferson County RTI guidelines are also implemented</p> | <p>Classroom teachers and School Counselor work in coordination with guidance topics.</p> <p>All students receive guidance instruction once every two weeks from school counselor.</p> <p>Guidance Counselor follows curriculum as laid out in handbook (no bullying, Character Counts, goal setting, etc.)</p> | <p>Adoption of a math program that is based on hands-on manipulatives (Saxon Math)</p> <p>Utilization of concept lesson, spiral practice worksheets, math textbooks, fact drill sheets, math assessments.</p> <div data-bbox="1572 1065 1713 1232" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>SACS Standards</p>  </div> | <p>Provided technology training</p> <p>Computer based resources to use with current curriculum, to include: Math Online, Science Online, Social Studies Online Projects</p> <p>Implement technology into the classroom by utilizing web based resources identified on the school system's website</p> |

| | | | | | | | |
|---|--|---|---|--------------------------------------|---|---|---|
| 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 for all content areas when utilized as a resource for teaching standards | Effective | Effective | Effective | Effective |
| What data source(s) do you have that support your answer? (identify all applicable sources) | TCAP Achievement and Writing Assessment Data IEPs High Quality Professional Development Annual Surveys | Writing assessment scores Test results from all data sources | TCAP Achievement and Writing Assessment Data | TVAAS scores on the 2007 Report Card | Counseling referrals (from teachers, students, and parents) Discipline referrals | Math achievement scores | Number of hits on school system's website Teacher attendance at technology training Student surveys Provide parental access to their student's required curriculum and provide online resources to parents |
| Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement) | Jefferson County State Report Card scores K-8 TVAAS scores have had positive gains | All grade levels have benchmark assessments | Increased science scores with the implementation of curriculum mapping and standards based instruction with the distribution of the Blue Print for Learning | Increased TVAAS score in reading | Limited number of student suspensions and disciplinary referrals | New Market Scored an 'A' in math on state report card | Report Card Scores |

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| <p>Evidence of equitable school support for this practice</p> | <p>Provide equal access to appropriate resources and materials</p> <p>Professional development accessible through the school system's website</p> | <p>Provide equal access for all teachers and students to assessment tools</p> <p>Provide computer lab access for each classroom</p> | <p>Provide equal access to appropriate instructional materials and textbooks</p> | <p>Provide professional development training in 5 core areas</p> <p>Differentiated instruction</p> <p>Service of Literacy Coaches</p> | <p>Provide programs for all students</p> | <p>Provide appropriate resources and manipulatives to implement the hands-on program</p> | <p>Provide all teachers a computer workstation</p> <p>Provide appropriate training in technology and internet use for all teachers</p> <p>Provide computer access for students in all grades</p> |
| <p>Next Step (changes or continuations)</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation but utilize additional resources</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation of current practice; We request our School Counselor to be placed at New Market Elementary on a full-time basis</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation of current practice</p> |

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis

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

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

“What is” The Current Use of: TIME

(How are we currently allocating our time around understanding and implementing high quality curricular practices?)

All New Market teachers are provided with and utilize the Tennessee Department of Education state approved standards. Researched based professional development training is provided for the implementation of curriculum standards. Curriculum is mapped and prioritized based on instruction.

Teachers utilize the student achievement benchmark cards. The utilization of the benchmark cards allow for teachers to monitor student progress.

All New Market teachers utilize Balanced Literacy to implement reading instruction. Students are insured between two and two and half hours of reading instruction each day. Teachers are provided professional development for implementation of balanced literacy.

Students are also provided with an additional thirty minutes of intensive reading instruction. Two teacher aides help the classroom teacher provide the extra instruction. This is provided through Response to Intervention.

Students are provided thirty minutes of guidance twice a month. Students are instructed in the school counselor curriculum.

Students are provided the opportunity to utilize the computer lab at least once a week. Students are provided several researched based programs as resources for math and reading.

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

(How should we be allocating our time around understanding and implementing high quality curricular practices?)

Increasing the part time status of our school counselor to full time would be a best practice for improving New Market Elementary. As part of the professional learning community, the school counselor would better be able to communicate with teachers, assess students’ ongoing guidance needs, and carry-out the role of recorder for team meetings. This would fit well with our response to intervention roles at New Market.

Additionally, we would need a certified computer lab facilitator in order to turn computer lab into a special area. This would make common planning time a possibility for grade level professional learning communities.

A best practice would be to increase the part time status of our literacy coach to full time. Being a part of a professional learning community for a school is integral to the literacy coach role. This community gives the coach a platform for working with teachers on implementing best instructional and curriculum practices. It fits in well with the professional development charge that is asked of literacy coaches.

“What is” The Current Use of: Money

(How are we currently allocating our money around understanding and implementing high quality curricular practices?)

Tennessee state standards: Blue Print for Learning is provided to each teacher by central office.

Student Benchmark cards are provided to each teacher.

Textbook and textbook supplies are provided by central office.

Math manipulatives are provided by central office.
New Market computer resources are provided by central office.
Professional development on implementation of balanced literacy provided to teachers.
Teaching and learning materials are correlated to the State standards and distributed to staff.
A shared vision of what students should know and be able to do at each grade level to stakeholders are provided through a variety of media formats.

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

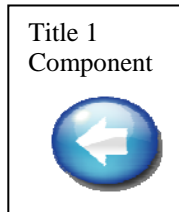
(How should we be allocating our money around understanding and implementing high quality curricular practices?)

We should continue these practices and be using our money for personnel to support our professional learning communities with an available full time literacy coach, school counselor and common planning time for all teachers..

“What is” The Current Use of: Personnel

(How are we currently allocating our personnel around understanding and implementing high quality curricular practices?)

New Market has four teachers per grade level in kindergarten through second grade. With three certified special area teachers, common planning time is not possible at New Market for these grade level teams. Additionally, we have three third grade teachers, two teachers in both fourth and fifth grade, two special education teachers, and one pre-kindergarten teacher. All of New Market’s teachers are highly qualified.



New Market has eight full-time instructional assistants and two part-time instructional assistants. Four of these full-time assistants are used primarily for working with children in grades 1-5. These four instructional assistants monitor classes during assessment time frames so that teachers can perform individual assessments. One of the part-time instructional assistants works with the children in kindergarten. Three of the full-time assistants work alongside of the special education and C.D.C. teachers. One full-time and one part-time instructional assistant work in our pre-kindergarten classroom.

New Market has a part-time literacy coach, a part-time school counselor, part-time band director, and a non-certified computer lab facilitator.

New Market’s literacy coach is used for remedial instruction for Tier II intervention students, professional development with teachers, reading screenings with written reports, meetings with parents in intervention process, and literacy support for New Market School.

New Market’s school counselor is used for guidance classes in classrooms, counseling students in groups and individually, screening assessments related to the intervention process, and meetings with parents in the intervention process.

New Market’s computer lab facilitator tends to the computer lab computers. Teachers each have at least one weekly time slot in the computer lab.

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

(How should we be allocating our personnel around understanding and implementing high quality curricular practices?)

We are using our personnel effectively at our school level. However, we would like to build New Market’s capacity in understanding and implementing high quality curriculum best practices by implementing professional learning communities more fully in the future.

In order to do so, we need more grade level professional learning communities. We should also conduct a county-wide grade level professional learning community.

Additionally, we would need a certified computer lab facilitator in order to turn computer lab into a special area. This would make common planning time a possibility for grade level professional learning communities.

Increasing the part time status of our school counselor to full time would also be a best practice for improving New Market's assessment team. As part of the professional learning community, the guidance counselor would better be able to communicate with teachers, assess students' ongoing guidance needs, and carry-out the role of recorder for team meetings. This would fit well with our response to intervention roles at New Market.

Equity and Adequacy: Increasing personnel (full time literacy coach, full time school counselor, certified computer lab facilitator) would insure the adequacy of New Market's assessment and curricular processes. It has been argued that because of New Market's smaller student population a part-time literacy coach and a part-time guidance counselor position are equitable to other schools in our district. We do not believe this to be true. We need a full-time literacy coach and guidance counselor.

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

With the resources we have, best practices with equity and adequacy in mind are being implemented at New Market.

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

Yes, we are using funds and resources effectively at the school level in meeting the needs of all of our teachers as it pertains to them being effective with students. We provide teachers with in house professional development opportunities throughout the school year. Additionally, funds are used to send teachers to professional development services elsewhere.

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

Our data shows improvement in meeting the needs of all our students, especially in reading/language arts, with our economically disadvantaged students, and with our response to intervention students. We need to continue to improve with oral reading fluency and math.

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

Curriculum Summary Questions

What are our major strengths and how do we know?

Each grade level uses the state mandated curriculum to ensure goals are met.

Evidence:

Each teacher uses the BluePrint for Learning: A Teacher’s Guide to the Tennessee Curriculum for classroom instruction.

Each teacher has a copy of the BluePrint for Learning: A Teacher’s Guide to the Tennessee Curriculum which includes curriculum standards for the previous grade and the following grade.

Each grade level uses Balanced Literacy to insure that reading and language arts instruction is effective.

Evidence:

Each teacher provides two hours of reading and language arts instruction.

Each teacher implements the five core components of Balanced Literacy.

Each teacher is provided training in the implementation of Balanced Literacy.

Each grade level uses a hands-on math manipulative program.

Each teacher implements the hands-on math program.

Teachers are provided with all materials for the program.

Curriculum Summary Questions

What are our major challenges and how do we know.

Our major challenges are the implementation of high quality professional learning communities with the major hurdles for this being the absence of a full-time literacy coach and common planning time for all grade levels. With common planning time New Market teachers would better be able to collaborate in an ongoing manner to overcome our next greatest challenges: math assessments and oral reading fluency.

How will we address our challenges?

Our school-wide reform strategies are as follows: We will ask for a certified computer lab facilitator in order for teachers to have common planning time. Additionally, we will ask for our literacy coach and guidance counselor to become full time.

We will implement the new math benchmark assessments and use the data from them to make instructional decisions.

We will have professional development sessions during which oral reading fluency will be the focus.

Title 1
Component



Title 1
Component

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

| Current Instructional Practices | Balanced Literacy Program | Differentiated Instruction | Writing Process | Mathematical Instruction | Use of Technology | Instructional Strategies | Implementation of Standards Based Learning |
|---|---|---|--|--|--|--|---|
| Evidence of Practice (State in definitive/tangible terms) | Implementation of 4-Blocks framework in reading instruction 2 hours of reading instruction is provided daily to students Utilization of Reading Specialist and Literacy Coach | Response to Intervention Tier 1 and Tier 2 Camp-Read Along Scholars' Bowl Research Projects Science Fair Leveled Readers Book Room utilization MathFax on-line competition Special Education Services Instructional Assistant Services Individual Guidance Sessions | Utilize 4-Square Writing Process Six Traits Writing Monthly "Write Away Day" Practice writing to a prompt | Adoption of a math program that is based on use of manipulatives (Saxon Math) Math games Mountain Math | Utilization of computer lab across all content areas Utilization of the following: Think-Link, Brain Pop, Orchard, United Streaming, Tumblebooks, Websites | Opportunities for student collaboration Cooperative Learning Peer-Tutoring Small Group Instruction Direct Instruction Rote practice Brain Based Strategies Modeling Conferencing Scaffolding Project based | Utilization of blue print Documentation of standards in plan book Teacher Evaluations Curriculum planning committees |
| 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) | Writing and Language Arts assessment scores Reading Benchmark Scores Test results from all data sources Dibels scores | State Report Card Evaluation documentation Dibels scores Parent and classroom teacher involvement concerning modification and implementation | Writing Assessment Scores Writing samples Cumulative Portfolios | Math achievement scores Saxon TN Prep and Practice scores | Reading unit test scores Plan book information Dynamic Curriculum Committee insures that technology aligns with curriculum standards. | State Report Card Evaluation documentation Teacher surveys HQ is posted on the SDE of TN Teacher Certification website | Teacher evaluations State Report Card TVAAS |
| Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement) | Pre- and Post-Dibels scores indicate academic gains. In August 2006, we had 38% of kindergarteners at-risk for letter naming as compared to 22% at-risk of the same population in April 2007. Reading benchmark assessments show value-added data | Pre- and Post-Dibels scores Reading benchmark scores Observations and Screenings from Intervention Team Members | Increase in assessment scores Received an A in writing on State Report Card | Math achievement scores were below state average prior to adoption of program Received an A in math on state report card although value added score was a D | Benchmark on-line assessments indicate student gains. Orchard software tests demonstrate student progress In basic Math and LA skills | Demonstrated positive gains on TVAAS Survey results | Demonstrated positive gains on TVAAS |

| | | | | | | | |
|--|--|---|---|---|--|---|--|
| | | | | | | | |
| Evidence of equitable school support for this practice | Professional development training in implementation of balanced literacy | Training in implementation of Dibels | Training in the use of writing process | Professional development training for use of math manipulatives | Training for implementation of technology Technology resources updated on a regular basis | Professional Development provided Related books and materials provided Instructional assistants | Curriculum teams ensure instructional materials are aligned with learning objectives |
| 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; utilize Think Link Data more fully in math in order to have higher value added scores on the next state report card. | Continue implementation of current practice | Continue implementation of current practice | Continue implementation of current practice |

TEMPLATE 3.2.b: Instructional Gap Analysis**Instructional Gap Analysis****“What is” The Current Use of: TIME**

(How are we currently allocating our time toward building capacity around understanding and implementing high quality instructional practices?)

Professional development sessions are provided for teachers to address current research-based best instructional practices in reading/language arts and math. Most sessions are mandatory and provided during calendar days slated for professional development. Opportunities for further instructional development are optional for self-selected in-service credit.

Grade level teachers collaborate to share ideas about effective instructional techniques. Often these meetings take place after work hours. Teachers are provided the opportunity to observe instructional practices of different grade levels during planning time.

Teachers design lessons and work closely with instructional assistants through the instructional assistant schedule. At New Market Elementary, teachers use their instructional assistant time for differentiated instruction. At least three days of a week, teachers work in small groups with their most struggling students while instructional assistants work with students in other leveled practice groups.

The literacy coach is supposed to support best practices instruction of reading and writing with teachers through modeling lessons and coaching methods. However, this is limited at New Market because of the literacy coach's part-time status and large intervention case load.

Teachers use professional decision making in the organization of time on tasks in order to meet students' instructional needs.

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

(How should we be allocating our time to build capacity around understanding and implementing high quality instructional practices?)

At New Market Elementary, instructional time is valued and used wisely. This should remain one of the highest priorities. Our teachers do an excellent job of using professional decision-making in the organization of instructional practice. However, having professional learning communities built into the teacher work day with an available, full-time literacy coach would improve the instruction that teachers are able to deliver. This collaboration time with colleagues is vital to the improvement of instructional practice.

Rather than teachers using all the provided professional development time learning new practice, teachers ought to have more time allotted to classroom and materials preparation. This needed preparation would provide students with a variety of instructional techniques and learning opportunities. Implementation of learning on a teacher's part takes materials and classroom preparation time.

More time should be focused on educating parents on expectations of the school and classroom. Also, parents need more informative meetings on how to help their child meet his or her potential from the home-front.

New Market Elementary should utilize the literacy coach position for improvement in instructional practices by having the literacy coach model reading and writing instruction, work with teachers through professional learning communities, and coach teachers through reading and writing best practices.

“What is” The Current Use of: MONEY

(How are we currently allocating our money toward building capacity around understanding and implementing high quality instructional practices?)

New Market Elementary School's faculty is provided with textbooks and materials to implement practices of chosen educational programs. Teachers are all provided with materials from a list of core components respective

to each grade level. Technology programs such as Orchard, DIBELS on-line, United Streaming, Netteker, SuccessNet, Brain-pop, and Tumblebooks are up-to date and are useful instructional supports. All of these core materials and programs are purchased for New Market Elementary School's teachers and students by our central office.

New Market Elementary receives Title 1 money designated for the purpose of promoting parental involvement in our school. The school purchased You Read To Me, I'll Read to You books and other books, which were out to children at Halloween. This money supports our School Home Connections Newsletter. It also purchases refreshments for parent nights.

Fundraising for New Market Elementary also yields instructional materials for teachers and students. Money raised often goes toward classroom equipment. Recently, new dry-erase boards and musical instruments were purchased. Additionally, ThinkLink, an online testing service correlating to TCAP, was purchased with these funds.

New Market Elementary received a \$2500 Food Lion Grant in 2007. This money was spent on equipping classroom libraries with books and Teacher Ease, an online grade book.

Teachers are allowed instructional supply money annually for additional purchases of their preference. Typically, teacher purchase paper, pencils, crayons, markers, rulers, bulletin board materials, learning games, etc.

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

Money spent at the school level is being used effectively. However, from the district we would like to ask for more money to be spent on personnel. We ought to have additional instructional assistants, a full-time literacy coach, a full time guidance counselor, and a certified computer lab facilitator.

We should use funding for additional instructional assistants. Our instructional assistants are integral to the intervention process at New Market Elementary. While teachers instruct children who have been identified as needing academic intervention in small groups, our highly qualified instructional assistants instruct the non-identified children in small groups. Differentiated instruction is more easily accomplished in this manner.

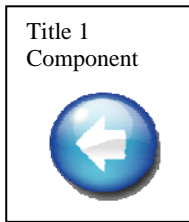
We should have a full-time literacy coach so that the literacy coach could work more with teachers on instruction and be available more frequently for struggling readers.

Additionally, funding for after hours tutoring programs available to students and parents is something that belongs in the “what ought to be” section.

“What is” The Current Use of: Personnel

(How are we currently allocating our personnel toward building capacity around understanding and implementing high quality instructional practices?)

New Market Elementary has four teachers per grade level in kindergarten through second grade. With only three certified special area teachers (Music, Physical Education, Library Media Specialist), common planning time is not possible at New Market for these grade level teams. Additionally, we have three third grade teachers, two teachers in both fourth and fifth grade, two special education teachers, one speech and language teacher and one pre-kindergarten teacher. All of New Market's teachers are highly qualified.



New Market Elementary has eight full-time instructional assistants and two part-time instructional assistants. Four of these full-time assistants are scheduled to work with children in grades 1-5 in back to back 30 to 45 minute sessions.

One of the part-time instructional assistants works with the children in kindergarten.

Three of the full-time assistants are assigned solely to the Special Education Resource and C.D.C. teachers. One full-time and one part-time instructional assistant work only in our pre-kindergarten classroom as required by the

State Department of Education.

New Market Elementary has a part-time literacy coach, a part-time guidance counselor, and a non-certified computer lab facilitator for approximately 370 students.

New Market Elementary's literacy coach works as remedial instructor for Tier II intervention students; provides professional development and in-service training for teachers and staff; administers reading screenings and shares results with written reports; attends meetings with parents of students involved in the intervention process; as well as provides literacy support for New Market Elementary School faculty and staff.

The school counselor provides guidance classes, counseling students in groups and individually; conducting screening assessments related to the intervention process; and recording minutes of meetings with parents of students in the intervention process.

New Market Elementary's computer lab facilitator tends to the computer lab. Teachers each have one weekly time slot in the computer lab. However, since the lab facilitator is not certified, the teacher must conduct the class and remain in the room. None of our teachers hold the endorsement of computer science on their licensure.

Equity and Adequacy: Our teachers do not have adequate instructional assistant time in the lower grades. Our kindergarten teachers do not have equitable instructional assistant time as compared to teachers in the other grade levels.

Are we providing equity and adequacy to all of our teachers? No, we are not providing our kindergarten teachers with enough equitable assistant time.

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

Based on the data, are we accurately meeting the needs of all students in our school? We are continually finding areas where we can improve.

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

Instructional Summary Questions

What are our major strengths and how do we know?

Differentiated instruction is a major instructional strength at New Market Elementary School. We know this because of the various programs we have for children at all levels. Also, we know this because of our utilization of instructional assistants.

Instructional Summary Questions

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.)


One major challenge is balancing our instructional strategies in ways that promote the greatest amount of student learning.

Instructional Summary Questions

How will we address our challenges?

To address the challenge of balancing instructional strategies in ways that promote the greatest amount of student learning, we will continually pursue quality professional development. Having collaborative sessions with grade level and school level colleagues through professional learning communities will also help us do a better job balancing our instructional strategies.

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

| Current Assessment Practices | Baseline and Year End Reading Tests | Progress Monitoring of Blue Print Skills Through Grade Cards | Intervention Team Assessments | Terra Nova | Writing Assessments | Portfolio Assessments | DIBELS |
|---|--|--|--|---|---|---|--|
| <p>Evidence of Practice (State in definitive/tangible terms)</p> <div data-bbox="380 670 569 862" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">  <p>This is a component of a Title 1 school.</p> </div> | <p>Reading Baseline and End of the Year Exam Scores are turned into the Literacy Coach for analysis and comprehensive needs assessment.</p> <p>Student scores are recorded on benchmark cards for year to year tracking.</p> | <p>Grade cards are shared with parents of students at the end of 9 week periods.</p> <p>Midterms go out in the middle of each 9 week period.</p> <p>New Market Elementary School's Principal reviews each grade card before they are sent home</p> | <p>Our response to intervention program currently serves 40 students in Tier II and 64 students in Tier I.</p> <p>Teachers, the Literacy Coach, the School Counselor, the Intervention Specialist, the Principal, and Parents of identified students each have roles in the process.</p> | <p>All students in grades 3-5 take the state mandated assessment.</p> | <p>The fifth grade writing assessment is mandated by the state annually.</p> <p>New Market administers a Write Away Day monthly for grades 3-5.</p> | <p>New Market participates in the alternative TCAP portfolio assessment according to I.E.P. mandates.</p> | <p>Highly qualified teachers of grades K-5 administer DIBELS benchmark assessments three times each year.</p> <p>Highly qualified classroom teachers also administer DIBELS probes to identified students on a weekly basis.</p> |
| <p>Is the current practice research-based?</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> |
| <p>Is it a principle & practice of high-performing schools?</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> | <p>Yes</p> |

| | | | | | | | |
|---|---|---|--|---|--|--|--|
| 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) | State Report Card 2007 Success Tracker (Scott Foresman's on-line reading testing system) | State Report Card 2007 | DIBELS progress monitoring probes, KBIT & KTEA, Reading Screenings, Language Screenings | State Report Card 2007 | State Report Card 2007 | TCAP results | DIBELS Benchmark measurements |
| Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement) | New Market Elementary's below proficient number dropped from 21% to 10% for our economically/disadvantaged subgroup in reading. New Market's AYP status went from a D in 2006 to an A in 2007 in Reading Language Arts Success Tracker shows that 46% of second graders were below grade level on reading baseline exams compared to only 32% of third graders. | Reading Language Arts for all students in grades 3-5 percentage of advanced increased from 36% to 40% Math for all students in grades 3-5 percentage of advanced dropped from 45% to 40% | Progress Monitoring shows numerical improvement in oral reading fluency for 100% of students in grades 2-5 as compared to beginning benchmark scores for these students. Intervention team decisions based on screenings and assessments have produced fewer special education referrals. | New Market School's AYP summary shows that we met the federal benchmark standards in all subject areas for all reported subgroups | New Market 5 th grade received an A in writing on the 2007 assessment | All students who participated were found proficient or advanced. | Beginning DIBELS results for 2007: 33% of NMS 2 nd graders were at-risk for oral reading fluency as compared to only 21% at-risk county-wide 45% of NMS 4 th graders were at-risk for oral reading fluency as compared to 32% at risk county-wide 29% of NMS 5 th graders were at-risk for oral reading fluency as compared to 29% at-risk county-wide |

Title 1 Component



| | | | | | | | |
|---|--|---|--|--|---|--|--|
| <p>Evidence of equitable school support for this practice</p> | <p>New Market teachers of grades 1-5 have access to online testing for students.</p> <p>All teachers in grades K-5 submit scores for comprehensive needs assessment</p> | <p>New Market teachers all have copies of monitoring instruments, curriculum scope and sequence, and grade card objectives; Grade cards are aligned with balanced literacy approach in reading/ language arts.</p> | <p>Support services are available to all students through academic screeners such as DIBELS and Baseline assessments. Services are also available upon parent or teacher referral.</p> | <p>Participation of all students 3-5.</p> <p>Training in administration of test and allowable accommodations</p> | <p>Conduct county-wide Write Away Day for 3-5 on a monthly basis.</p> <p>Each year holistic scoring sessions are available to teachers for self-selected in-service credit.</p> | <p>Special education (CDC) teacher works with students on the portfolio; it would be more equitable if classroom teachers collaborated with the CDC teacher and the student on this endeavor</p> | <p>Provide professional development for all teachers administering, support of the Literacy Coach is available to all teachers</p> |
| <p>Next Step (changes or continuations)</p> | <p>Continue implementation of current practice; Continue to use as one screener for students who may need additional support through the intervention process.</p> <p>The next step is to use this assessment data during collaborative grade level professional learning communities to better target instructional needs and strategies.</p> | <p>Continue implementation of current practice for continued improvement in reading.</p> <p>Implement math benchmark assessments as aligned with new district math benchmarks. Use these to inform instruction.</p> | <p>Continue implementation of current practice; Continue to provide intervention services and progress monitoring to students who have academic difficulties; continue to keep parents involved in the decision making process</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation of current practice</p> | <p>Continue implementation of current practice</p> <p>Involve classroom teachers more in the portfolio process.</p> | <p>Continue implementation of current practice.</p> <p>Utilize DIBELS online graphs for instructional decisions as individual teachers, grade levels, and whole school.</p> <p>Use results as one screener for students who may need additional intervention</p> |



Title 1 Component

Assessment Gap Analysis

“What is” The Current Use of: TIME

(How are we currently allocating our time around understanding and implementing high quality assessment practices?)

Teachers and all staff attend the testing coordinator’s presentation on state mandated assessment results early on in the school year. Teachers of grades 3-5 further analyze individual class scores and student scores to drive instructional practices.

Professional Development strategies on assessment have been offered through holistic scoring sessions for writing. Training for using the following assessments has been provided to all teachers at New Market Elementary: ThinkLink, SuccessNet, DIBELS, and progress monitoring for students involved in interventions. Teachers have the option of attending additional assessment training sessions for self-selected in-service credit.

Teachers use professional decision making in the organization of time for assessment. Many teachers use their instructional assistants for monitoring students while they themselves administer individual assessments. When it is appropriate, the teachers switch roles and have the assistants administer objective individual assessments.

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

(How should we be allocating our time to build capacity around understanding and implementing high quality assessment practices?)

To achieve the highest quality of assessment practices, teachers will need on-going and readily available support from each other, the principal, and the literacy coach through professional learning communities. Time for these collaborative sessions should be built into the teacher workday. We should be working in these teams during common grade level planning time on a daily basis. How we assess, what we assess, and instructional decisions based on assessments should be some of the topics of collaboration.

“What is” The Current Use of: Money

(How are we currently allocating our money around understanding and implementing high quality assessment practices?)

A DIBELS online database account is being funded for New Market students through the central office. Grade cards are provided as well. All the necessary tools are available to teachers for expected assessments.

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

(How should we be allocating our money to build capacity around understanding and implementing high quality assessment practices?)

We should continue these practices and be using our money for personnel to support our professional learning communities with an available full time literacy coach and common planning time.

“What is” The Current Use of: Personnel

New Market Elementary has four teachers per grade level in kindergarten through second grade. With only three certified special area teachers (Music, Physical Education and Library Media Specialist), common planning time is not possible at New Market for these grade level teams. Additionally, we have three third grade teachers, two teachers in both fourth and fifth grade, two special education teachers, and one pre-kindergarten teacher. All of New Market’s teachers are highly qualified.

This is a component of a Title 1 School.



New Market Elementary has eight full-time instructional assistants and two part-time instructional assistants. Four of these full-time assistants are used primarily for working with children in grades 1-5. These four instructional assistants monitor classes during assessment time frames so that teachers can perform individual assessments. One of the part-time instructional assistants works with the children in kindergarten. Three of the full-time assistants are assigned solely to the Special Education Resource and C.D.C. teachers. One full-time and one part-time instructional assistant work only in our pre-kindergarten classroom as required by the State Department of Education.

New Market Elementary has a part-time literacy coach, a part-time guidance counselor, and a non-certified computer lab facilitator for approximately 370 students. New Market Elementary has had approximately 89 students in the intervention team process for the 2007-2008 school year.

New Market Elementary's literacy coach works as remedial instructor for Tier II intervention students; provides professional development and in-service training for teachers and staff; administers reading screenings and shares results with written reports; attends meetings with parents of students involved in the intervention process; as well as provides literacy support for New Market Elementary School faculty and staff.

New Market's school counselor is used for teaching guidance classes in classrooms; counseling students in groups and individually; conducting screening assessments related to the intervention process; scheduling intervention team meetings; and recording minutes of meetings with parents of students in the intervention process.

New Market Elementary's computer lab facilitator tends to the computer lab computers. Teachers each have one weekly time slot in the computer lab. However, since the lab facilitator is not certified, the teacher must conduct the class and remain in the room. None of our teachers hold the endorsement of computer science on their licensure.

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

We are using our personnel effectively at our school level. However, we would like to build New Market's capacity in understanding and in insuring high quality assessment best practices by implementing professional learning communities more fully in the future.

In order to do so, we need to increase the part time status of our literacy coach to full time. Being a part of the professional learning community for a school is integral to the literacy coach's role. This community gives the coach a platform for working with teachers on using assessment throughout the school year to make instructional decisions. It fits in well with the professional development charge that is asked of literacy coaches.

Additionally, we would need a certified computer lab facilitator in order to turn the computer lab into a special area for students. This would make common planning time a possibility for grade level professional learning communities.

Increasing the part time status of our school guidance counselor to full time would also be a best practice for improving New Market's assessment team. As part of the professional learning community, the guidance counselor would better be able to communicate with teachers, assess students' ongoing guidance needs, and work with students as needed and carryout all the responsibilities as part of the intervention team. Currently, our guidance counselor administers screening assessments such as the KBIT and KTEA and conducts Direct Observations on students referred for special education evaluations. This full-time placement would fit well with our response to intervention caseload at New Market Elementary.

Equity and Adequacy: Increasing personnel (full time literacy coach, full time guidance counselor, certified computer lab facilitator) would insure the adequacy of New Market’s assessment and curricular processes. It has been argued that because of New Market’s smaller student population a part-time literacy coach and a part-time guidance counselor position are equitable to other schools in our district. We do not believe this to be true. Literacy coaches often work with teachers in teams. A literacy coach in one of the larger schools in our district might work with 6 very large teams (8 people per team). Yet, the literacy coach for New Market is expected to work with 12 very small teams (4 people per team and at two different schools). Although the groups are small, this is double the number of team meetings as compared to other literacy coaches in Jefferson County.

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

With the resources we have, best practices with equity and adequacy in mind are being implemented at New Market.

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

Yes, we are using funds and resources effectively at the school level in meeting the needs of all of our teachers as it pertains to them being effective with students. We provide teachers with in-house professional development opportunities throughout the school year. Additionally, funds are used to send teachers to professional development sessions elsewhere.

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

Our data shows improvement in meeting the needs of all our students, especially in reading/language arts, with our economically disadvantaged students, and with our response to intervention students. We need to continue to improve with oral reading fluency and math.

TEMPLATE 3.3.c: Assessment Summary Questions
(Rubric Indicator 3.6)

Assessment Summary Questions

What are our major strengths and how do we know?

Based on the data that we have analyzed in this section of our School Improvement Plan, we see our strengths to be our improvement with reading/language arts, our improvement with our economically disadvantaged student subgroup, and our response to intervention program.

Assessment Summary Questions

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.)

Our major challenges are the implementation of high quality professional learning communities with the major hurdles for this being the absence of a full-time literacy coach, common planning time for all grade levels, and a full-time school counselor. With common planning time New Market teachers would benefit in an ongoing manner to overcome our next greatest challenges: math assessments and oral reading fluency.

Assessment Summary Questions

How will we address our challenges?

Title 1



Our school-wide reform strategies are as follows. We will ask for a certified computer lab facilitator in order for teachers to have common planning time. Additionally, we will ask for our literacy coach and school counselor to become full time employees assigned to New Market Elementary School.


We will implement the new math benchmark assessments along with our purchase of ThinkLink Math data and use the evidence from them to make instructional decisions in an ongoing manner through the Professional Learning Communities.

We will have professional development sessions during which oral reading fluency will be the focus.

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

Title 1 Component



| Current Organizational Practices | Self Contained Classrooms Pre-K-5 | Instructional Assistants Utilization | Professional Learning Communities | Inclusion | Transitional Programs | Title 1 School | Mentoring Program |
|---|--|--|---|--|--|--|--|
| Evidence of Practice (State in definitive/tangible terms) | Each class has one teacher BEP Ratios Pre-K offered for at-risk students | Instructional assistants are trained in the reading process An instructional assistant schedule is in place | Utilize special area schedules Grade level teams meet informally during the school day and after hours as needed | Include students with special needs into regular classes through the use of IEPs The inclusion model is just being introduced this year in 2007-2008 for a few of our students who have qualified for special education | Pre-K visitation for prospective students and parents Provide 4-year old screenings through the Family Resource Center Identify students that need referral services | Implement ten components of a Title 1 School Free/Reduced Lunch Percentage as qualifier | Assign teacher mentors to all teachers with less than 3 years experience <div style="text-align: center;">  Title 1 Component </div> |
| 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 for Reading/ Language, Science, Social Studies Ineffective for Math | Effective | Effective/ Ineffective | Effective | Effective | Effective | Effective/ Ineffective |

| | | | | | | | |
|---|---|--|---|--|---|---|---|
| What data source(s) do you have that support your answer? (identify all applicable sources) | Report Cards Achievement scores K-5 | Report Cards Achievement and TVAAS scores | Achievement scores | Achievement scores for students with special needs Yearly Brigance Scores Goal Sheets | Family Resource Center database of 4-year old screening | Report Cards Achievement Scores | Mentor assignment sheet submitted by principal to central office |
| Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement) | Reading/ Language Arts, Social Studies, and Science state report card scores are B or above Math state report card scores are a D in value added | In 2007, the Reading/ Language Arts grade went from a D to an A | Not fully implemented, so effectiveness cannot be measured | Support for program implementation provided through the Special Education department Yearly Brigance Scores indicate progress for identified students | Increased participation in visitation days in Pre-K program Increased number of 4-year old screenings with Family Resource Center Approximately 2/3 of current kindergarteners were screened as 4-year olds by the family resource center | Reading/ Language Arts for all students in grades 3-5 percentage of advanced increase from 36% to 40% | Mentorship relationships are effective when there is a common planning time, but this not currently the case with all grade levels. Mentors have adequate training |
| Evidence of equitable school support for this practice | Report Card Scores Pre-K program is in place | Distribution of Instructional Assistant positions is based on student eligibility ratios | Does not occur in all grade levels due to scheduling conflicts of special areas | Identified students participate in this program | Family Resource Center serves all families All students in Pre-K participate in visitation program | School-wide participation in Title 1 programming | County provides training for all mentors |

| | | | | | | | |
|--------------------------------------|--|--|---|---|---|---|--|
| Next Step (changes or continuations) | Continue implementation of current practice Request additional Pre-K grants | Continue implementation of current practice Seek additional funds to hire more Instructional assistants | Continue implementation of current practice Have common planning time for all grade levels | Continue implementation of current practice for some students as is appropriate Attempt to use inclusion rather than pull-out with more students in the future | Continue implementation of current practice | Continue implementation of current practice | Continue implementation of current practice Have common planning time for all grade levels, in order to provide time for mentors to meet. |
|--------------------------------------|--|--|---|---|---|---|--|

TEMPLATE 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis

“What is” The Current Use of: TIME

(How are we currently allocating our time around understanding and implementing high quality organizational practices?)

Our 19 self-contained classroom teachers in grades K-5 organize most of their day with instruction. Without professional development time built into the school day, teachers often plan together after school.

Our instructional assistants have worked in teams of two with a classroom teacher for at least 30 minutes at a time for students in grades 1-5. This has helped some teachers organize differentiated instruction as students work in groups with various leveled texts. During this time, teachers work with their Tier 1 RTI students on at least 3 days of the week.

Our CDC teacher has been involved in inclusion with some of her students and one of our kindergarten classes. We have also been involved with inclusion in one of our second grade classes as well.

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

(How should we be allocating our time to build capacity around understanding and implementing high quality organizational practices?)

It would be best if we could organize professional learning communities into our school day so that our 19 classroom teachers could meet once a week in grade level teams with either the principal or literacy coach.

The instructional assistant schedule is being evaluated with a survey of New Market Elementary School classroom teachers. If survey results indicate the team approach has been a better management tool for teachers as compared to previous instructional assistant schedules, then the practice will be continued. When considering “what ought to be” at New Market Elementary School, we think our kindergarten and first grade students need more time with instructional assistants. With the addition of another instructional assistant, this would be possible.

We would like for our special education department to move more toward inclusion in classrooms. However, we want to make the most appropriate decision based on each child’s needs.

“What is” The Current Use of: Money

(How are we currently allocating our money around understanding and implementing high quality organizational practices?)

At the school level we are allocating our money for organizational practices in an effective manner.

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

(How should we be allocating our money to build capacity around understanding and implementing high quality organizational practices?)

We should continue these practices and be using our money for personnel to support our professional learning communities with common planning time for teachers and full-time positions as mentioned previously. New Market Elementary has had approximately 89 students referred to the intervention team during the 2007-2008 school year. This number is too large for a school counselor and literacy coach to handle on only a part-time basis.

“What is” The Current Use of: Personnel

Our nineteen self-contained classrooms are each led by a highly qualified certified teacher. We have three special area teachers (Music, Physical Education, and Library Media Specialist) who are also highly qualified.

New Market Elementary has eight full-time instructional assistants and two part-time instructional assistants. Four of these full-time assistants are used primarily for working with children in grades 1-5. These four instructional assistants are scheduled into first through fifth grade classrooms in order to work with students in small groups. One of the part-time instructional assistants works with the children in kindergarten. Three of the full-time assistants are assigned solely to the Special Education Resource and C.D.C. teachers. One full-time and one part-time instructional assistant work only in our pre-kindergarten classroom as required by the State Department of Education.

New Market Elementary has a part-time literacy coach, a part-time guidance counselor, and a non-certified computer lab facilitator for approximately 370 students. New Market Elementary has had approximately 89 students in the intervention team process for the 2007-2008 school year.

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

We are using our personnel effectively at our school level. However, we would like to increase the status of our school counselor and literacy coach to full time positions as mentioned previously.

We would like to see common planning time become a reality for our teachers, which would be possible if our computer lab became a special area for our students. This would help us organize our master special areas’ schedule as well.

Equity and Adequacy: Increasing personnel (full time literacy coach, full time guidance counselor, certified computer lab facilitator) would insure the adequacy of New Market’s organizational practices.

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

With the resources we have, best practices with equity and adequacy in mind are being implemented at New Market Elementary.

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

Yes, we are using funds and resources effectively at the school level in meeting the needs of all of our teachers as it pertains to them being effective with students.

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

Our data shows improvement in meeting the needs of all our students, especially in reading/language arts, with our economically disadvantaged students, and with our response to intervention students. We need to continue to improve with oral reading fluency and math.

SIP Component 4

Action Plan Development

| 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 | | The students of New Market Elementary School will improve in the core academic area of math on the TCAP Criterion Referenced Academic Achievement score one point from 56 to the state average of 57. | | | | | |
| Which need(s) does this Goal address? | | 1. To improve performance in math for all students 2. To improve the TVAAS mean gain in math. | | | | | |
| How is this Goal linked to the system's Five-Year Plan? | | To enhance excellence in academic performance by enhancing the program to assist students in obtaining and enriching skills in 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 | The teacher will analyze Saxon Fact and Written Assessments Individual Recording Forms to determine areas of weakness. | August 2008 to May 2010 | Classroom teachers Resource Teacher | Saxon Math Program and Forms | Included in Teacher Salaries Forms included in the Saxon Math materials purchased by the county | Saxon Math Recording Forms Teacher Observation Report Cards | TVAAS scores will show improvement in areas of weakness. |
| Action Step | The teacher will utilize Saxon Math Online Practice and ThinkLink in grades 2 through 5 to practice and assess areas of need. | August 2008 to May 2010 | Classroom teachers Computer Lab Facilitator | ThinkLink Program Computer Lab Access | Approximately \$14.00 per student in grades 2-5 to purchase ThinkLink program Computer Lab Facilitator Salary | ThinkLink test results Saxon Math Online Practice Results | ThinkLink and Saxon Math Online Practice results will be analyzed to show improvement in weak areas. |

| | | | | | | | |
|-------------|---|----------------------|--------------------|---|--|---|---|
| | | | | | Salary of Classroom Teachers | | |
| Action Step | The teacher will hold parent-teacher conferences at least two times a year, report cards, daily folders/assignment books will also be used to keep parents informed of math progress. The school will involve parents by providing a parent math night. | August 2008-May 2010 | Classroom teachers | Report Cards Daily Folders Assignment Books | \$3.00 per student in grades 4-5 for assignment books. | The teacher will provide a list of parent conferences to the principal. The teacher will check daily folders/assignment books for parent/guardian signature. Report Cards | Teacher will monitor daily folders and assignment books. Teacher will observe percentage of parents in attendance at conferences and parent involvement night. Parents will become familiar with student expectations for learning. |
| Action Step | The teacher will utilize math manipulatives for hands-on learning of basic math concepts. | August 2008-May 2010 | Classroom teachers | Math Manipulatives | Manipulatives purchased by district | Teacher observation Oral Assessment Forms using manipulatives | Teacher will monitor success with manipulatives through oral assessments. |

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

The students of New Market Elementary School will improve in the core academic area of reading/language arts increasing their score on the TCAP Criterion Referenced Academic Achievement test from 54 to the state average of 56.

Which need(s) does this Goal address?

1. To improve DIBELS scores
2. To improve reading achievement for all students

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

To enhance excellence in academic performance by enhancing the program to assist students in obtaining and enriching skills in reading 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 *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

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

| | Timeline | Person(s) Responsible | Required Resources | Projected Cost(s) & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
|--------------------|----------------------|-----------------------|---|---|---|---|
| Action Step | August 2008-May 2010 | Classroom Teachers | Scott-Foresman materials DIBELS assessment material | Teacher salary Scott-Foresman and DIBELS provided by the district. | The teacher will analyze the reading data to determine areas of strengths and limitations based on students’ progress and scores. | The students will show improved reading comprehension and fluency. |
| Action Step | August 2008-May 2010 | Literacy Coach | Full-time literacy coach Additional Instructional Assistants | Full-time literacy coach salary Instructional Assistants’ Salary | The literacy coach will analyze reading data to determine strengths and weaknesses in order to provide professional development to support increased reading fluency and comprehension. | The teachers will show increased knowledge of reading strategies for comprehension and fluency. |

| | | | | | | | |
|-------------|---|----------------------|--|---|---|--|--|
| Action Step | The teacher will hold parent-teacher conferences at least two times a year, report cards, daily folders/assignment books will also be used to keep parents informed of reading progress. The school will involve parents by providing a Family Reading Night. | August 2008-May 2010 | Classroom teachers | Report Cards Daily Folders Assignment Books | \$3.00 per student in grades 4-5 for assignment books. | The teacher will provide a list of parent conferences to the principal. The teacher will check daily folders/assignment books for parent/guardian signatures. Report Cards | Teacher will monitor daily folders and assignment books. Teachers will observe percentage of parents in attendance at conferences and parent involvement night. Parents will become familiar with student expectations for learning. |
| Action Step | The teachers in grades 2-5 will utilize the ThinkLink program to practice and assess areas of need. | August 2008-May 2010 | Classroom teachers Computer Lab Facilitator | ThinkLink Program Computer Lab Access | Approximately \$14.00 per student in grades 2-5 to purchase the ThinkLink program. Computer Lab Facilitator Salary | ThinkLink test results | ThinkLink results will be analyzed to show improvement in weak areas. |

SIP Component 5

The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation (Rubric Indicator 5.1)

Evidence of Collaborative Process

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

The faculty of NMES was split up into groups to complete each component. The faculty collaborated with each other on setting our goals and the action steps that need to be taken for each goal. Surveys were distributed to students to complete in class. Surveys were also sent home for parents to complete. Once the surveys were received by the committee they were tallied and used in this school improvement plan process. The faculty also worked together to create our visions and mission statement.

Evidence of Alignment of Data and Goals

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

In 2007 NMES fell below the state score in Math with a score of 55 compared to a state score of 57. NMES also had a grade of D in the TVAAS (value added) Growth Standards in Math. NMES is still behind in the state growth standard in Reading/Language Arts as well.

Evidence of Communication with All Stakeholders

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

At NMES we maintain open communication with all parents. Before the school year starts, each teacher sends a welcome post card to their in-coming class. Once the school year has started, the school hosts an Open House for parents to come in and see their child's classroom. At this time, teachers communicate expectations and goals for the particular grade level. In the fall and spring the school hosts Parent-Teacher conferences where areas of strength and weakness can be discussed. Newsletters are sent home on a regular basis informing parents of what will be going on in the classroom and around the school. We inform our community of events at the school by placing it in our local newspaper. NMES also has a school web page that lists upcoming events as well as important information. The school's Principal met with stakeholders at a spring event, where all students and parents were asked to participate, describing in detail the SIP-its findings, goals and action plans. Stakeholders were informed that a copy of the SIP will be available at the school after May 5, 2008. Our SIP will be available online and a paper copy will be in the office for parents to view.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

At NMES we base all educational activities and lessons according to our school beliefs and mission statement.

Goals 1 and 2 address the need for improvement on our T-CAP scores in Math and increase reading fluency and comprehension.

The following belief statements from Component 2 support our goals:

- We believe that every student is an individual who can learn regardless of his racial, social, or financial status.
- We believe that the methods, materials, and programs should be adjusted to meet the rapid changes in our

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals

society, economy, and technology.

- We believe a flexible variety of opportunities should be offered to enable the student to become a well-rounded person mentally, physically, socially, and morally.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

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?

Goal 1 – The students of New Market Elementary School will improve in the core academic area of math on the TCAP Criterion Referenced Academic Achievement score to the state average.

Action Steps:

- The teacher will analyze Saxon Fact and Written Assessments Individual Recording Forms to determine areas of weakness.
- The teacher will utilize Saxon Math Online Practice and ThinkLink in grades 2 through 5 to practice and assess areas of need.
- The teacher will hold parent-teacher conferences at least two times a year as well as send home report cards. Daily folders/assignment books will also be used to keep parents informed of math progress. The school will involve parents by providing a parent math night.
- The teacher will utilize math manipulatives for hands-on learning of basic math concepts.

The action steps of the first goal are aligned with the analyses of the areas of curriculum, instruction, assessment, and organization.

- The system provides us with both a TN Blue Print for Learning as well as a Scope and Sequence.
- They system provides on going professional development and teacher training.
- The system offers technology opportunities to the students as well as technology training for the teachers.
- The system provides us with a hands-on manipulative math program.

Goal 2 – The students of New Market Elementary School will show increase reading fluency and comprehension by building on the Balanced Literacy Program currently being used.

Action Steps:

- The teacher will implement the Balanced Literacy Program and utilize Response to Intervention Strategies to improve reading fluency and comprehension.
- The literacy coach will provide professional development and resources to improve reading comprehension and fluency strategies for teachers and classroom instructional assistants.
- The teacher will hold parent-teacher conferences at least two times a year as well as send home report cards. Daily folders/assignment books will also be used to keep parents informed of reading progress. The school will involve parents by providing a Family Reading Night.
- The teachers in grades 2-5 will utilize the ThinkLink program to practice and assess areas of need.

The action steps of the second goal are aligned with the analyses of the areas of curriculum, instruction, assessment, and organization.

- The system provides us with professional development activities.
- The system provides us with DIBELS screenings to use for an assessment tool.
- The system provides us with weekly probes to use to help monitor our struggling readers.
- The school has a part-time literacy coach.
- The school has 4 instructional assistants that help out with the intervention schedule.
- The system provides us with materials to use in a balanced literacy program.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

Suggestions for the Process

What suggestions do we have for improving our planning process?

The following is a list of suggestions we have that may help improve our planning process.

- Keep a record of who has access to information and data.
- Establish a central location where materials can be placed so that the items are there when each component works on their part.
- Give every faculty member a specific task on one of the components.
- Give deadlines for each component that is separate from the SIP completion deadline.

TEMPLATE 5.2: Implementation Evaluation
(Rubric Indicator 5.2)

Evidence of Implementation

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

Our plans for both goal 1 and 2 will start at the beginning of the school year. Within the first 2 weeks of school Grades 2-5 will go through the computer lab and complete both the Math and Reading Think Link tests. From those tests teachers will see where each student needs extra assistance. This test (Think Link) will be given before Christmas break and again at the end of the school year to monitor progress. Teachers will also complete DIBELS screenings at the beginning of the year to help identify those students who are struggling with reading fluency. Throughout the year teachers will use the computer lab to utilize the Saxon on-line services as well as administer the fact, written, and oral assessments provided by Saxon.

Evidence of the Use of Data

What is the plan for the use of data?

Data will be used to establish and carry out this plan. All data will be examined annually to make sure our curriculum and instruction methods are aligned with state objectives, are challenging to students, and meets the needs of every child.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates

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

The School Leadership Team will meet on 11/04/08 and 4/27/09 to discuss the validity of the NMES SIP. The chair of the leadership team will be in charge of setting up the time and meeting location. As new data and information is provided component chairs will meet with their team members. That chair person will provide new findings to the School Leadership Team and at that time adjustments will be made.

Evidence of a Process for Monitoring Plan

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

The School Leadership Team will be able to review the results of the Think Link tests as well as DIBELS graphs to see if any changes or adjustments need to be made.

Evidence of a Process for Adjusting Plan

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

The School Leadership Team will look at the results and outcomes of each action step. Component chairs will use the evaluation strategies listed in the action steps to reexamine and make updates to the plan on an as needed basis.

Evidence of a Plan for Communicating to All Stakeholders

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

The School Leadership Team will communicate the results of the Think Link tests as well as DIBELS results. These will be sent home 3 times a year. The team will send out a survey/questionnaire anytime during the year they feel necessary. The NMES SIP will be presented at an end of year PTO event which includes students, parents, faculty, staff, and community members.