

# *School Improvement Plan*

**Rush Strong School  
Spring 2008**



**Rush Strong School  
3081 West Old Andrew Johnson Hwy.  
Strawberry Plains, TN 37871**

## 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>
Mary John Wilson	Y	Fifth grade teacher	Component 1A
Kristi Shelton	Y	Seventh grade math teacher	Component 1B
Carol White	Y	Second grade teacher	Component 2
Missy White	Y	Eighth grade LA teacher	Component 3
Jane Morgan	Y	Seventh grade LA teacher	Component 4
Emily Woodard	Y	Literacy Coach	Component 5
Ruth Pohlman	N	Principal	
Earl Stroup	N	Assistant principal	

## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.2: Subcommittee Formation and Operation (*Rubric Indicator 1.2*)

#### *Subcommittee for COMPONENT 1 School Profile and Collaborative Process*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Mary John Wilson	Fifth grade teacher	Yes
Billie Parrott	Attendance secretary	
Lisa Troutman	Bookkeeper	
Denise Pruitt	Secretary	
Elizabeth Finchum	Nurse	
Becky Schrader	Pre-First teacher	
Brian Lewis	Sixth grade math teacher	
Maurice Solomon	School Resource Officer	
Darless Barnard	Instructional Assistant	
Kim Parrott	SACC Director	
Darlene Woods	Cafeteria Manager	
Sharon Farr	Instructional Assistant	
Cheryl Fields	First Grade teacher	
Hugh Anderson	Custodian	
Kristi Shelton	Seventh grade math teacher	Yes
Teresa Marcus	Instructional Assistant	
Jason France	Elementary Special Education teacher	
Candace Craig	Speech	
Angela Mitcham	First grade teacher	
Kristi Ownby	Pre-K teacher	
Jayne Martin	Third grade teacher	
Kim Kitts	Fifth grade teacher	
Michael Yarnell	Fifth grade teacher	
Virginia Brunson	Cafeteria	
Susan Martin	Seventh and eighth grade science teacher	
Courtney Jett	Kindergarten teacher	
Judy Wright	Grandmother	
Brenda Strange	Instructional Assistant	
Randy Craig	Custodian	

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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*Subcommittee 1 Chair Signature*

***Subcommittee for COMPONENT 2 Beliefs, Mission and Vision***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Carol White	Third grade teacher	Yes
Rebekkah Massaro	Elementary special education teacher	
Karen Smith	Music and band teacher	
Tommy Lakin	Elementary P.E.	
Pam Stepp	Middle School P.E.	
Tammy Bacon	Instructional Assistant	
Stephanie Webster	Kindergarten teacher	
Rexanna Ellison	Kindergarten teacher	
Janice Mayes	Instructional Assistant	
Paula Conner	Pre-K Instructional Assistant	
Connie Lewis	Read 180 teacher	
Tonya Moyers	Instructional Assistant	
Misty Shipe	Instructional Assistant	
Peggy Kerr	Custodian	
Shirley Cox	Cafeteria	
Tara Matthews	Cafeteria	
Karen Tignor	Parent	
Charlotte Damewood	Community Stakeholder	
Renee Kitts	Parent	

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Missy White	Eighth Grade LA teacher	Yes
Melissa Aaron	Fourth Grade teacher	
Judy Smith	Second Grade teacher	
Karen Davis	Elementary Computer Lab Facilitator	
Megan Carr	Sixth Grade science and social studies	
Carolyn Greenlee	Fourth Grade teacher	
Alice Schoo-Jerger	Librarian	
Becky Lindsey	Sixth Grade Language Arts teacher	
Angie Mayes	First Grade teacher	
Abby Skeen	Third Grade teacher	
Annie Odom	First Grade teacher	
Leah Hill	Fourth Grade teacher	
Steven Guinn	Instructional Assistant	
Sandy Atkins	Parent	
Shawn Kerr	Custodian	
Becky Hamilton	Parent	

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

YES

NO

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*Subcommittee 3 Chair Signature*

***Subcommittee for COMPONENT 4 Action Plan Development***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Jane Morgan	Seventh Grade Language Arts teacher	Yes
Mary John Wilson	Fifth Grade teacher	
Missy White	Eighth Grade Language Arts teacher	
Carol White	Second Grade teacher	
Kristi Shelton	Seventh grade math teacher	
Ruth Pohlman	Principal	
Earl Stroup	Assistant Principal	
Annette Loy	Grandparent	
Debbie Large	Custodian	
Vickie Jollay	Parent	
Angie Davis	Elementary School Counselor	
Hunter Hatcher	Middle School Counselor	
Emily Woodard	Literacy Coach	
Nancy Campbell	Volunteer	
Tammy Brewer	Parent	

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

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

***Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Emily Woodard	Literacy Coach	Yes
Sarah McCue	Middle School Special Education teacher	
Earl Stroup	Assistant Principal	
Ruth Pohlman	Principal	
Jamie Hoover	Kindergarten teacher	
Jennifer Greeson	Third grade teacher	
Mary Cooper	Second grade teacher	
Nicole O'Dell	Third grade teacher	
Brian Chase	Middle School computer lab facilitator	
Derald Longmire	Maintenance	
Helen Jones	Cafeteria	
Dennis Maxey	Community Stakeholder	
Melissa Cochran	Parent	

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

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

## Component 1a - School Profile and Collaborative Process

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

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

Data Source	Relevant Findings
STAR	Attendance, student demographics, retention rates, suspensions, and promotion rates
Jefferson County Schools	Faculty attendance patterns, district summary, disaggregated data
Special areas surveys	Changes in programs, offerings, and students served
TVAAS, T-CAP scores, AYP T-Cap Writing Scores	Disaggregated academic strengths, weaknesses, and needs
Parents, students, and community stakeholders	Opinions
Faculty and staff survey	Faculty and staff demographics, faculty opinions, methods of instruction, qualifications, students served
2007 School Report Card	Per pupil expenditures, TVAAS scores, achievement scores, AYP summary, discipline, attendance
Chamber of Commerce 2000 census	Community and county characteristics and demographics
ACT Explore Test	This report tells us how our 8 <sup>th</sup> grade students performed in reading, math, science, and English compared to other students across the nation. This test tells us areas we need to improve on in order to prepare our students for high school, college, and their future careers.

## TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

### Narrative and analysis of relevant school and community factors:

Title I  
80

Rush Strong School is located within the community of Strawberry Plains in Jefferson County. Strawberry Plains is unincorporated with a population of 4,667. This Pre-K through 8<sup>th</sup> grade school-wide Title I school is located one mile from the Knox County line and ten miles from the Greater Knoxville Metropolitan Area. There are no other public schools in the community.

The original school building, which no longer stands, was constructed in 1923. The current structure consists of two sections. The single floor section was built in 1979 and houses students in pre-school through fifth grade, the main office and clinic, cafeteria, auditorium, media center, music and band room, special area classrooms, the before and after school daycare, and a gymnasium. The newer two-story wing was opened in 2000. It has twelve new rooms including seven classrooms, two science labs, a computer lab, an art room, and teacher work area. Grades six through eight are located in this section. The original gym still serves the school for community and school sports and physical education classes. The school campus is situated on ten and one half acres.

The facility has no known environmental or safety issues; however Rush Strong School is prepared for emergencies through the Multi-Hazard Emergency Plan based on the Incident Command System and the Multi-Hazard Emergency Plan for Schools Model from the Department of Homeland Security. Each room in the building has posted charts identifying evacuation, lockdown, weather alert, and medical emergency procedures.

The 82 member faculty and staff consists of 13 males and 69 females. Of this total number, all are white. Rush Strong employs 49 professionally certified teachers and 33 non-certified staff members. Sixty-nine percent of the teachers hold advanced degrees. The teachers have a combined 611 years experience with an average of 12.5 years. Thirty-five percent of the certified staff hold multiple endorsements. Teachers work on a 200 day contract. During the 2006-2007 school year, Rush Strong teachers used 454.5 sick days and 79 professional days.

The per pupil expenditure in Jefferson County for the school year ending in 2006 was \$6199. This number falls below the 2006 state averages by about \$730, as well as the 2003-2004 national average by \$2687.

Title I-  
89

The curriculum offered at Rush Strong focuses on the core subjects of reading, language arts, science, social studies, and math. Students participate daily in one of the following special area classes: art, music, physical education, computer lab, and library. Grades K-5 are self-contained classrooms, while seventh and eighth grades are fully departmentalized. The sixth grade follows a partial departmentalization in that each teacher is responsible for teaching two subjects. Instructional assistants provide 30 minutes of reading assistance each day to students in grades K-5. Students have the opportunity to participate in before, during, and after school programs. Opportunities for middle school students include: Beta Club, YOKE, drama club, scholars bowl, yearbook staff, DARE, advanced band, and First Priority. Sports teams include: volleyball, basketball, football, track, and cheerleading. Elementary students may choose: Kids' Club,

scholars bowl, beginning band, and. School age childcare is provided before and after school for students. Other co-curricular offerings include: Accelerated Reader, field day, Newspapers in Education, speech contests, guidance classes, 4-H, and spelling bee. The Reach Grant has provided several plays, family reading nights, guest artists, and special classroom projects to further enhance the curriculum. The 180 day school year is divided into 7.5 hour days. An academic mid-term progress report is sent home at the three week point each nine week grading period. Final grades are distributed at the end of every nine weeks.

Title I-81-i

K-5 students identified as having difficulty in reading and math are placed in an intervention group that meets with the teacher three times per week for 30 minutes. Periodic meetings with parents, teachers, and school counselors guide the intervention process. Read 180 is a reading program for 6-8 grade students who have been through the intervention process in the lower grades, but are still not successful in reading. Through the Reach Grant, teachers have offered before and after school tutoring mainly in reading to further help struggling readers. K-5 students who are having difficulty in reading at the end of the year are recommended for a district level summer reading camp funded by a 21<sup>st</sup> Century Community Learning Center Grant. Funds earmarked for parent involvement have provided a Family Literacy Night around Christmas for the past two years. These literacy nights as well as Family Reading Nights funded by the Reach Grant have increased parental support by bringing families into the school.

According to the onsite, registered nurse, the primary health problems at Rush Strong are allergies, asthma, and obesity. The nurse has spearheaded the Walking Works for Tennessee program and has encouraged classes to spend five minutes a day walking. The nurse also has a Parent's Corner with informative pamphlets.

The PTO meets periodically to discuss current projects and fundraising opportunities. The PTO is very supportive of the staff at our school. If funds are available, the PTO is willing to provide necessary resources for teachers. The organization is currently in a re-structuring phase and is seeking to increase parent involvement. Hopefully, in the near future the PTO will have an increased presence in the school.

Title I 84-f

Parent involvement is encouraged throughout the school. In fact, most of the substitute teachers are parents of the Rush Strong students. Former teacher Charlotte Damewood started the Study Buddy program in 2006. This program utilizes 3 volunteers who work with students based on teacher recommendations. The Study Buddies work with students for an hour each week assisting with academics the first half hour, and providing a fun activity the second half hour. Volunteers are enlisted in September and January. They attend a one hour training session that emphasizes the immense value of giving a child positive, undivided attention for one hour. A student-parent compact is distributed at the beginning of the school year. Parents sign stating they will partner with the school in the education of their children by helping with homework and reading with the students at home.

Title I 81

Teacher Carolyn Greenlee, through an extended contract obligation, carries out an incentive program. Students receive awards at the end of each nine week grading period based on grades and academics. The following businesses provide donations to make this a successful program: Ship Shop, McDonald's, Chick-Fil-A, Wendy's, Applebee's, Reel Theaters, Pepsi, Mr. Gatti's, Shoney's, Wal-Mart, and FSG Bank. RSS also has partnerships with Carson-Newman College and Tusculum College as we accept practicum students and student teachers. The Kiwanis Club of Jefferson City sponsors a Terrific Kid from each classroom in grades kindergarten through fifth each nine weeks.

Strong parent and community support have helped Rush Strong maintain high standards of

academic excellence and a safe environment for learning. According to the 2007 School Report Card, Rush Strong School is a safe school in good standing.

### **Student Demographics**

The current enrollment of Rush Strong is 668 students. Based on final enrollment figures from 2006-2007, the enrollment was 650. The ratio of boys to girls is 360:332. Currently, 649 students are white, 9 are black, 4 are Hispanic, 1 is Indian, and 3 are American Indian. The English proficiency is .999%. Fifty percent of the students qualify for free or reduced lunch. Two special education classrooms exist at Rush Strong. One hundred seventeen students are served through this department. Twenty students are enrolled in the preschool program. The GATE program is offered to those students who qualify. During the 2006-2007 school year, the promotion rate was 97.6%. Sixty-nine students were suspended. Of these suspensions, 53 were male and 16 were female. As of March 2008, there were 98 discipline referrals involving 59 students. None were drug, alcohol, or tobacco related.

### **Community Characteristics**

The major businesses in Strawberry Plains are the United States Post Office, a dentist office, 2 car repair shops, two deli markets, a finance company, a nursery/landscaping business, and a beauty salon. Parrott-Wood library and the Strawberry Plains Senior Citizens Center serve the residents as well. One of the churches close to the school offers an after school program for students.

According to the U.S. Census, Jefferson County experienced tremendous growth from 1990-2000. During these years, the county grew 34.4%. As the need grew, the school hired additional teachers, increased staff positions, and Jefferson County completed the addition to Rush Strong. Currently we are utilizing all available space. The Jefferson County School Board is currently negotiating with County Commissioners for tax revenue to fund additional schools in the county to accommodate the growth in the school system.

As of 2006, the unemployment rate in Jefferson County was 5.7%, which was just above the state rate. As of 2004, Jefferson County's per capita income was \$22,474, while the median household income was \$35,323. Because of limited job opportunities in the local community, many residents find employment outside the immediate area in Knox and Sevier Counties. A relatively new organization, the Strawberry Plains Community Alliance, has been formed to promote the advancement and general welfare of the Strawberry Plains community.

## 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
Several methods are used at Rush Strong School to assess academic performance. Teachers in grades K-5 use the Scott Foresman reading series, which includes unit, skill, and story tests. Grades K-5 incorporate the 4 Blocks literacy model of teaching reading, writing, and words. This includes taking running records on each student, which measures oral fluency and comprehension. Another assessment tool of the 4 Blocks model is the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screening. This screening measures letter, phonemic awareness, and word fluency, oral reading and initial sound fluency, and phonetic rules.
Grades 1-8 use computer software assessments. Skills Connection and Orchard contain pre and post tests. Grades 3-8 use a testing and tutoring program called ThinkLink. Star Reading test is given to individual students to determine their reading level. Grades 6-8 utilize Test Generator, pre and post tests, unit tests, student workbooks, writing assessment, TCAP test practice and nine week tests to assess student progress.
Teachers also use Mountain Language and Mountain Math to build on skills from week to week. The 2007 report card and TVAAS test Scores are used to assess student progress. Grade cards are given out every nine weeks.
Special education teachers are using the Brigance Screening to determine needs. Reading Coach and Head Sprout are used daily to reinforce reading skills in special education classes.

### TEMPLATE 1.5: Data Collection and Analysis

*(Rubric Indicator 1.5)*

Describe the data collection and analysis process used in determining your strengths and needs.
Information obtained in the items mentioned in Template 1.4 were reviewed. A comparison was made of the school scores in relation to the system and state scores to decide which groups were working at or above grade level (proficient or advanced) and which groups need to improve.

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

**Report Card Data Disaggregation**

A comparison was made of the categories of economically disadvantaged, male, female and all students were compared to the state and system scores to come up with these findings.

**3<sup>rd</sup> Grade**

As compared to the system in math and science, it was determined that the school is below the system in all four categories. In social studies and reading and LA, the scores are above or equal to the system scores in those four categories. In comparison to the state, the economically disadvantaged category is above the state scores in all subjects, while all categories are equal to or above in reading/LA and social studies.

**4<sup>th</sup> Grade**

RSS scores in math are below the system and state in all categories. Reading/LA scores are above the system and state in all categories. Economically disadvantaged students scored at or above the state in all subject areas.

**5<sup>th</sup> Grade**

Math and social studies are below the system in all categories. Math and social studies are also below the state in all categories except economically disadvantaged. Science is at or above the state in all categories.

**6<sup>th</sup> Grade**

Math, science, and social studies are below the system in all categories. Science and social studies are also below the state in all categories. Males are above the state in math and reading/LA.

**7<sup>th</sup> Grade**

Science and social studies are below the state and system in all categories. Math is above the state and the system in all categories.

**8<sup>th</sup> Grade**

Reading and LA are at or above the state and the system in all categories. Science and social studies are below the system in all categories. Economically disadvantaged and males scored at or above the state.

## TEMPLATE 1.7: Narrative Synthesis of All Data

*(Rubric Indicator 1.7)*

### Narrative Synthesis of Data

According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a c to a B. From 2005 to 2007 science improved from a D to a B.

Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.

All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.

In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.

RSS scored above the national scores in all subject areas on the 8<sup>th</sup> grade ACT Explore Test.

TVASS scores show in math that Rush Strong is above the state's three year average in 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> and below in 5<sup>th</sup> and 8<sup>th</sup> grade. Scores also indicate 6<sup>th</sup> and 8<sup>th</sup> grades are above in reading/LA and below in the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>. Social studies scores show 4<sup>th</sup> and 6<sup>th</sup> grades are above, and below in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. All grades are below the state's three-year average in science.

## TEMPLATE 1.8: Prioritized List of Goal Targets

*(Rubric Indicator 1.8)*

### Prioritized List of Goal Targets

1. Goal: Maintain the present level of progress which is above the No Child Left Behind benchmarks in all grades.
2. Goal: Grades 3-8 will demonstrate improvement in math, meeting or exceeding the state's percentile on the TCAP test.
3. Goal: Grades 3-8 will demonstrate improvement in science, meeting or exceeding the state's percentile on the TCAP test.
4. Social Studies scores are deficient and will be addressed in the near future.

## 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
Students are given a variety of resources to help them achieve their educational needs.
The resources given to students incorporate learning styles to each individual.
Teachers, parents, and the community work together to support the school's educational mission.
Teachers, parents, community, and students work together to understand and communicate with each other.

SACS  
Core 2-  
13

Common Mission
The mission of Rush Strong School is to encourage life-long individual achievements by providing active learning in a safe, caring environment.

Shared Vision
Rush Strong is a student centered environment that provides resources to achieve educational needs.
Teacher centered instructional time will be the main focus.
Teachers, parents, and community will work to keep good communication between each other therefore providing the best educational environment for each student.

SACS Core  
1-1 and 1-4

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

Current Curricular Practices	BluePrint for Learning, Use State Standards	Review established system-wide achievement benchmark to guide curriculum implementation	Textbook Driven Instruction	Balanced Literacy	Character Counts DARE, and Safety Curriculum	Hands-On math manipulative program	Technology Integration
Evidence of Practice (State in definitive/tangible terms)	Give all teachers a copy of the BluePrint for Learning and the TN State Curriculum Standards Teacher use to develop standard based lessons Provide curriculum training for all new teachers Integrate state standards into technology Use system wide curriculum teams to develop K-5 scope and sequence for language arts,	Use DIBELS and Reading End of Unit Assessment for K-5 Use Math End of Unit Assessment for K-5 Use Brigance Assessment for entrance and exit tests in Preschool and Kindergarten classes Utilize writing assessment rubric across all content areas; writing samples are self scored by teachers in every content area except	Instructional calendar is based on textbook sequence	Use 5 core areas in all PreK-5 grades Ensure 2.5 hours uninterrupted language instruction each day	Used in school as a supplement and as the base program presented by guidance department K-5 Guidance counselors promote No-Bullying program throughout the use of Character Counts program in grades K-5 DARE is offered to all 6 <sup>th</sup> graders at Rush Strong 5 <sup>th</sup> grade students attend a DARE day at	Provide materials and use in program in grades K-5	Provide technology training during the school day and after school through grant-funding and Title II, Part D appropriations. Develop computer based resources to use with current curriculum to include: Math Online, science Online, social studies online, Dynamic curriculum in areas of language arts, science, social

	social studies, and science Document utilization of state curriculum by Snapshot Observation and State Evaluations	math Use technology programs Orchard for grades K-8 and ThinkLink for grades 6-8 to monitor student progress			the Smokey's game to promote the program for next year SRO officer offers a positive law enforcement role model place in middle school		studies, and math. Implement technology into the classroom by utilizing web resources identified on the school system's website. Use Accelerated reader, orchard, and Skills Connection
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	No	Yes	Yes	Yes	Yes No-AR, Skills Connection, Orchard
Has the current practice been effective or ineffective?	Effective	Effective	Ineffective	Effective	Effective	Effective	Effective Ineffective if no access to programs
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Achievement and Writing Assessment Data	Writing Assessment scores Test results from all data sources	TCAP Achievement and Writing Assessment Data; IEP's	TVASS scores on the 2007 Report Card	School's Report Card suspensions Star databases of student behavior logs	Math achievement scores	Teacher attendance at technology training Staff surveys
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Rush Strong State Report Card for 2007 reflects gains in K-8	All grade levels have benchmark assessments	Increase science scores with the implementation of	TVASS score on 2007 Report Card maintained an A	Limited number of student suspensions and	School's Report Card showed an increased Academic	School survey indicates high interest in teachers and students

	referenced achievement in content areas K-8 TVASS scores have had positive gains from 2006 to 2007		curriculum mapping and standards based instruction and school wide distribution of the BluePrint for Learning		disciplinary referrals	grade in math increased from a B to an A on 2007 Report Card	
Evidence of equitable school support for this practice	Post and make accessible all professional development through school system's website Conduct system-wide writing practice days Provide equal access to appropriate resources and materials	Provide equal access for all teachers and students to assessment tools Provide computer lab access school	Provide equal access to appropriate instructional materials and textbooks	Provide professional development training in 5 core areas Differentiate Instruction Service of Literacy Coach for PreK-5 at Rush Strong	Provide programs for all students in specified grade areas	Provide appropriate resources and manipulatives to continue implementation of program for grades K-5	All teachers have a computer workstation. Teachers are provided with appropriate training in technology and Internet use. Computer access for all students in K-8.
Next Step (changes or continuations)	Continue implementation of current plan	Continue implementation of current practice	Continue training in state-standard based instruction to address lack of effectiveness	Continue implementation of current practice and implemented a Reading Specialist for grades 6-12 Provide Professional Development for grade 6-8 in language arts Implemented a	Continue implementation of current practice	Align the current math program with the Blueprint for learning through a math curriculum scope and sequence. Provide appropriate manipulatives to fully implement program.	Continue implementation of current practice and continue to update current programs. Use programs only as a supplemental or enrichment program.

				Read 180 program for grades 6-8		Align math curriculum for grade 6-8 to the new state standards. Provide professional development	
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## Template 3.1.b: Curriculum Gap Analysis

### **Curriculum Gap Analysis - Narrative Response Required**

#### **“What is” The Current Use of: TIME**

Research-based professional development is offered on a regular basis to all new teachers throughout the school year. This training includes curriculum implementation, teacher evaluation, classroom management and technology integration. After school activities are scheduled in a timely manner to allow training on state mandated initiatives, curriculum implementation and system-wide program implementation. System-wide curricular scope and sequence development is ongoing and changes annually to encompass each of the 4 major content areas. Professional development is facilitated by curriculum directors, literacy personnel and technology trainer to develop scope and sequence based on state standards and associated benchmark assessments.

Through the system website that is constantly updated, teachers can access online curricula, the BluePrint for Learning objectives and the Student Performance Indicators for each content area.

The principal and assistant principal monitor implementation of curricula through snapshot observations, walk-through observations, and state evaluations. In addition, teachers document when they teach each Blueprint objective. These are turned in twice a year to be checked by the administrators. The school literacy coach spends time in K-5 classrooms to assist with implementation of the reading curriculum, model lessons and provide feedback as necessary.

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

Coordination of our system-wide professional development activities should be driven by individual teacher needs and planned across all departments. Principal directed in-service days should be driven by school needs. These needs are identified in the school improvement plan and in grade level meetings. Instead of faculty meetings each month, we should be using this time for Professional Learning Communities in each grade level. This will be implemented in the 2008-09 school year.

#### **“What is” The Current Use of: PERSONNEL**

We currently have a Director of Curriculum and Accountability who serves Pre-K through 6<sup>th</sup> grades. We have a Director who serves as the 7-12 Curriculum Supervisor who is also the Testing Coordinator. We have a Reading Specialist and 3 Literacy Coaches who help to monitor curriculum implementation of our Pre-K through 5<sup>th</sup> grades reading program. We have a system-wide Technology Instructional Specialist position. Title I teachers are provided in some elementary schools. Not all schools offer a full range of fine arts instruction.

At the building level we have a literacy coach who serves teachers and students in grades K-5. The literacy coach assists teachers and students in the classroom and provides Tier II interventions in for grades K-5.

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

We would like to have a literacy coach for grades 6-8. This person could assist with implementation of the language arts curriculum in grades 6-8. In addition, he/she could provide training and workshops on language arts implementation, writing strategies, and reading across the curriculum to all teachers in grades 6-8.

Rush Strong is the only middle school in the county that does not have a computer lab with a certified teacher. Our elementary and middle school labs are staffed with instructional aides. A certified teacher in a learning lab could provide instruction in areas such as keyboarding, PowerPoint, and Internet research.

We currently use an instructional assistant to supervise in-school suspension one to two days per week as needed. We would like the county to fund an assistant for this purpose that could be shared with another middle school in our district.

#### **“What is” The Current Use of: OTHER RESOURCES**

There is a collaborative relationship between Carson-Newman College, Tusculum College, Lincoln Memorial University and

our school. Practicum students assist teachers with individual and small groups of students.

The pastor of Strawberry Plains Presbyterian Church oversees the after-school drama program. He volunteers his time after school for practice. Pastor Maxey and his drama students perform plays during the school day for the student body and in the evening for parents and community members.

The 21<sup>st</sup> Century Community Learning Center grant we obtained in 2004 has provided us with funds for school-based art initiatives, before and after school tutoring, family reading nights, light and sound equipment for our auditorium and drama program and computer classes.

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

We need to grow our relationships with local businesses and the Strawberry Plains Community Alliance. In addition, we need to ask the colleges we partner with to provide some professional development at the school level.

Equity and Adequacy:

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

The following items are areas that we believe reflect equity and adequacy in our programs. Our educational support systems:

- Conduct system-wide writing practice days
- Provide equal access to appropriate resources and materials
- Provide equal access for all teachers and students to assessment tools
- Provide computer lab access to all K-8 students
- Provide equal access to appropriate instructional materials and textbooks
- Provide professional development training in 5 core areas
- Provide all teachers a computer workstation
- Provide appropriate training in technology and Internet use for all teachers
- Provide computer access for students in all grades
- Provide parental access to their student’s required curriculum
- Provide online resources to teachers, students, and parents
- Provide equal access to literacy room – i.e. leveled readers, educational games and other resources
- Provide equal access to art, music, library, and physical education classes

#### **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 currently doing a very good job under the limited per pupil expenditure annual funding appropriations, but this is not adequate.
- All teachers have a copy of the state-mandated curriculum guides and are trained in its implementation for classroom instruction.
- Our principal directed in-service days should be driven by needs identified in the school improvement plan and grade level meetings.
- We need to provide teachers with additional training in the implementation of the RTI process.

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

A comparison was made of the categories of economically disadvantaged, male, female and all students were compared to the state and system scores to come up with these findings.

#### **3<sup>rd</sup> Grade**

As compared to the system in math and science, it was determined that the school is below the system in all four categories. In social studies and reading and LA, the scores are above or equal to the system scores in those four categories. In comparison to the state, the economically disadvantaged category is above the state scores in all subjects, while all categories are equal to or above in reading/LA and social studies.

#### **4<sup>th</sup> Grade**

RSS scores in math are below the system and state in all categories. Reading/LA scores are above the system and state in all categories. Economically disadvantaged students scored at or above the state in all subject areas.

#### **5<sup>th</sup> Grade**

Math and social studies are below the system in all categories. Math and social studies are also below the state in all categories except economically disadvantaged. Science is at or above the state in all categories.

#### **6<sup>th</sup> Grade**

Math, science, and social studies are below the system in all categories. Science and social studies are also below the state in all categories. Males are above the state in math and reading/LA.

#### **7<sup>th</sup> Grade**

Science and social studies are below the state and system in all categories. Math is above the state and the system in all categories.

#### **8<sup>th</sup> Grade**

Reading and LA are at or above the state and the system in all categories. Science and social studies are below the system in all categories. Economically disadvantaged and males scored at or above the state.

- According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a C to a B. From 2005 to 2007 science improved from a D to a B.
- Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.
- All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.
- In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.
- RSS scored above the national scores in all subject areas on the 8<sup>th</sup> grade ACT Explore Test.
- TVASS scores show in math that Rush Strong is above the state's three year average in 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> and below in 5<sup>th</sup> and 8<sup>th</sup> grade. Scores also indicate 6<sup>th</sup> and 8<sup>th</sup> grades are above in reading/LA and below in the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>. Social studies scores show 4<sup>th</sup> and 6<sup>th</sup> grades are above, and below in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.
- All grades are below the state's three year average in science.

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

### Curriculum Summary Questions- Narrative Response Required

#### What are our major strengths and how do we know?

- All teachers have training in online curriculum access
- All elementary schools have scope and sequence for social studies, science, and language arts.
- All K-8 teachers have a copy of the BluePrint for Learning. All teachers trained in balanced literacy.
- A strong reading program indicated by test scores that continue to improve.
- According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a C to a B. From 2005 to 2007 science improved from a D to a B.
- Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.
- All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.
- In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.

During the school year 2006-2007, the main school schedule was changed to provide most grade levels teachers and same subject area teachers thirty minutes per week of mutual planning time unencumbered by instructional responsibilities. This time was scheduled to enable teachers time to collaborate on curriculum, standards, benchmarks, performance indicators, learning expectations, and proficiency in content areas to support student learning. We continued the monthly writing assessment practice and implemented a READ 180 program for grades 6-8 to help with reading skills. Inclusion classes in middle school were moved into the areas of science and social studies.

### Curriculum Summary Questions- Narrative Response Required

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

- Improve student achievement in all subgroups.
- Implement strategies to improve reading and writing in the content areas – particularly in grades 6-8.
- Implement more hands-on student-centered activities as opposed to lecture, skill and drill, and read the chapter and answer the question activities.

Disaggregated TCAP test data indicates a need for improvement in the areas of science, math and social studies. Records, test data, and student performance indicator results are used to improve instruction and make decisions for continuous improvement in student learning. Assessment results are communicated to administrators and instructional staff. Rush Strong's teachers keep a daily log of BluePrint for Learning skills which are taught, and these records are frequently checked by the administration. This implementation better prepares the staff, as well as the teachers, for TCAP assessment. Teachers implemented the ThinkLink program in grades 6-8 as a way of monitoring student progress.

## Curriculum Summary Questions- Narrative Response Required

### How will we address our challenges?

- Professional development money will be spent on workshops that focus on reading and writing in the content areas.
- Teachers will be given the opportunity to visit teachers that are using best practices in their classrooms with documented results.
- At the beginning of the school year, teachers will use TCAP scores from their previous class to identify areas of weakness and make a plan for improvement.
- At the beginning of the school year, teachers will look at incoming students' scores to identify student weaknesses and develop a plan for improvement.

Rush Strong will target the areas of math and science for improvement. The action plan will identify steps we will take to ensure progress toward the goals. Rush Strong has its own Family Involvement Plan to further encourage family involvement within the school. The county also provided a Family Engagement Plan that was shared with all the families at Rush Strong School to encourage collaboration between teachers, families, and community members. Rush Strong also began a Family Literacy Night, which encourages family participation in the sharing experience of reading together. This helps with our Balanced Literacy Program. With the help of all instruction available to staff, we are better prepared for TCAP assessment. Teachers may now identify areas in which students need help in better preparation for assessment.

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

SACS  
Core 2-  
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SACS  
Core 2-  
19

<b>Current Instructional Practices</b>	Balanced Literacy Program	Systematic Sequential Phonics	Direct Instruction	Use of Math manipulatives	Writing Process Modeled	Inclusion	Use of calculators
Evidence of Practice (State in definitive/tangible terms)	Use 4-Block framework for reading instruction Provide 2.5 hours uninterrupted Language Block for K-5 Utilize a Reading Specialist and Literacy Coach for grade PreK-8	Systematic Sequential Phonics; stand alone program to support reading acquisitions for K-First Include systematic sequential phonics in Balanced Literacy Program for other elementary grades	Document instructional practices in teachers' plan book, as well as keeping a daily log of BluePrint for learning skills taught Utilize Snapshot Observations by administration Conduct classroom observations using state teacher evaluation	Utilize a math program that is based on the use of hands-on manipulatives for PreK-5	Use 4 square block writing process according to system-wide standards	Special education students in grades K-5 participate in reading and math inclusion classes Special education students in grades 6-8 participate in reading, math, science and social students inclusion depending on their grade level	Students in grades 6-8 have access to class sets of four function calculators Some students purchase their own higher functioning calculators
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	No

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Four function calculators - No
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Ineffective
What data source(s) do you have that support your answer? (identify all applicable sources)	Writing & LA assessment scores Reading benchmark scores Test results from data sources DIBELS scores	Writing and LA assessment scores Reading benchmark scores Test results from data sources DIBELS scores	State Report Card Evaluation documentation Teacher surveys for TSIP HQ is posted on the SDE of TN Teacher Certificate website	Math achievement scores	Examined student work in writing portfolios Write-Away Day samples turned into administration after graded according to rubric Writing Assessment Scores	IEP progress monitoring Parent surveys Achievement scores	Classroom tests TCAP scores Teacher surveys All students do not have equal access to the appropriate calculator in middle school
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Pre-and Post DIBELS scores indicate academic gains Reading benchmark assessments show Value-added data	State Report Card scores for 2007 showed an A	Demonstrated positive gains on K-8 TVASS scores from 2006 to 2007 school years Survey results Provided professional development and Growth incentives	Math achievement scores increased from a B to an A from 2006-2007, according to TVASS	Received an A in Writing Increased assessment scores in K-8	Compliance of state-monitoring of SE documentation Increased achievement scores	TCAP scores
Evidence of equitable school support for this practice	Provide professional development for all PreK-5 teachers. Literacy	Ensure all K-1 classrooms have needed instructional materials to implement	Professional development to all teachers for successful implementation	Ensure all PreK-5 teachers are provided with math manipulatives	Provide professional development in writing for grade 6-8	Support for program implementation through SE Department	Ensure all 6-8 teachers are provided with calculators

	Coach models for all PreK-5 teachers Reading Specialist models for all teachers	program		for successful math program implementation			
Next Step (changes or continuations)	Continue implementation of current practice and utilize Reading Specialist in grades 6-8	Continue implementation of current practice	Continue implementation of current practice; provide additional professional development for differentiated instruction for continue improvement	Continue implementation of current practice	Continue implementation of current practice; Continue Write-Away Days; Continue to write within content areas	Continue implementation of current program; Expand K-8 program	Purchase class sets of multi-function calculators for grades 6-8

## Template 3.2.b: Instructional Gap Analysis

### **Instructional Gap Analysis - Narrative Response Required**

#### **“What is” The Current Use of: TIME**

- Annual technology training is provided for all newly hired teachers. This is a two-day training session to help teachers become familiar with online curricular resources and how to implement technology into classroom instruction. Supervisors schedule and help facilitate grade level and content area meetings to allow teachers to exchange lesson ideas and model “exemplary” lesson plans. Supervisors attend multiple professional development sessions to stay abreast of current research-based instructional strategies. Reading Specialist and 3 Literacy Coaches provide mentoring and model instructional practices related to balanced literacy.
- Special Education Directors provide annual professional development related to IDEA Laws and IEP requirements. Evaluations of SE teachers are done cooperatively with SE Directors.
- Snapshot observations are done annually to document instructional methods demonstrated by teachers in curriculum delivery. This provides feedback to teachers concerning the use of a variety of instructional strategies.
- Teachers attend a professional development session on the Response to Intervention process early in the school year.
- Teachers attend a “TCAP Recap” professional development session early in the school year. The testing coordinator for our county comes to our school to share our successes and areas in need of improvement based on the spring TCAP results.

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

- Teachers need more time at the beginning of the school year to meet in grade level teams. These teams work together to develop lesson plans and share ideas. Teachers also need this time to analyze TCAP scores and make plans for improvement.

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

- Elementary Title I funds are spent on instructional assistants’ salaries. Professional development money is spent on implementation of the Rush Strong TSIP goals.

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

- Instructional assistants’ salaries should not come out of Title I funds. This would give all schools additional money to buy materials to support our programs and initiatives.

#### **“What is” The Current Use of: PERSONNEL**

- Our literacy coach provides after-school professional development sessions on all aspects of balanced literacy and writing. She is also available for modeling lessons and providing additional classroom resources. In addition, the literacy coach implements Tier II interventions in reading.
- Fifth grade and 6<sup>th</sup>-8<sup>th</sup> grade reading/language arts teachers received Big Blocks Balanced Literacy training this year.
- All 6<sup>th</sup>-8<sup>th</sup> grade teachers received training in TCAP Writing Assessment holistic scoring.

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

- It would be helpful to have a 6-12 literacy coach and a math specialist to help with RTI and implementation of the new math curriculum standards.

### **“What is” The Current Use of: OTHER RESOURCES**

- High school students participate in the PATT program. This program allows pre-college opportunities for classroom observations for high school students interested in an educational career.
- There is a collaborative relationship between Carson-Newman College, Tusculum College, Lincoln Memorial University and our school. Practicum students assist teachers with individual and small groups of students.
- The 21<sup>st</sup> Century Community Learning Center grant we obtained in 2004 has provided us with funds for school-based art initiatives, before and after school tutoring, family reading nights, light and sound equipment for our auditorium and drama program and computer classes.

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

- Pursue additional funding through alternative resources, such as grants and fellowships. Local funds should support the salaries for instructional assistants and additional assistants hired. This local support would make funding available for more math manipulatives and leveled readers in our lower grades.

### **Equity and Adequacy:**

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

- The county provides professional development for all Pre-K–5 teachers
- The county-wide Reading Specialist provides professional development for 5<sup>th</sup> grade and 6<sup>th</sup>-8<sup>th</sup> grade reading/language arts teachers on implementation of the Big Blocks Balanced Literacy framework
- The county provides modeling by the Reading Specialist and Literacy Coaches for all Pre-K-5 teachers
- The county ensures all K-1 classrooms have needed instructional materials to implement program
- The county provides professional development to all teachers for successful implementation of the curriculum
- The county ensures all Pre-K-4 teachers are provided math manipulatives for math program implementation
- The county provides professional development in the writing process for all middle school teachers

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

- All teachers have a copy of the state-mandated curriculum guides and are trained in its implementation for classroom instruction.
- All teachers participate in system-wide professional development activities that target grade-level and subject area strategies, goals, and objectives

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

A comparison was made of the categories of economically disadvantaged, male, female and all students were compared to the state and system scores to come up with these findings.

#### **3<sup>rd</sup> Grade**

As compared to the system in math and science, it was determined that the school is below the system in all four categories. In social studies and reading and LA, the scores are above or equal to the system scores in those four categories. In comparison to the state, the economically disadvantaged category is above the state scores in all subjects, while all categories are equal to or above in reading/LA and social studies.

#### **4<sup>th</sup> Grade**

RSS scores in math are below the system and state in all categories. Reading/LA scores are above the system and state in all categories. Economically disadvantaged students scored at or above the state in all subject areas. **5<sup>th</sup>**

#### **Grade**

Math and social studies are below the system in all categories. Math and social studies are also below the state in all categories except economically disadvantaged. Science is at or above the state in all categories.

#### **6<sup>th</sup> Grade**

Math, science, and social studies are below the system in all categories.

Science and social studies are also below the state in all categories. Males are above the state in math and reading/LA.

### **7<sup>th</sup> Grade**

Science and social studies are below the state and system in all categories. Math is above the state and the system in all categories.

### **8<sup>th</sup> Grade**

Reading and LA are at or above the state and the system in all categories. Science and social studies are below the system in all categories. Economically disadvantaged and males scored at or above the state.

- According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a C to a B. From 2005 to 2007 science improved from a D to a B.
- Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.
- All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.
- In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.
- RSS scored above the national scores in all subject areas on the 8<sup>th</sup> grade ACT Explore Test.
- TVASS scores show in math that Rush Strong is above the state's three year average in 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> and below in 5<sup>th</sup> and 8<sup>th</sup> grade. Scores also indicate 6<sup>th</sup> and 8<sup>th</sup> grades are above in reading/LA and below in the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>. Social studies scores show 4<sup>th</sup> and 6<sup>th</sup> grades are above, and below in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.
- All grades are below the state's three year average in science.

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

### Instructional Summary Questions- Narrative Response Required

#### What are our major strengths and how do we know?

In reflecting on our strengths, we found our instructional practices were maintaining our goals of meeting all requirements set forth in the NCLB. Rush Strong is continuing to show improvements in all core areas and reaching the goals set forth by the state. Administration and staff are utilizing the BluePrint for Learning and curriculum guides, as a way of reaching and maintaining our goals of ensuring the success of our students.

### Instructional Summary Questions- Narrative Response Required

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

In analyzing challenges presented to us, we found the need for more on-line resources, as a way of record keeping for student's progress in areas of skills developed or for instruction of skills outlined in the BluePrint for Learning. Inclusion classes need to expand into other core areas, and monitored for success through IEPs. Students lacking in areas of reading comprehension or reading below grade level need guidance in raising their reading abilities. We also need to continue our practice of Write-Away days, to ensure our students' success in their writing abilities.

### Instructional Summary Questions- Narrative Response Required

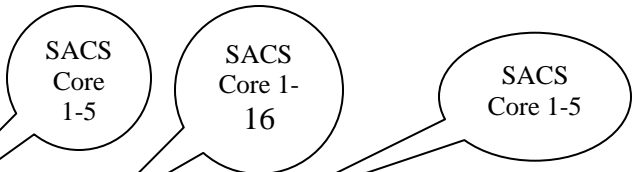
#### How will we address our challenges?

In addressing our needs of challenges facing our students, we have implemented a Read 180 program for grades 6-8, which allows students an every day access to additional reading resource. This is a ninety- minute block of instruction for students reading below grade level. We also received a literacy grant, which allows, which allows for before and after school tutoring for PreK-5 students. Students are given computer lab access for this program. Teacher's instruction in used in both these programs. Teachers in all core areas received training in using the rubric for usage of Writing Assessment. Each month, grades 3-8 have a Write-Away day, in which students follow a written prompt, and samples of their writing are graded according to the rubric and samples are given to administration for their review.

SACS  
Core 2-  
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SACS  
Core 2-  
17

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



<b>Current Assessment Practices</b>	Reading Placement and Benchmark Tests	Progress Monitoring with Running Records DIBELS	Diagnostic Screening and S-Team Referrals	Terra Nova	Writing Assessment	Gateway and End of Course Exams	Portfolio Assessment
Evidence of Practice (State in definitive/tangible terms)	Require all K-5 teachers to turn in assessments 3 times per year	Utilize unit tests and benchmark assessments	Provide SCI-2 TWS-4 School Psychologist Provide S-Team referral process for all students	Ensure students in grades 3-8 take the state mandated assessment test	Mandated by state annually Utilize write-away days monthly in grades 5-8	Mandated by state annually	Use for students with disabilities Use for monitoring writing process in elementary grades
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)	TVASS scores on the 2007 Report Card	Individual Screening and support Plans	Documentation from Reading Specialist, LC/S Psycho S-Team Referrals, IEPs	TCAP achievement and assessment data State Report Card	State Report Card State Assessment Write-Away Day holistic scores Administration review of Write-Away Day samples	State Report Card State Assessment	State assessment Writing portfolio follows student progress and is used in conferencing with parents Portfolio

							follows student to next grade
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increased TVASS scores showed an A	94% proficient in K-5; 88% in MS	Increased number of screenings	Rush Strong State Report card reflects gains in referenced achievement areas Writing Assessment continued to maintain an A K-8 TVASS Had positives gains from 2006 to 2007	A on Report Card in writing for grades 5, 8	Report Card for Rush Strong showed gains in core areas	Teacher and parent feedback A on report card in writing assessment for grades 5 and 8
Evidence of equitable school support for this practice	Submit test scores for K-5	Submit copies of monitoring instruments	Services available to all students	Participation of students in grades 3-8	Conduct school write-away days, according to county-wide mandate	System wide training available for all teachers in all subject areas Continue of school-wide write-away days for all core areas	Provided professional development to teachers implementing the process
Next Step (changes or continuations)	Continue implementation of current practice	Continue implementation of current practice; Continue to use data to plan instructional reports	Continue implementation of current plan, Utilize intervention plans for all students	Continue as mandated	Continue implementation of current practice, Provided with professional development for "What does proficient writing look like?"	Continue as mandated; Continue to monitor school's Report Card	Continue implementation of current practice; implement portfolio assessment in grades 6-8

## Template 3.3.b: Assessment Gap Analysis

### **Assessment Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME**

- The testing coordinator analyzes all incoming assessment data and prepares a report for each building level principal. In collaboration with special education directors, a report is provided that identifies students who are “border line”. These are students who are close to being in the proficient category.
- The testing coordinator provides professional development on appropriate use of assessment data with principals and teachers.
- Central office staff and the literacy coach provide professional development for appropriate use and implementation of DIBELS and benchmark assessment tools related to balanced literacy.
- At the beginning of the school year, teachers use TCAP scores from their previous class to identify areas of weakness and make a plan for improvement.
- At the beginning of the school year, teachers look at incoming students’ scores to identify student weaknesses and develop a plan for improvement.
- Teachers use benchmark assessments to identify students in need of interventions.
- The Brigance screening is administered to all incoming preschoolers and kindergarteners.

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

- Current practices have proven to be very effective and should be continued. Teachers should participate in monthly grade-level and content area meetings to analyze ongoing test data and progress monitoring tools, share best practices, and make instructional decisions and plans for improvement.

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

- Funds are used for the DIBELS online database. The DIBELS Data System is a service which allows schools to enter students and DIBELS scores online and generate automated reports and analyses.
- School funds are used for online subscriptions to Enchanted Learning and Reading A-Z.
- Professional development funds have been used to purchase resources for our professional development library that support the RTI process and provide additional assessment tools.

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

- We need additional professional development in the areas of math and science.
- It would be helpful to have math benchmark assessments. This could help in identifying students in need of interventions.

#### **“What is” The Current Use of: PERSONNEL**

- A district Testing Coordinator position is funded in order to provide assistance to principals and teachers with the testing process.
- Our literacy coach assists teachers in reading assessments.
- Our guidance counselors assist in the referral process.
- School psychologists and the educational diagnostician also participate in student needs identification.
- Special education teachers and central office personnel assess and develop IEPs for identified students.

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

- An additional instructional assistant could be trained to administer DIBELS tests to all K-5 students. This would ensure reliability and validity of scores.

#### **“What is” The Current Use of: OTHER RESOURCES**

- Due to the high stakes security issues surrounding testing, all assessments are handled at the local level by school personnel. Behavioral assessments are provided by a contracted alternative school provider.

- High school students participate in the PATT program. This program allows pre-college opportunities for classroom observations for high school students interested in an educational career.
- There is a collaborative relationship between Carson-Newman College, Tusculum College, Lincoln Memorial University and our school. Practicum students assist teachers with individual and small groups of students.
- The 21<sup>st</sup> Century Community Learning Center grant we obtained in 2004 has provided us with funds for school-based art initiatives, before and after school tutoring, family reading nights, light and sound equipment for our auditorium and drama program and computer classes.

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

- The system should partner with local higher education institutions to ensure current practices reflect what is considered research-based. This will also ensure that students who graduate will be appropriately prepared for future vocational opportunities.

### **Equity and Adequacy:**

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

- The county provides professional development for all Pre-K–5 teachers
- The county-wide Reading Specialist provides professional development for 5<sup>th</sup> grade and 6<sup>th</sup>-8<sup>th</sup> grade reading/language arts teachers on implementation of the Big Blocks Balanced Literacy framework
- The county provides modeling by the Reading Specialist and Literacy Coaches for all Pre-K-5 teachers
- The county ensures all K-1 classrooms have needed instructional materials to implement program
- The county provides professional development to all teachers for successful implementation of the curriculum
- The county ensures all Pre-K-4 teachers are provided math manipulatives for math program implementation
- The county provides professional development in the writing process for all middle school teachers

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

- All teachers have a copy of the state-mandated curriculum guides and are trained in its implementation for classroom instruction.
- All teachers participate in system-wide professional development activities that target grade-level and subject area strategies, goals, and objectives

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

A comparison was made of the categories of economically disadvantaged, male, female and all students were compared to the state and system scores to come up with these findings.

#### **3<sup>rd</sup> Grade**

As compared to the system in math and science, it was determined that the school is below the system in all four categories. In social studies and reading and LA, the scores are above or equal to the system scores in those four categories. In comparison to the state, the economically disadvantaged category is above the state scores in all subjects, while all categories are equal to or above in reading/LA and social studies.

#### **4<sup>th</sup> Grade**

RSS scores in math are below the system and state in all categories. Reading/LA scores are above the system and state in all categories. Economically disadvantaged students scored at or above the state in all subject areas.

#### **5<sup>th</sup> Grade**

Math and social studies are below the system in all categories. Math and social studies are also below the state in all categories except economically disadvantaged. Science is at or above the state in all categories.

#### **6<sup>th</sup> Grade**

Math, science, and social studies are below the system in all categories.

Science and social studies are also below the state in all categories. Males are above the state in math and reading/LA.

### **7<sup>th</sup> Grade**

Science and social studies are below the state and system in all categories. Math is above the state and the system in all categories.

### **8<sup>th</sup> Grade**

Reading and LA are at or above the state and the system in all categories. Science and social studies are below the system in all categories. Economically disadvantaged and males scored at or above the state.

- According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a C to a B. From 2005 to 2007 science improved from a D to a B.
- Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.
- All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.
- In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.
- RSS scored above the national scores in all subject areas on the 8<sup>th</sup> grade ACT Explore Test.
- TVASS scores show in math that Rush Strong is above the state's three year average in 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> and below in 5<sup>th</sup> and 8<sup>th</sup> grade. Scores also indicate 6<sup>th</sup> and 8<sup>th</sup> grades are above in reading/LA and below in the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>. Social studies scores show 4<sup>th</sup> and 6<sup>th</sup> grades are above, and below in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.
- All grades are below the state's three year average in science.

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

### Assessment Summary Questions- Narrative Response Required

#### What are our major strengths and how do we know?

In self-analysis of our strengths, we have determined students have the opportunity to receive instruction by highly qualified teachers. We have strategies to increase parental involvement through our Balanced Literacy Programs. We have ensured an effective, timely, and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels. We have integrated federal, state, and local programs into our services. Plans are in place for assisting preschool children in the transition from early childhood programs to local elementary programs. We continue to monitor our school's Report Card and make the necessary adjustments.

SACS Core  
2-18

### Assessment Summary Questions- Narrative Response Required

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

In addressing our challenges, we need to ensure our curriculum is aligned with other schools in our district. We should word on aligning an assessment system with curriculum standards which is enacted through instruction, individualization, and differentiations. We need a supportive student learning community that utilizes total community involvement.

### Assessment Summary Questions- Narrative Response Required

#### How will we address our challenges?

We will continue to participate in leadership decision-making and practice the support necessary for the vision of student success. We will continue our professional development to gain new practices that support improvement in all educational areas. We will follow our guidelines to collect, manage and use all information provided to be aligned with the vision of our school. In conclusion, we will utilize all human, technology, and material resources to support continued improvement.

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

SACS Core  
2-21

SACS  
Core 2-21

<b>Current Organizational Practices</b>	Self-Contained Classrooms PreK-5	Title 1 School	Instructional Assistants	Common Planning	Team Teaching in 6-8 middle school	Transitional Programs
Evidence of Practice (State in definitive/tangible terms)	Ensure that every K-5 classroom is taught by a single teacher of HQ Offer Pre-K classroom for all at-risk students	Ensure that school receives federal funding through Title 1	Ensure teachers in grade Pre-K-5 have instructional assistants who are trained in reading process and are HQ	Utilize special area schedules Utilize scheduling by content area where possible; Assign teacher mentors to all teachers less than 3 years experience	Place students in teachers teams within the middle school grades	Provide LINK Program for incoming 9 <sup>th</sup> grades to the high school Organize Head Start and Pre-K visitation days for prospective students and provide Pre-First programs for additional readiness skills Provide 4-Year old screening through Family Resource Center This helps identify students that need referral services
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Report Card Parent Surveys Achievement Scores	Report Card Achievement and scores K-8 Parent Surveys	Report Card Achievement and TVASS scores	New Teacher end-of-Year survey Mentor assignment sheet submitted by principal	Achievement scores K-8 Parent and student surveys	Parent/Teacher surveys Family Resource Center database of 4-Year old screenings State Report Card
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All subjects are C or above Positive parent responses from surveys	% of ED subgroups have increased in math; % of ED students in Language/Writing have increased	School wide all grades increased in K-8	New Teachers indicate mentorship are effective when there is a common planning time Mentors are trained for the assignment	Based on current organization of middle school programs, students in this initiative setting scored higher on achievement assessments	Increase participation in LINK Program Increase participation of visitation days Increase number of 4-Year old screening with Family Resource Center Increase of 4-Year olds screened prior to Kindergarten
Evidence of equitable school support for this practice	All content areas are C or above	All students receive the same	Distribution of Instructional Assistant	This is difficult within facilities;	Site based management allows for	Family Resource Center serves

	We have a Pre-k program in our school	instructional resources	positions based on ratios	Limited number of trained mentors are available	administration choices	all families LINK program advertised in local media, in middle school, and during student registration Yearly visit by 8 <sup>th</sup> graders to high school All students involved in pre-programs participate in visitation program
Next Step (changes or continuations)	Continue implementation of current practice Request additional Pre-K funding through grants	Continue implementation of current practice; implementing the use of an additional instructional assistant for RTI and ACE	Continue implementation of current practice; seek additional local funding	Continue implementation of current practice; Implement a systematic mentor training	Continue implementation of current practice	Continue implementation of current practice

## Template 3.4.b: Organizational Gap Analysis

### **Organizational Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME**

- The Brigance screening is administered to all incoming preschoolers and kindergarteners.
- Faculty meetings generally take place on a monthly basis. At times we split the faculty into elementary and middle school and have separate meetings directed toward those grade levels.
- The literacy coach offers several after school workshops throughout the year on reading and writing strategies.
- All new teachers have a mentor onsite and participate in monthly new teacher meetings offered by Central Office personnel

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

- Current practices have proven to be very effective and should be continued.
- Due to the size of our school, we do not have the capacity for common planning times for each grade level and content area. In the 2008-09 school year teachers will participate in monthly grade-level and content area meetings after school as opposed to faculty meetings. Items for information will be distributed to faculty and staff through emails and memos as opposed to faculty meetings.
- The principal and assistant principal should meet with a leadership team periodically to discuss school and curriculum related issues and concerns.
- Teachers should meet across grade levels to help with transitions and discuss curriculum challenges and best practices.
- The principal should send home a monthly newsletter to inform parents of upcoming events and relay important and timely information.

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

- Professional development funds are spent on workshops and items for our professional development library that are directly related to SIP goals.
- Our district pays for instructional assistants’ salaries out of Title I money.

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

- We currently have two fundraisers per year. The profit from the fall fundraiser is put in the general fund. The profit for the spring fundraiser is split with the teachers. Part of the profit put in the general fund is used to offset the cost of running the school – custodial supplies, phone, office supplies, etc. While we do receive county funds for these things, it does not cover all of our expenses. We believe we should not have to do fundraisers to offset the cost of running the school. These expenses should be provided through county funds.

#### **“What is” The Current Use of: PERSONNEL**

- One of our instructional assistants currently does “double duty” as a first grade classroom assistant 3-4 days per week and the in-school suspension aide 1-2 days per week.
- We currently have one full-time elementary guidance counselor that handles guidance classes for K-5, 504 plans for K-5 students, and the coordination of the RTI process and all associated meetings.
- We have a full-time literacy coach at our school that works with K-5 students and teachers. We have a county-wide reading specialist that serves grades K-12.

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

- We need an additional aide that could monitor in-school suspension. This would allow our first grade classroom assistant to work with 1<sup>st</sup> teachers and students five days per week.
- We would like to have a full or part-time literacy coach for our 6<sup>th</sup>-8<sup>th</sup> grade teachers.

### **“What is” The Current Use of: OTHER RESOURCES**

- We utilize student teachers from Tusculum and Carson Newman College.
- The PATT program at the high school allows for small group instruction and one-on-one interaction with students.
- Parent volunteers are regularly encouraged and are welcomed into our school.
- Local community leaders participate in system-wide events such as Read Across America and enhance the instructional delivery in the classroom.
- Classroom inventory lists of instructional supplies are required and used to document available resources. The lists will be used to identify areas of need.
- The 21<sup>st</sup> Century Community Literacy grant allows us to provide before and after school reading tutoring.

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

- Additional professional development opportunities should be offered to ensure understanding of optional organizational practices. An ongoing process should be in place to evaluate current practices. We should always be looking for ways to improve.

### **Equity and Adequacy:**

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

- All of our K-5 teachers have scheduled classroom assistant times. Other than special education assistants that help in some inclusion classes, our 6<sup>th</sup>-8<sup>th</sup> grade teachers do not have the benefit of classroom assistants.
- All students have PE, music, art, and library. They also have scheduled computer lab times.
- All teachers have a copy of the Blueprint for Learning.
- All teachers have the opportunity to participate in technology training and reading/language arts workshops offered by our county.
- Every teacher has a computer and printer in their classroom.

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

- Current practices indicate that funds and resources are targeted toward our SIP goals.

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

A comparison was made of the categories of economically disadvantaged, male, female and all students were compared to the state and system scores to come up with these findings.

#### **3<sup>rd</sup> Grade**

As compared to the system in math and science, it was determined that the school is below the system in all four categories. In social studies and reading and LA, the scores are above or equal to the system scores in those four categories. In comparison to the state, the economically disadvantaged category is above the state scores in all subjects, while all categories are equal to or above in reading/LA and social studies.

#### **4<sup>th</sup> Grade**

RSS scores in math are below the system and state in all categories. Reading/LA scores are above the system and state in all categories. Economically disadvantaged students scored at or above the state in all subject areas.

#### **5<sup>th</sup> Grade**

Math and social studies are below the system in all categories. Math and social studies are also below the state in all categories except economically disadvantaged. Science is at or above the state in all categories.

#### **6<sup>th</sup> Grade**

Math, science, and social studies are below the system in all categories.

Science and social studies are also below the state in all categories. Males are above the state in math and reading/LA.

#### **7<sup>th</sup> Grade**

Science and social studies are below the state and system in all categories. Math is above the state and the system

in all categories.

**8<sup>th</sup> Grade**

Reading and LA are at or above the state and the system in all categories. Science and social studies are below the system in all categories. Economically disadvantaged and males scored at or above the state.

- According to academic achievement scores, RSS improved from a B to an A in math from 2005 to 2007. Improvement was also noted in reading/LA and social studies where scores went from a C to a B. From 2005 to 2007 science improved from a D to a B.
- Over the three year period writing scores went from a B to an A in the 8<sup>th</sup> grade and we maintained an A grade in the 5<sup>th</sup> grade.
- All teachers in the core areas are considered highly qualified according to the No Child Left Behind criteria.
- In both attendance and promotion rates, Rush Strong is equal to or exceeds the state's goal for all three years.
- RSS scored above the national scores in all subject areas on the 8<sup>th</sup> grade ACT Explore Test.
- TVASS scores show in math that Rush Strong is above the state's three year average in 4<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> and below in 5<sup>th</sup> and 8<sup>th</sup> grade. Scores also indicate 6<sup>th</sup> and 8<sup>th</sup> grades are above in reading/LA and below in the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup>. Social studies scores show 4<sup>th</sup> and 6<sup>th</sup> grades are above, and below in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>.
- All grades are below the state's three year average in science.

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

### **Organization Summary Questions- Narrative Response Required**

#### **What are our major strengths and how do we know?**

In reflection, our strengths are aligned with expectation that every student can be and should be successful. We use a diversified strategy in the instruction of all students. We rely on the BluePrint for Learning to guide our teaching strategies. With continual monitoring of the school's Report Card, we make the necessary adjustments to address the areas of weakness in order to achieve progress. Teachers use a multitude of resources including professional development and resources from Internet programs. Parents receive mid-term reports concerning their child's progress, with a nine-week report sent home at the end of each grading period. Through parent surveys we know parents share in the continued desire for the success and preparation of their child for the next school year.

### **Organization Summary Questions- Narrative Response Required**

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

- 1.) More local funding for equality in Title I
- 2.) Strategies to attract HQ personnel in areas of weakness
- 3.) Inclusion of teachers in decision about the use of academic assessment for the purpose of improving student achievement; loss of language arts inclusion classes
- 4.) Strategies to increase parental involvement

### **Organization Summary Questions- Narrative Response Required**

#### **How will we address our challenges?**

Address the district for more local funding for Title I. State how comprehensive strategies need reform to meet new curriculum set forth by the state. Continue to ask and receive HQ professional development to ensure the success of not only our teachers but our students as well. Usage of curriculum guides, state standards, benchmarks and skills checklist to implement and monitor curriculum. Readjustment in areas of weakness when deemed necessary. Continual reports to parents to notify of student progress.

## 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**  
Students in grades 3-8 will score at or above the state average in math on the TCAP CRT test by 2010. In 2007, our math achievement score was 53. In 2008-09 our math achievement score will be a 55 or greater. In 2009-10 our math achievement score will be a 57 or greater.

**Which need(s) does this Goal address?**  
Grades 3-8 will demonstrate improvement in math and science, meeting or exceeding the state’s percentile on the TCAP test.

**How is this Goal linked to the system’s Five-Year Plan?**  
Our goal is linked to goal 2 of the system plan. It states there will be an increase in math TCAP criterion referenced academic achievement scores.

**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
<b>Action Step</b>	Provide a class set of scientific calculators in grade 6-8	August '08	Ruth Pohlman; 6-8 grade math teachers	Scientific calculators	~\$500.00 from fundraiser	Materials inventory; principal observation; teacher observation ; formal/informal student assessments; Think Link assessments; TCAP scores; ACT Explorer Test scores	Increased student performance on math assessments; 100% of classrooms have scientific calculators
<b>Action Step</b>	Ensure that all K-5 classrooms have the necessary manipulatives to support the Saxon Math curriculum	Aug. '08- May '09	Ruth Pohlman; Sherry Finchum; grade-level chairs	Saxon math textbooks and manipulatives inventory	Amount to be determined based on needs	Materials inventory; classroom observations by administrators/ supervisors; TCAP Tests; formal/informal classroom assessments; benchmark tests	100% of K-5 classrooms have necessary manipulatives; increased student performance on math assessments
<b>Action Step</b>	Provide a “Math Fun Fair/Parent Involvement Night”	Aug. '08- May '10	K-8 Math teachers; Ruth Pohlman; Earl Stroup;	Time Math related games/activities	~\$700.00 from Title I Parent Involvement funds	Attendance records; Parent Opinion Surveys	At least 20% of targeted population attendance; a favorable opinion rating of at least 90% from attendees
<b>Action Step</b>	Utilize the “Daily Dose of Math” Activity from the Jefferson County Schools website	Aug. '08- May '10	Math teachers grades 4-8; Ruth	Time; Classroom computer	\$0 Resources already in place	Administrator/ Supervisor observation; formal/informal	100% of math teachers in grades 4-8 utilize the activity; increased

			Pohlman; Earl Stroup			classroom assessments; benchmark tests	student performance on math assessments
Action Step	Staff Development Training in methodology and implementation of research based math instructional strategies	Aug '08- May '10	Math teachers grades K-8; Ruth Pohlman; Earl Stroup; Connie Campbell; Sherry Finchum	Time; Expert Speakers/ Trainers; Workshop Materials	Professional Development days provided by the system	Staff Professional Development records; staff survey; classroom observation by administrator/ Supervisors	Increase the number of teachers attending sessions. Those attending share information with colleagues.

## 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

Students in grades 3-8 will score at or above the state average in science on the TCAP CRT test by 2010. In 2007, our science achievement score was 51. In 2008-09 our science achievement score will be a 53 or greater. In 2009-10 our science achievement score will be a 55 or greater.

Which need(s) does this Goal address?

Grades 3-8 will demonstrate improvement in math and science, meeting or exceeding the state’s percentile on the TCAP test.

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

Our goal is linked to goal 4 of the system plan. It states that technology integration will be focused on increasing student achievement on ACT Explore to college ready status in the math, reading, and science subject areas.

**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	Literacy Coach will provide teachers with the nonfiction leveled reading materials currently available at RSS	Aug '008-May' 10	Literacy Coach, Emily Woodard; Ruth Pohlman;	Materials currently on hand	\$0	Teacher sign-in sheet/ Book check-out system; teacher survey	Increase in number of classrooms utilizing the materials
Action Step	Add new materials to the nonfiction leveled reading matter currently available	Aug '08-May' 10	Literacy Coach, Emily Woodard; Ruth Pohlman; grade level chairs	Educational catalogs	~\$500.00 from General Funds	Materials inventory	Increase in number of classrooms utilizing the materials
Action Step	Compile a grade-level “Wish List” of materials needed for science instruction	Aug '08-May' 09	Grade level chairs; Ruth Pohlman; Earl Stroup	Grade level wish lists	\$0	Master “wish list”	obtain items needed
Action Step	Compile a list of materials currently available at RSS for science instruction, and devise a method for sharing these materials school-wide	Aug '08-May' 10	Ruth Pohlman; Earl Stroup; grade level chairs K-5; science	Master science materials inventory	\$0	Materials inventory	Increase number of classrooms utilizing the materials

			teachers 6-8				
Action step	Staff Development and training in the methodology and implementation of research based science instructional strategies	Aug '08-May '10	Math teachers grades K-8; Ruth Pohlman; Earl Stroup; Connie Campbell; Sherry Finchum	Time; Expert Speakers/ Trainers; Workshop Materials	Professional Development days provides by the system	Staff Professional Development records; staff survey; classroom observation by administrator/ Supervisors	Increase number of teachers attending sessions. Those attending share information with colleagues.
Action Step	Use the technology available at RSS for science instruction	Aug '08-May '10	Ruth Pohlman; Earl Stroup; Elementary and Middle School Lab Facilitators; Classroom teachers K-5; Science teachers 6-8	Computer lab; Net trekker; Brain Pop; Think Link; Orchard	\$0 Programs in place	Computer lab attendance/use records; Think Link data; Orchard assessments; formal/informal assessments; benchmark tests	Increase in number of classrooms utilizing the materials

## Component 5 – The School Improvement Plan and Process Evaluation

### TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

#### Evidence of Collaborative Process – Narrative response required

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

In the fall of 2007, SIP committees were formed and chairpersons were chosen. These chairs made up the SIP Leadership Team. The Rush Strong School Improvement Leadership Team provided support and leadership for the development of the school improvement plan. Each faculty and staff member was placed on a committee and the chairs were asked to meet with their committees. Each committee held work sessions to complete their part of the school improvement plan. Surveys were sent to community members and stakeholders to get their input concerning the operation of the school.

#### Evidence of Alignment of Data and Goals – Narrative response required

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

The goals outlined in the Rush Strong School Improvement Plan directly align with the disaggregated data results compiled by Component 1B. After analyzing data from the state report card, TVAAS, and TCAP scores, we determined our areas of need are science, math, and social studies.

#### Evidence of Communication with All Stakeholders – Narrative response required

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

Opinion surveys were sent to stakeholders and are on file. A copy of the TSIPP will be available in the school office. Stakeholders will be invited to all implementation evaluation meetings as well as any family involvement nights at the school.

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

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

The addition of nonfiction reading materials for science instruction, accumulation of science equipment, and extra math manipulatives aligns with the belief that students have a variety of resources to support their educational needs. Extending the family involvement nights to include a math funfair and science night shows that the school and parents will work together to educate the students as well as increase the home school connection. All of the goals in Component 4 are directly related to the students being the center of the learning environment.

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

**What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?**

All data was analyzed in order to determine the action steps in Component 4. The report card showed deficits in math and science. Therefore, our goals target these two problem areas.

**Suggestions for the Process – Narrative response required**

**What suggestions do we have for improving our planning process?**

There are quite a few new teachers to Rush Strong School since the writing of the last school improvement plan. Even though there was a great amount of collaboration, everyone needs to understand their part in the planning process. In the future, the Leadership Team will be responsible for letting each person on the faculty and staff know on which component they will serve as well as the responsibility of the component. Each Component Chair will do a better job of delegating responsibilities so more people will feel a part of the planning process.

**TEMPLATE 5.2: Implementation Evaluation**

*(Rubric Indicator 5.2)*

**Evidence of Implementation – Narrative response required**

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

The School Improvement Plan will be distributed to the faculty, staff, and stakeholders by the end of May 2008. The action steps will begin when school starts in the fall of school year 2008-2009. The principal will go over the goals and action steps at a faculty meeting on May 13, 2008. This will allow teachers time to think about how they will implement the actions steps for the coming school year.

**Evidence of the Use of Data – Narrative response required**

**What is the plan for the use of data?**

Saxon math benchmark tests will be administered approximately ten times per year. Teachers will utilize ThinkLink and Orchard computer programs which offer assessment capabilities. The data obtained from these formative assessments will be used to drive instruction, differentiate among learning styles, plan for interventions, modify as needed, and aid in student scheduling. Teachers will be surveyed periodically to see how many different resources they are utilizing on a regular basis.

**TEMPLATE 5.3: Monitoring and Adjusting Evaluation**

*(Rubric Indicator 5.3)*

**Evidence of Monitoring Dates – Narrative response required**

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

The School Leadership Team will meet in November to monitor the progress of the implementation process. The Team will meet again in March to make any adjustments in the process. The principal, assistant principal, and School Leadership Team chair will ensure the Team meets at the appropriate times. These people will be participants in the group discussion of the implementation progress.

**Evidence of a Process for Monitoring Plan – Narrative response required**

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

The Leadership Team will administer the teacher surveys to see if an attempt is being made to utilize additional resources outlined in Component 4. If no change has been made, then adjustments will need to be discussed.

**Evidence of a Process for Adjusting Plan – Narrative response required**

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

The Leadership Team will meet to brainstorm and discuss ideas for adjustments. As adjustments are made, they will be communicated with the faculty and staff.

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

**How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?** The School Leadership Team will communicate successes and/or adjustments with stakeholders via the Rush Strong School website. Announcements will also be made in the *Standard Banner*. To solicit ongoing input, the stakeholders will be invited to attend the progress monitoring meetings in November 2008 and March 2009.

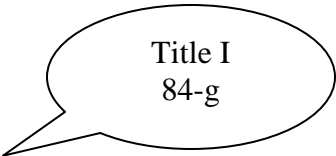
Title I Needs  
Assessment  
84-c

**Faculty Qualifications**

Last Name	First Name	Position	Highest Degree	Areas of Endorsement	CL	Years Exp.
Aaron	Melissa	Fourth	BA (Tusculum)	402		3
Bailey	John	7/8 SS	MS (UT) +45	001, 019	I	33
Cain	Ginger	First	BS (CNC)	001, 002		30
Carr	Megan	Sixth Sci./SS	BS (King)	402		1
Cooper	Mary	Second	MS (Tusculum)	402, 460, 461		11
Craig	Candace	Speech	MA (UT)	464		10
Davis	Angela	Counselor	MA (CNC) +30			2
Ellison	Rexanna	Kindergarten	MA (Tusculum)	402		2
Fields	Cheryl	First	MA (LMU)	402		2
Finchum	Elizabeth	School Nurse	BS nursing			33
France	Jason	Sp. Ed.	BS (CNC)	460		3
Greenlee	Carolyn	Fourth	MA (UC) +45(LMU)	1	III	37
Greeson	Jennifer	Third	BA (CNC)	402		4
Hatcher	Hunter	Counselor	MS (UT)			1
Hill	Leah	Fourth	BA (CNC)	401		1
Hoover	Jamie	Kindergarten	BA (Berea)	403	I	17
Huntsinger	Judy	Eighth Math	MS (UT)	221,401	I	32
Jarnigan	Jessica	Art	MS (CNC)	402, 490		4
Jett	Courtney	Kindergarten	MA (Tusculum)	402		3
Kitts	Kimberly	Fifth	Eds. (LMU)	402		8
Lakin	Tom	Physical Ed.	BS (CNC)	019, 015, 101	I	16
Lewis	Connie	Read 180	MAT (ETSU)	401		4
Lewis	Bryan	Sixth Math	MA (LMU)	402		7
Lindsey	Becky	Sixth LA	Eds. (LMU)	101	I	16
Martin	Jayne	Third	MA (LMU)	402		7
Martin	Susan	7/8 Science	BA (CNC)	415		1
Massaro	Rebekkah	Sp. Ed.	MS (Cumberland)	400,460		5
Mayes	Angie	First	BA (Tusculum)	101		10
McCue	Sarah	Sp. Ed.	BA (Indiana)	460, 461		6
Mitchum	Angela	First	MA (LMU)	402		2
Morgan	Jane	Seventh LA	MS (UT)	001, 050, 058	III	34
O'Dell	Nicole	Third	BS (CNC)	402		3
Odom	Annie	Second	MA (Tusculum)	OO1	I	14
Ownby	Kristi	Preschool	MA (Tusculum)	403		9
Pohlman	Ruth	Principal	Eds. (LMU)	401	I	13
Schoo-Jerger	Alice	Library	MS (UT)	473		6
Schrader	Becky	Kindergarten	MS (UT) +45	001, 002	III	27
Shelton	Kristi	Seventh Math	MS (UT)	401	I	12
Skeen	Abby	Third	BS (ETSU)	402		1
Smith	Karen	Music	Eds. (LMU)	428, 429		11
Smith	Judy	Second	MS (ETSU)	402		4

Stepp	Pam	Phys. Ed.	MS (UT)	101, 221		11
Stroup	Earl	Asst. Principal	MS	007, 008, 110, 18		28
Webster	Stephanie	Kindergarten	MS (Tusculum)	402		12
White	Carol	Second	MS (UT)	001, 002		31
White	Missy	Eighth LA	Eds. (LMU)	001, 07	I	26
Wilson	Mary John	Fifth	Eds. (UT)	402, 403	I	13
Woodard	Emily	Literacy Coach	MA (CNC)	OO1	III	36
Yarnell	Michael	Fifth	BS (UTC)	401		9

**Rush Strong School  
2007-2008  
Parent Involvement Plan**



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The Rush Strong administration, faculty, and staff expect parents, families, and the community to be a vital part of our school. Our school welcomes and encourages the community to become involved and participate in the learning of the students.

Parents are informed of student progress continually throughout the school year. Report cards are sent home to parents at the end of each nine weeks grading period. Progress reports are sent home at the end of each three-week period at the beginning of a new nine weeks. Report cards are supplemented by parent-teacher conferences or by teachers' written reports to parents.

Parents may request conferences by calling the school office at any time. Scheduled parent-teacher conferences occur in October and March after regular school hours. Parents and family members are invited to an Open House and a school-wide Parent Involvement Meeting early in the school year.

Parent/Teacher Organization (PTO) meetings are held regularly throughout the school year. Parents are encouraged by the leadership of PTO and school staff to become involved and volunteer in school activities. Parents are encouraged to ask questions and give suggestions at the PTO meetings. Parents are asked to volunteer in classrooms by teachers.

Parents are informed about all school activities and events through a monthly calendar sent home with students. The school and county websites have all event listings as well.

Parents of the pre-school students are required to attend monthly meetings dealing with parenting issues. The school setting, curriculum, discipline, nutrition, reading readiness, and kindergarten preparation are discussed. The Pre-K teacher and assistant make an annual visit to the home of each student in the class.

The Rush Strong Parent Involvement Plan and School-Parent Compact will be reviewed and revised as needed by faculty, staff, parents, and community stakeholders. Both plans will be sent home with every student. The School-Parent Compact will be signed by the principal, the student, and the parents and will be on file in the office. Rush Strong School has an open door policy for parents to discuss concerns with the administration. Parents are always welcome to visit Rush Strong School.



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