

Tennessee School Improvement Planning Process (TSIPP)

SIP Talbott Elementary



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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

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

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>
Krista Bunch	Y	2 nd Grade Teacher	Component 1
Dr. Judy Walters		Principal	All Components
Michelle Strange		3rd Grade Teacher	Component 1
Elaine McBride		5 th Grade Teacher	Component 3
Susan Walter		4 th Grade Teacher	Component 4
Michelle Evans		Kindergarten Teacher	Component 5
Pat Raper		Instructional Assistant	Component 1
Kathy Caldwell		1 st Grade Teacher	Component 2
Savannah Brooks		Student in 5 th grade	Component 1
Virginia Coleman		Parent of 5 th grader	Component 3
Alethia Belcher		Community Representative retired	Component 2
Tina Patterson		Dental Education Specialist	All components
Jim Vines		School Board Member	All components

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

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

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

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

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

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>
Michelle Strange	3 rd Grade Teacher	Y
Dr. Judy Walters	Principal	
Beth Hickey	School Nurse	
Pat Raper	Instructional Assistant	
Jennifer Collins	Parent of 1 st grader	
Savannah Brooks	Student in 5 th grade	
Krista Bunch	2 nd Grade Teacher	
Anna Allred	1 st Grade Teacher	
Peggy Moates	5 th Grade Teacher	
Melissa Weaver	Parent of 4 th grader	
Lisa Morgan	3 rd Grade Teacher	
Tonya Crooke	Physical Education Teacher	

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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

Member Name	Position	Chair
Kathy Caldwell	1 st Grade Teacher	Y
Dr. Judy Walters	Principal	
Alethia Belcher	Community Representative, retired	
Rachel James	Special Education Teacher	
Kelly Ailey	Instructional Assistant	
Abby Lawson	Student in 5 th grade	
Rose Flounders	Kindergarten Teacher	

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

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

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

Member Name	Position	Chair
Elaine McBride	5 th Grade Teacher	Y
Dr. Judy Walters	Principal	
Jennifer Tyrell	4 th Grade Teacher	
Peggy Britt	2nd Grade Teacher	
Virginia Coleman	Parent of 5 th grader	
Heather Clabough	Kindergarten Teacher	

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Susan Walter	4 th Grade Teacher	Y
Dr. Judy Walters	Principal	
Kelly Johnston	Instructional Assistant	
Susan Garber	Parent of kindergarten, third, and fifth graders	
Judy Walters	Principal	
Dave Goff	Librarian	

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Michelle Evans	Kindergarten Teacher	Y
Dr. Judy Walters	Principal	
Elaine Hill	Pre-Kindergarten Teacher	
Treva Ogle	Art teacher	
Shea Rines	Pre-K Instructional Assistant	
Nina Payne	School Speech Therapist	

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

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

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Teacher Survey	<p>Talbott Elementary School has completed a comprehensive needs assessment with data from many sources. The NSSE Indicators of Quality in Organizational Systems survey was distributed to all teachers at Talbott Elementary School. The survey was completed and returned for assessment. Eighty-five percent of teachers felt that the school facilitates a collaborative process in a shared vision. Eighty percent of the teachers reported that the school has developed a mission and most felt that the school has defined measurable goals focused on student learning. The majority of teachers felt that the school provides quality instruction by fostering an academic learning climate and that the school has developed plans for improvement. The majority of teachers feel that the school monitors progress in improving student achievement and instructional effectiveness.</p> <p>Ninety percent of teachers felt that the school fosters community-building conditions within the school as well as extending the school community through</p>

Data Source	Relevant Findings
	<p>collaborative networks and improvement. Ninety-five percent of teachers reported that they believe that the school builds skills and capacity for improvement through comprehensive and ongoing professional development while 85% felt that the school creates conditions that support productive change.</p> <p>Ninety percent of teachers reported that Talbott Elementary School develops a quality curriculum while eighty percent feel that the school evaluates and renews the curriculum. The majority of teachers felt that the school aligns instruction with the goals and expectations of student learning and employs data driven decision making. Ninety percent of teachers reported that they believe that the school clearly defines the expectations for student learning while ninety percent feel that the school establishes the purposes for assessments. Ninety percent of teachers reported that the school collects a comprehensive and representative sample of student achievement and selects the appropriate method of assessment.</p>
Parent Survey	<p>Parents of students attending Talbott Elementary were asked to complete a survey regarding student learning, communication, thinking and reasoning skills, interpersonal skills, and personal and social responsibility. Within the “Learning to Learn” section of the survey, over ninety percent of parents reported that they believe that their children try their best at school, and that they use different things they know along with other skills to learn new things. Ninety-seven percent of parents stated that they go over their child’s work each week and discuss ways the students can improve.</p> <p>Within the “Expanding and Integrating</p>

Data Source	Relevant Findings
	<p>Knowledge” section, 78% of parents believed that their children see and understand how things in different subject areas go together. The majority of parents reported that they believe that their children can use what they already know or things they have already learned in different subjects to help them learn new things.</p> <p>Within the “Communication Skills” section of the parent survey, 89% of parents feel that their children communicate well with others, while 87% believe that their children can communicate in different ways. Within the “Thinking and Reasoning Skills” section of the survey, 91% feel that their children can gain new information and knowledge and use it effectively. Ninety-six percent of parents reported that they believe that their children can use different things they have learned to help them solve problems.</p> <p>Within the “Interpersonal Skills” section of the survey, 88% of parents reported that they believe that their children can work with others to reach a goal and that their children can behave properly as part of a group. Only 72% of parents stated that they believe that their children can deal with disagreements with others when they have different opinions and beliefs making this the lowest percentage of all items reported in the survey.</p> <p>Within the “Personal and Social Responsibility” section, 78% of parents reported that they believe that their children take responsibility for their actions and that their children are honest and fair. Eighty-seven percent of parents believe that their children understand the importance of caring about people in other countries and about taking care of the Earth. Ninety-six percent of</p>

Data Source	Relevant Findings
	<p>parents reported that their children act as responsible citizens.</p>
<p>Student Survey</p>	<p>All students in grades kindergarten through fifth were asked to complete a survey. Teachers read each item on the surveys aloud to the students and students were asked to fill in the appropriate symbol correlating to the appropriate answer. In order to simplify the survey to make it more age appropriate, the scale was changed from a numerical scale to a series of faces including a smiley face for one, a face with a straight line for number two, and a face with a frown for number three.</p> <p>The majority of students reported that they feel that they belong at the school, that they feel safe while at school and that they have fun learning. Only sixty-eight percent of students reported that they feel that they have freedom in the school while only 49% feel that they have choices in what they learn. Ninety-five percent reported that their teacher treats them with respect and that their teacher cares about them. Only seventy-two percent feel that their teacher listens to their ideas. The majority of students stated that their teachers and that the principal care about them. Only fifty-five percent of students reported that that feel challenged by the work that their teacher asks them to do making this the item of most concern on the student survey.</p> <p>Seventy-seven percent of students reported that they feel that they are good students while seventy-nine percent stated that they feel they can be better students. Seventy-two percent feel that they behave well at school. Eighty-five percent feel that they are treated fairly by their teachers as well as by the principal. Eighty-three percent of students felt that they have lots of friends while only sixty-nine percent stated that students at their school were friendly.</p>

Data Source	Relevant Findings
	<p style="text-align: center;">Eighty percent of students stated that they have support for learning at home. Ninety-four percent believe that their families believe that they can do well in school while ninety-eight percent feel that their families want them to do well in school.</p>

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

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

TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:
<p style="text-align: center;">Section 1a School and Community Data</p> <p>Talbott’s heritage is rich and education has always been of great importance to the community. In 1921, the citizens of Talbott saw a need for a new, more centrally located school building. The first school in the Talbott Community was called Mount Pleasant School. The people were so anxious and excited that they raised \$4000 and held “free workings” sessions to build Talbott School. In 1921, the school opened as a four-room facility that accommodated grades one through ten. In 1933, the ninth and tenth grade students were moved to Jefferson High School, located approximately 10 miles away.</p> <p>Again the citizens of Talbott rallied together agreeing that in order to maintain a community identity, a new school was needed. The school board resisted, stating that the school should be consolidated. Citizens fought for two years and won the support of the county court, which eventually funded the building of the new Talbott Elementary School. In 1963, the school’s first year, it employed five teachers and housed grades 1-8.</p> <p>Talbott Elementary School continues to be the hub of the Talbott Community, providing both a community meeting place and a place for organized recreation. It is situated in the valleys between two mountain ranges and two man-made lakes.</p>

Today Talbott Elementary School has an enrollment of approximately 236 students, grades Pre-K through five, with 19 full-time professional staff members. Talbott Elementary School consists of fourteen classrooms for grades Pre-K through five, a special education classroom, office space shared by the speech pathologist and school counselor, office space shared by a music and art teacher for one semester each, elementary sized gymnasium, media center, and cafetorium. All available classroom space is being used and there is no multipurpose room available for art, music, or band. Art, music, and counseling classes are held in individual classrooms and band is held on the stage in the cafetorium.

The main office has three work areas for three office workers, a principal's office, clinic, three storage areas, one conference room, one teachers' workroom, a teachers' lounge, and one small room which serves as office space for instructional assistants as well as a place for teachers to leave materials for copying. Office and workroom equipment includes one office copier, one teachers' workroom copier, fax machine, five computers, one Ellison Die Cut Machine, one binder, one paper cutter, one laminator, one refrigerator/freezer, and one refrigerator.

The library is housed in a complex consisting of a 2300 square foot main reading room, an office/workroom/conference room, an audiovisual equipment storage room, and a server room/audiovisual software storage room. The complex includes a classroom used for speech and guidance. The main reading room is large enough to accommodate two classes, with seating for one class of twenty-four students in the main reading area and seating for another class of thirty students in the computer lab. The circulation desk and the reference section separate the two areas. The nonfiction collection is located behind the reference area. The reading room is carpeted to reduce noise and all areas are well lighted with adequate ventilation and independent temperature controls. The library is furnished with tables, chairs, and 850 linear foot of shelving for a capacity of approximately 10,200 volumes at 12 books per linear foot. In addition the furnishings include display shelving, periodical shelving, an atlas case, and a dictionary stand. The library houses 10,518 volumes.

Indoor facilities for physical education include an elementary-sized gymnasium. Equipment consists of basketballs, jump ropes, soccer balls, baseballs, bats, volleyballs and net, soft balls, hockey set, scooters, bowling set, hula hoops, large group balls, and parachute. The gymnasium has seating on the west side that can presently hold the entire school population. It serves the school for indoor physical education classes, school assemblies, evening programs, and a student waiting area for car riders in the afternoon.

A playground structure stands on the south side of the school property. This includes a swing set and a structure with slides, climbing equipment, and gymnastic equipment. The playground also features a baseball field, dugouts, and bleachers that are used by the community as well as the school population. A walking track measuring one-third of a mile encircles much of the playground and a large basketball court provides four basketball goals and court playing

areas. This area is used by both the school and the community. A chain link fence separates the playground and track areas from the road and includes a gate that closes the back parking lot during non-school hours. Neighboring property has been purchased by the county on the north side of the campus and has been graded and graveled for additional parking for staff and visitors.

The cafetorium accommodates approximately one third of the student population at a time during mealtimes. Since it also has a stage area, the cafetorium is also used for school assemblies and evening programs and can accommodate approximately two thirds of the school population at a time without the need for additional seating. Cafetorium space is used as a waiting area for morning and evening bus riders.

All classrooms are equipped with telephones that can be used for incoming and in house calls to the office and all other rooms. Outgoing calls cannot be made from individual rooms. One teacher at each grade level has a two-way radio for emergency calls to the office, to our first responders, or to the custodians. The entire school has access to cable TV. Fourth and fifth grade students have individual lockers that are located in the hallway area. There are two restrooms for girls and boys located in each wing of the building. There are three adult restrooms: one in the east wing and two in the main office area. Six of the lower grade classrooms contain restroom facilities for students.

Talbott Elementary School is inspected at least twice yearly by the Tennessee State Fire Marshall and by the Jefferson County Health Department. Inspections for the beginning of the 2007 school year found Talbott Elementary School to be in compliance with appropriate local, federal, and state regulations.

Talbott Elementary School is located in the unincorporated community of Talbott, Tennessee, about 45 miles northeast of Knoxville in Jefferson County. It is the smallest school in the Jefferson County School System having three classes in the kindergarten grade level and two classes per level in remaining grades with the exception of one class in Pre-K.

Demographics

School enrollment stands at 235 students during the 2007-2008 school year. There are 118 females and 117 males. The majority of students are Caucasian with less than 1% from other ethnic groups. Our promotion target rate is 97%. For the 2006-07 school year, our rate was 91.8 in 2006 and 96.2 in 2007. Our pupil/teacher ratio is 16:1. Our staff is sufficient in number to meet the vision and purpose of our school.

Attendance is recorded in individual classrooms by 8:30 a.m. and sign in sheets and

records are kept for students arriving after 8:00 a.m. and leaving prior to 3:00 p.m. The attendance rate benchmark for elementary school is 93%. Our school had an attendance rate of 94.7 percent for the 2005-06 school year and 95.4 for 2006-07. We maintain a secure, accurate, and complete student record system in accordance with state and federal regulations.

Talbott Elementary is a Title I School-Wide School. Fifty-nine percent of Talbott Elementary School students participate in the free/reduced lunch program. Talbott Elementary has 62.5% intact families composed of traditional (biological mothers and fathers are the primary caregivers in a nuclear household) orientation and 37.5% are non-traditional families. Seventy-six percent of parents have only one child attending Talbott Elementary School. Twenty-one percent have two children attending Talbott Elementary School. Three percent of parents have three children attending the school. Less than one percent of students at Talbott Elementary School are Hispanic and less than one percent is African American.

Standardized Testing

Talbott Elementary School utilizes the state TCAP test as the form of standardized testing for grades 3-5. The TCAP Writing Assessment is administered to fifth grade students several weeks prior to the TCAP being administered. Talbott Elementary School has met all federal benchmarks in proficiency for math, reading, language arts, and writing. Students attending Pre-Kindergarten at Talbott Elementary are screened prior to their enrollment by the Family Resource Center for Jefferson County Schools. Students entering kindergarten who did not attend Pre-K in Jefferson County are screened by the Family Resources Center as well prior to their enrollment in kindergarten.

Technology

The Technology Committee of Talbott Elementary School has developed and approved a comprehensive school technology plan to prepare students to become technologically literate and to be able to use technology to meet their personal career goals. Stakeholders developed the plan and set school goals that would be attainable, visionary, and in accord with district and state plans as stipulated by *No Child Left Behind* directives. Copies of the plan are available in the school library and in the SACS files.

Staff Profile

Talbott Elementary School has 26 professional staff, 19 with full-time positions and 7 with part-time positions. All staff members are certified for their positions. Fifteen percent have attained a Masters degree plus 45 hours, and 27 percent have attained a Masters degree. Fifteen percent of our teachers presently have up to three years of experience. Fifteen percent have between four and seven years of experience, and seventy percent have eight or more years of experience. The principal has a Doctor's degree and thirty-six years of experience. Talbott

Elementary also has a full-time nurse. Professional staff responsibilities are assigned based upon their qualifications (i.e., professional preparation, ability, knowledge, and experience).

Part-time positions here include a speech therapist, art teacher, music teacher, gifted teacher, band instructor, literacy coach, and school counselor. Each student has access to counseling, appraisal, mentoring, staff consulting, referral, and educational/career planning.

Support staff includes three secretaries (two of whom are part-time), five instructional assistants (two are in Pre-K and three are in grades K-5), two custodians, and four food service employees.

One hundred percent of the classes at Talbott Elementary are taught by highly qualified professionals. Talbott Elementary has on-going relationships with Carson-Newman College, Tusculum College, South College (Knoxville) and Walters State Community College. All four place practicum students here on a regular basis. Carson-Newman College and Tusculum College place student teachers here each semester. Our interaction with them has helped us attract and retain highly qualified teachers. We have no difficulty recruiting, hiring, and mentoring qualified professional staff, who are capable of fulfilling assigned roles and responsibilities.

Professional/Staff Development Opportunities

Professional development is of high quality and is ongoing. Opportunities are offered to teachers for further professional development by local programs or in conjunction with area colleges and a university. Our system has an evaluation system that provides for the professional growth of all personnel. Each person is required to have a Future Growth Plan (FPG) that is updated every two years. Teacher contracts require attendance at five professional development days provided by the county, two unscheduled in-service days consisting of twelve hours per teacher, and four administrative days per school year. Professional development opportunities include training in technology, health, four block instruction, writing, reading across the curriculum, curriculum development, and important legal issues in education. State provided opportunities are offered as well throughout the year.

Teachers from the same grade level of grades K-5 have their own Professional Learning Community (PLC). They meet each week during their common planning time. Part of their charge is to discuss possible school wide reform strategies that will help Talbott achieve its goals for increased achievement of all students. Their ideas and suggestions are shared with the principal, who shares them with teachers from other grade levels. Decisions are made after input is obtained from all grade levels.

Wellness Program

During the school years 2005-2006 and 2006-2007 the school organized a wellness committee composed of teachers, physical education teacher, school nurse, parents, teacher assistant, cafeteria manager, school counselor, and principal to complete the required school

health index plan. The eight parts of the plan are school health and safety policies and environment; health education; physical education; school health services; school counseling; psychological and social services; health promotion for staff; family and community involvement; and nutrition services.

This year the county school system hired a full-time wellness coordinator and an assistant to help monitor the implementation of each school's wellness plan and to support good nutrition. The county provides a monthly nutrition newsletter for parents and a coordinated school health newsletter for staff. Students at our elementary school in grades 2 and 4 have a BMI (body mass index) calculated for statistical purposes to chart weight gain/loss over time for particular age groups. This will indicate whether or not our increased physical education time of ninety minutes per week and our increased emphasis on nutrition (caloric/fat controlled lunchroom offerings and healthy snacks only policy) are indeed effective.

Programs for Special Needs/Exceptional Students

Federal, state, and local services and programs are coordinated and integrated to better serve the diverse needs of students. Talbott Elementary School serves at-risk students in many ways. Instructional assistants are assigned to work in all classrooms at various times during the day. They provide assistance for classroom teachers and perform such duties as working with small groups, working one-on-one with individual students, helping monitor whole class activities, and so on.

Our part-time literacy coach offers additional assistance to students who are at-risk in reading. She gives Tier II interventions twice a week to those students who are identified very early each school year and anytime a need arises thereafter. (Regular classroom teachers do Tier I interventions.) Intervention team meetings are held each Wednesday with parents of several at-risk students to discuss progress being made and to share suggestions for new interventions. The literacy coach, principal, school counselor, intervention specialist, and the classroom teacher attend these meetings.

The school also provides special education resources and a speech/language program, which are under the direct supervision of the principal and the school system special education supervisor. The special education program meets the needs of students with learning disabilities, speech and language difficulties, and giftedness. An IEP team consisting of the special education teacher, the principal, the regular classroom teacher, and a parent meet at least annually for each student who receives services to up-date the student's individual educational plan. Other IEP team meetings are held when a need arises.

The students identified as being exceptional are provided specially designed instruction through

a variety of services. Qualified students generally receive speech/language therapy with the speech/language pathologist twice weekly for thirty minutes per session. Students receiving special education assistance receive small group instruction in the resource room. The special education teacher also does inclusion in classrooms that have special education students. Students who meet criteria for occupational therapy (OT) receive services in the resource room. Our school has a full time special education teacher and a part time speech/language therapist, an occupational therapist, and a gifted teacher.

Preschool Opportunities

Beginning in the fall of 2005 Talbott Elementary began a preschool program consisting of four and five year old students who would be entering kindergarten the next fall. This classroom was housed at a nearby elementary school because of a lack of available space at our school during the 2005-06 and 2006-07 school years. In the fall of 2007, our preschool program was relocated to Talbott Elementary School when a classroom became available that was appropriate for pre-kindergarten children. Parents of Pre-K children and the Pre-K staff meet once a month to discuss topics relevant to the educational needs of that age child. In the spring, the parents of Pre-K students met with the Kindergarten teachers to ask questions.

Each year we have a Kindergarten Friendship Day in April for all pre-kindergarten students (those who have not attended our Pre-K program, as well as those who have) and their parents to visit each kindergarten classroom and meet all kindergarten teachers. Parents have opportunities to ask questions and get literature to help children transition from pre-kindergarten to kindergarten.

Other programs available for preschool children in our community include the Head Start program, Mother's Day Out at First Baptist Church, Jefferson City, and Carson-Newman College's day care in Jefferson City.

Community Support

Talbott Elementary School receives funding from local, state, and federal programs. Another source of funding for Talbott Elementary School is the PTO. Grants have been used to fund various projects such as the playground and library book accessions. Many community and area businesses contribute to our school in the following ways:

Community and Business Sponsored Activities

Supporter	Program	Grades Affected
UT Agricultural Extension Office	Nutrition/Health/4-H	K-5
Kiwanis Club	Terrific Kids	PK-5
Standard-Banner Newspaper	Kids Corner in free paper	PK-5

Pizza Hut	Book It Program	K-5
Joint Businesses	Goal/Achiever Cards	3-5
Lions Club	Corrective eyewear	PK-5
Coats for the Cold/ Area Churches	Free Coats	PK-5
Ingles Supermarkets	Tools for Schools	PK-5
Food City	Apples for the Students	PK-5
Food Lion Supermarkets	Miscellaneous support	PK-5
Mr. Gatti's Pizza	Student Incentives	PK-5
Applebee's Restaurants	Student Incentives	PK-5
Modern Woodmen	Speech Contest/Matching Funds	5
Bonnie's Plants	Cabbage Plants	3
Scottish Rite	Free Shoe Party	PK-5
Wal-Mart	Miscellaneous support	PK-5
State Dept. of Health	Dental sealants	K-5
Jefferson County Adult Center	Christmas in Jefferson County	PK-5
Shriners	Shoe Party	PK-5
Chick-fil-a	Student Incentives	PK-5
Second Harvest Food Bank	Food Backpacks for Weekends	PK-5
Nestle's Water Bottle Label	School Materials	PK-5
School Activities		
Pillar of Character Emphasis:		PK-5
Trustworthiness		
Responsibility		
Caring		
Fairness		
Citizenship		
Respect		
Band		5
Scholars Bowl		5
Spelling Bee		3-5
Talent Show		PK-5
Science Fair		5
Parent/Staff Basketball Team		
Relay for Life Team (A.C.S.)		
Field Trips		PK-5
PTO Musical		PK-5
School Nurse Services		
Puberty Talk		5
Dental Hygiene/ Tooth brushing		1
Hand washing		K

Parent/Family Involvement

Talbott Elementary School has a website that is updated monthly with pictures and stories about various class activities. We have an active Parent/Teacher Organization (PTO) which meets once each month. Children from each individual grade level perform for one PTO meeting each year to keep more parents involved. Each week a parent newsletter (Wildcat Chat) goes home. Mid-term progress reports go home each 4 1/2 weeks and grade cards go home each nine weeks. Graded student work goes home each Friday. Teachers and parents write notes in the student planners regularly, they e-mail each other, and they call each other. A nutrition newsletter goes home once a month. Twice a year we have family reading night. We have after school make-and-take crafts for students. We had a spaghetti supper this spring and a hot dog supper last fall for parents, students, and community. Parent participation at Talbott Elementary School includes the Read Across America program, Teacher Appreciation Day, Fall Festival, lunchroom monitor volunteers, tutoring, classroom volunteers, Pet Day, and Field Day.

After School Programs

Red Dragon Karate	Community/Outside Community
Community Little League	Community/Outside Community
Church sponsored recreational athletics	Community/Outside Community
AYSO Soccer	Outside Community
Jefferson County Public Libraries	Outside Community
Morristown-Hamblen Public Library	Outside Community
Carson-Newman College (computer and Basketball camps)	Outside Community
Boys and Girls Clubs	Outside Community
Boy and Girl Scouts	Community/Outside Community

School Safety

Talbott Elementary School maintains its building, services, facilities, and equipment in excellent condition to provide an environment that is safe and orderly for all occupants. We have a written security and crisis management plan with appropriate drill and practice for everyone. We have regular fire drills, tornado drills, and lock-down drills. We have three trained first responders on our staff: our nurse, physical education teacher, and a teacher assistant. At least one is always available for an emergency. We have two evacuation locations at nearby churches. Teachers from the same grade level go to recess together, and one teacher from each grade level has a two-way radio to call for assistance during recess time or any other time.

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

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
 Refer to Component 1 Academic/Nonacademic Helpful Hints.

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

List Data Sources
<p>The committee examined data from all of the following resources:</p> <p><i>Academic/Non-Academic</i></p> <ul style="list-style-type: none"> TCAP testing Writing Assessments DIBELS reading testing STAR Reading scores STAR Math scores Surveys administered to and completed by staff Surveys administered to and completed by students Surveys administered to and completed by parents Attendance rates Socio-economic data Promotion rates Discipline records Enrollment data

TEMPLATE 1.5: Data Collection and Analysis
 Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

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.

Component 1 committee collected TCAP data from the 2006-2007 school year. The data was analyzed by the committee according to grade level, subject, gender and economic status. Anna Allred wrote narrative descriptions and Michelle Strange created graphs to represent the results. The committee analyzed DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores school-wide. Krista Bunch wrote narrative descriptions of the data and Michelle Strange created graphs to represent the DIBELS data. The committee collected surveys from students, parents, and staff. The data was analyzed by the committee and Michelle Strange wrote the results from the surveys. The committee members analyzed the data from STAR reading and STAR math tests and were unable to generalize any significant results due to inconsistent numbers and dates tested. Attendance rates were collected from Talbott's attendance secretary, Kristi Rogers, and Michelle Strange wrote narrative descriptions of the results. Writing Assessment scores were collected and analyzed by the committee and Michelle Strange wrote narrative descriptions of the results. Free and reduced lunch (socio-economic) data was collected from the nutrition department at central office and analyzed by the committee and Michelle Strange wrote narrative descriptions of the data collected. Promotion data was obtained from the state report card for Talbott Elementary and analyzed by the committee. A narrative description of the data was written by Dr. Judy Walters.

TEMPLATE 1.6: Report Card Data Disaggregation

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

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

Data from the 2007 report card was looked at in terms of subgroup proficient, advanced, and below proficient scores. The only subgroups at our school with an N>45 are “white”, “economically disadvantaged”, “male”, and “female”. The data is presented in graph and narrative form on the following pages.

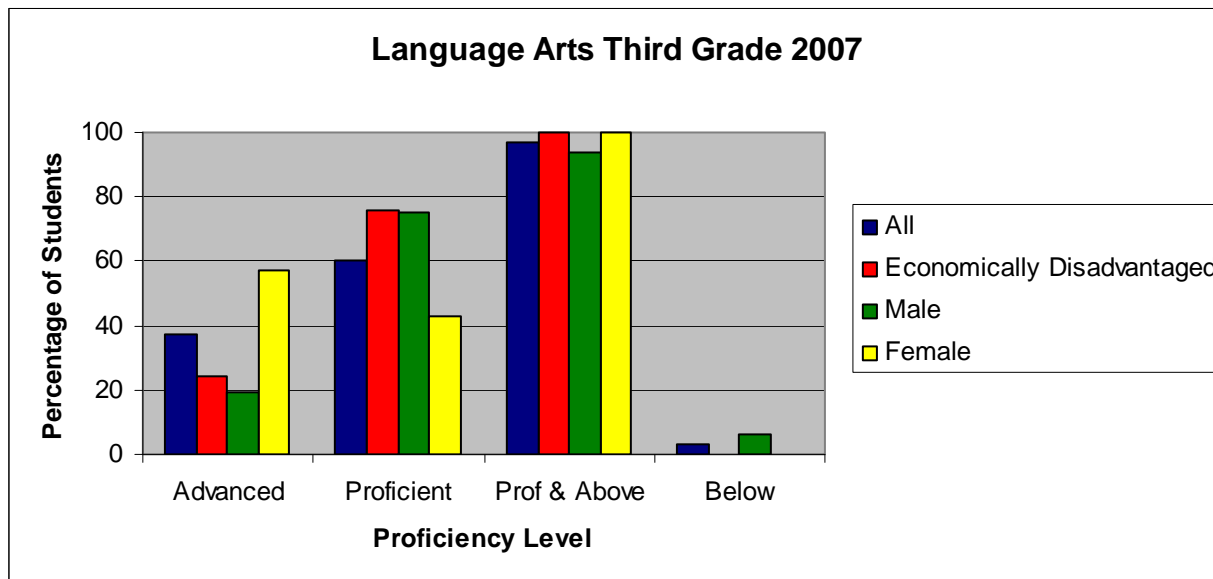
In 2007, **third grade language arts** scores were broken down as follows:

For all students, **37%** had a proficiency level of advanced. For those designated as economically disadvantaged, 24% had a proficiency level of advanced. For males, 19% had a proficiency level of advanced. For females, 57% had a proficiency level of advanced.

For all students, 60% were proficient in language arts. For those designated as economically disadvantaged, 76% were proficient. For males, 75% were proficient. For females, 43% were proficient.

Proficient and above scores in language arts were earned by 97% of all students, 100% of those designated as economically disadvantaged, 94% of males, and 100% of females.

Scoring below proficient in language arts were 3% of all third grade students, 0% of those designated as economically disadvantaged, 6% of males, and 0% of females.



Report Card Data Disaggregation

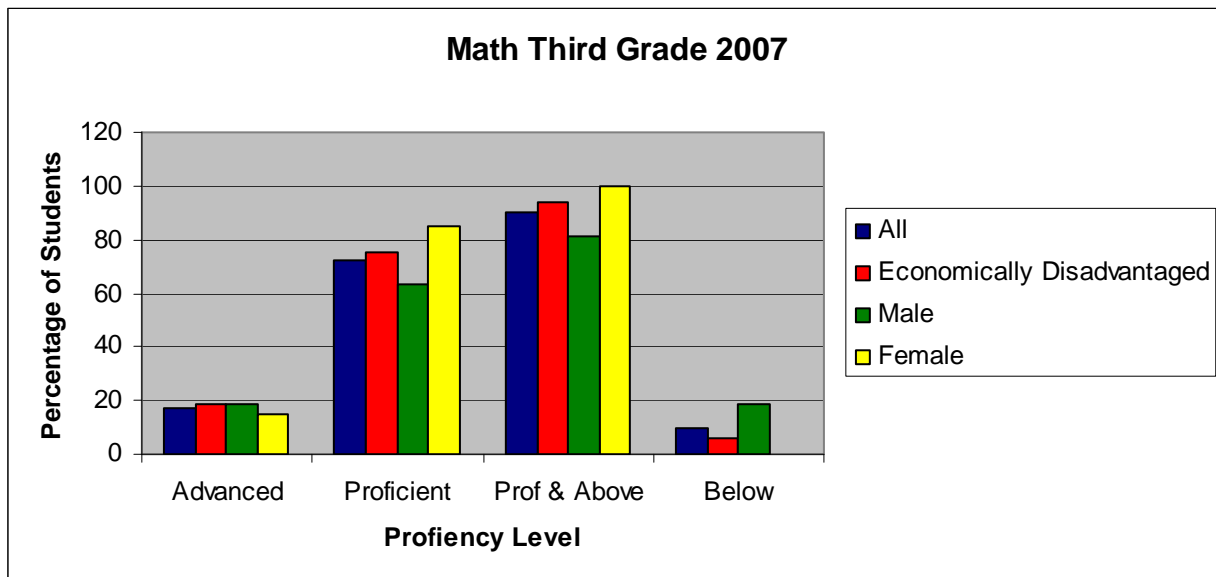
In 2007, **third grade mathematics** scores were broken down as follows:

For all students, 17% had a proficiency level of advanced. For those designated as economically disadvantaged, 19% had a proficiency level of advanced. For males, 19% had a proficiency level of advanced. For females, 15% had a proficiency level of advanced.

For all students, 72% were proficient in mathematics. For those designated as economically disadvantaged, 75% were proficient. For males, 63% were proficient. For females, 85% were proficient.

Proficient and above scores in mathematics were earned by 90% of all students, 94% of those designated as economically disadvantaged, 81% of males, and 100% of females.

Scoring below proficient in mathematics were 10% of all third grade students, 6% of those designated as economically disadvantaged, 19% of males, and 0% of females.



In 2007, **third grade science** scores were broken down as follows:

For all students, 24% had a proficiency level of advanced. For those designated as economically disadvantaged, 19% had a proficiency level of advanced. For males, 19% had a proficiency level of advanced. For females, 31% had a proficiency level of advanced.

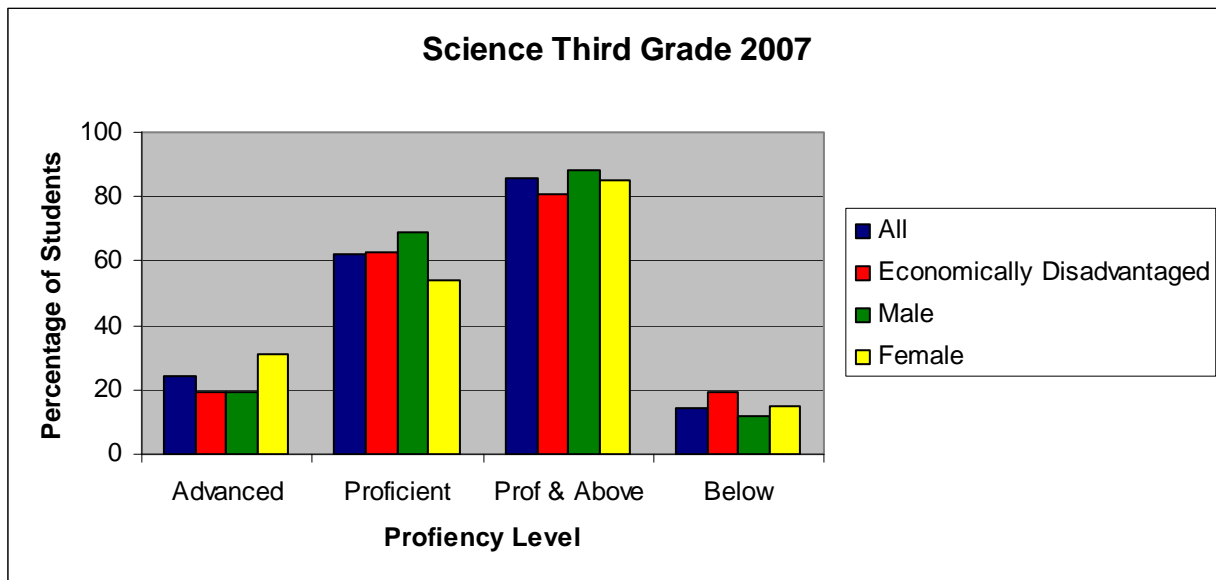
For all students, 62% were proficient in science. For those designated as economically disadvantaged, 63% were proficient. For males, 69% were proficient. For females, 54% were proficient.

Proficient and above scores in science were earned by 86% of all students, 81% of those designated as economically disadvantaged, 88% of males, and 85% of females.

Scoring below proficient in science were 14% of all third grade students, 19% of those

Report Card Data Disaggregation

designated as economically disadvantaged, 13% of males, and 15% of females.



In 2007, **third grade social studies** scores were broken down as follows:

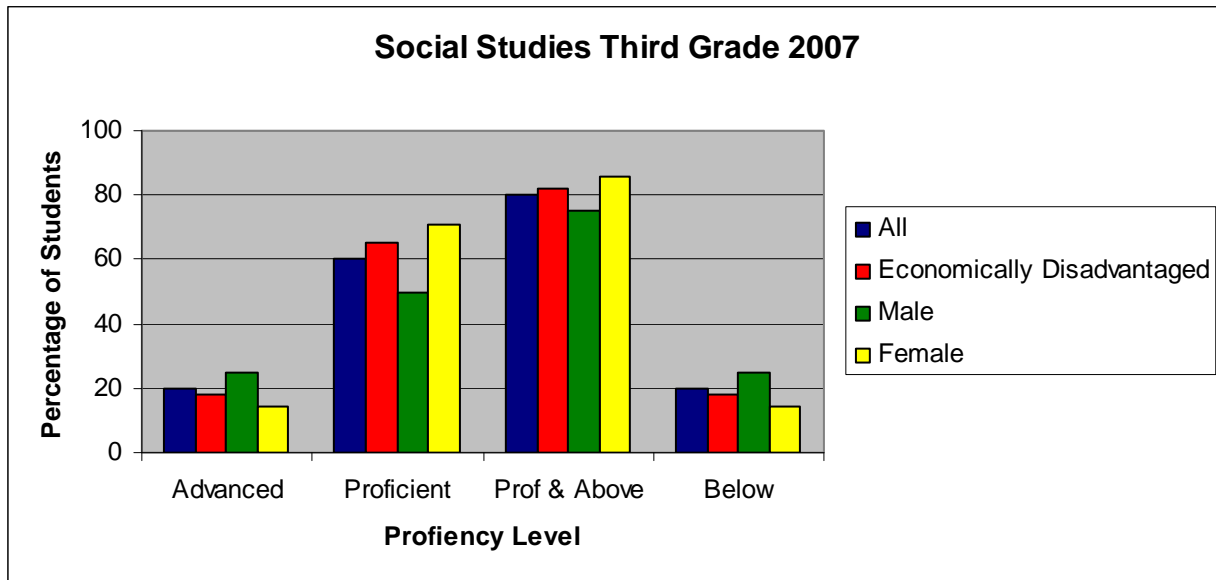
For all students, 20% had a proficiency level of advanced. For those designated as economically disadvantaged, 18% had a proficiency level of advanced. For males, 25% had a proficiency level of advanced. For females, 14% had a proficiency level of advanced.

For all students, 60% were proficient in social studies. For those designated as economically disadvantaged, 65% were proficient. For males, 50% were proficient. For females, 71% were proficient.

Proficient and above scores in social studies were earned by 80% of all students, 82% those designated as economically disadvantaged, 75% of males, and 86% of females.

Scoring below proficient in social studies were 20% of all third grade students, 18% of those designated as economically disadvantaged, 25% of males, and 14% of females.

Report Card Data Disaggregation



In 2007, **fourth grade language arts** scores were broken down as follows:

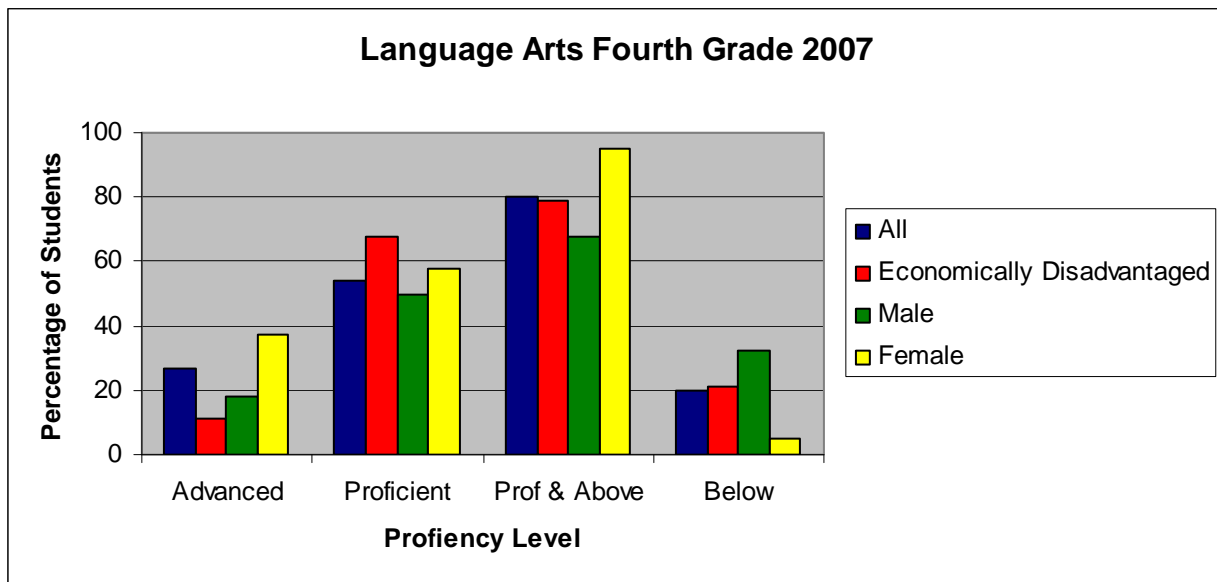
For all students, 27% had a proficiency level of advanced. For those designated as economically disadvantaged, 11% had a proficiency level of advanced. For males, 18% had a proficiency level of advanced. For females, 37% had a proficiency level of advanced.

For all students, 54% were proficient in language arts. For those designated as economically disadvantaged, 68% were proficient. For males, 50% were proficient. For females, 58% were proficient.

Proficient and above scores in language arts were earned by 80% of all students, 79% of those designated as economically disadvantaged, 68% of males, and 95% of females.

Scoring below proficient in language arts were 20% of all fourth grade students, 21% of those designated as economically disadvantaged, 32% of males, and 5 % of females.

Report Card Data Disaggregation



In 2007, **fourth grade mathematics** scores were broken down as follows:

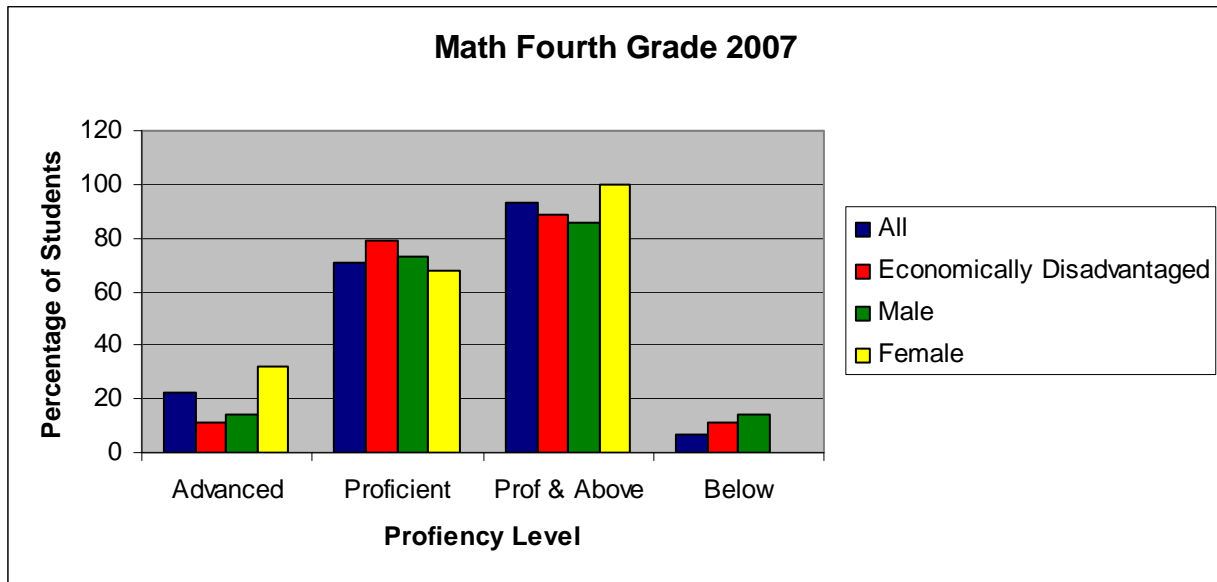
For all students, 22% had a proficiency level of advanced. For those designated as economically disadvantaged, 11% had a proficiency level of advanced. For males, 14% had a proficiency level of advanced. For females, 32% had a proficiency level of advanced.

For all students, 71% were proficient in mathematics. For those designated as economically disadvantaged, 79% were proficient. For males, 73% were proficient. For females, 68% were proficient.

Proficient and above scores in mathematics were earned by 93% of all students, 89% of those designated as economically disadvantaged, 86% of males, and 100% of females.

Scoring below proficient in mathematics were 7% of all fourth grade students, 11% of those designated as economically disadvantaged, 14% of males, and 0 % of females.

Report Card Data Disaggregation



In 2007, **fourth grade science** scores were broken down as follows:

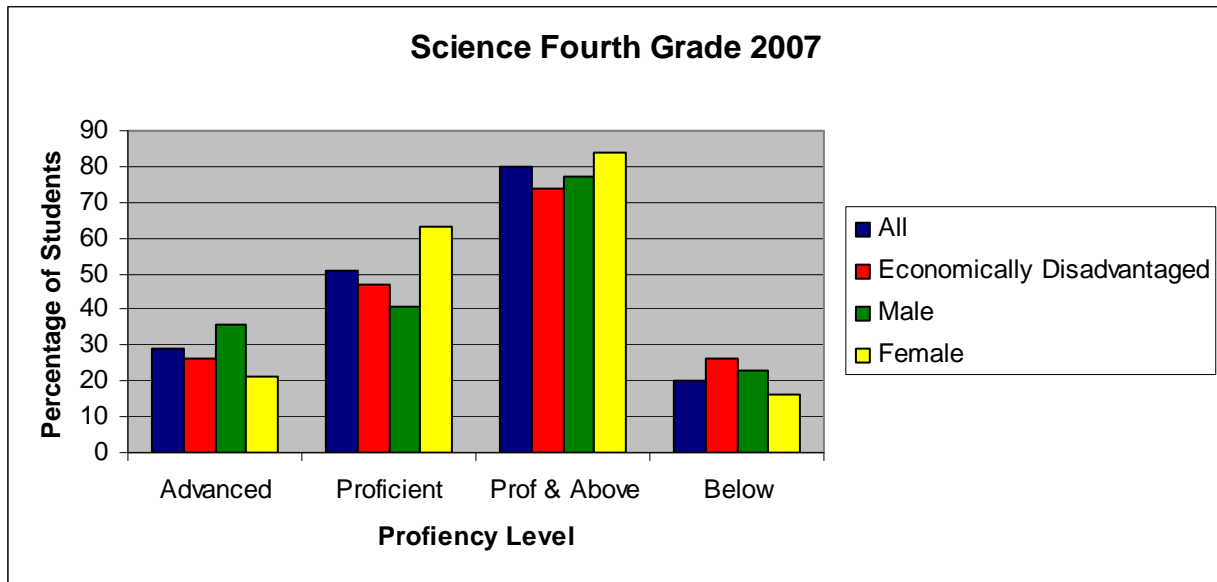
For all students, 29% had a proficiency level of advanced. For those designated as economically disadvantaged, 26% had a proficiency level of advanced. For males, 36% had a proficiency level of advanced. For females, 21% had a proficiency level of advanced.

For all students, 51% were proficient in science. For those designated as economically disadvantaged, 47% were proficient. For males, 41% were proficient. For females, 63% were proficient.

Proficient and above scores in science were earned by 80% of all students, 74% of those designated as economically disadvantaged, 77% of males, and 84% of females.

Scoring below proficient in science were 20% of all fourth grade students, 26% of those designated as economically disadvantaged, 23% of males, and 16% of females.

Report Card Data Disaggregation



In 2007, **fourth grade social studies** scores were broken down as follows:

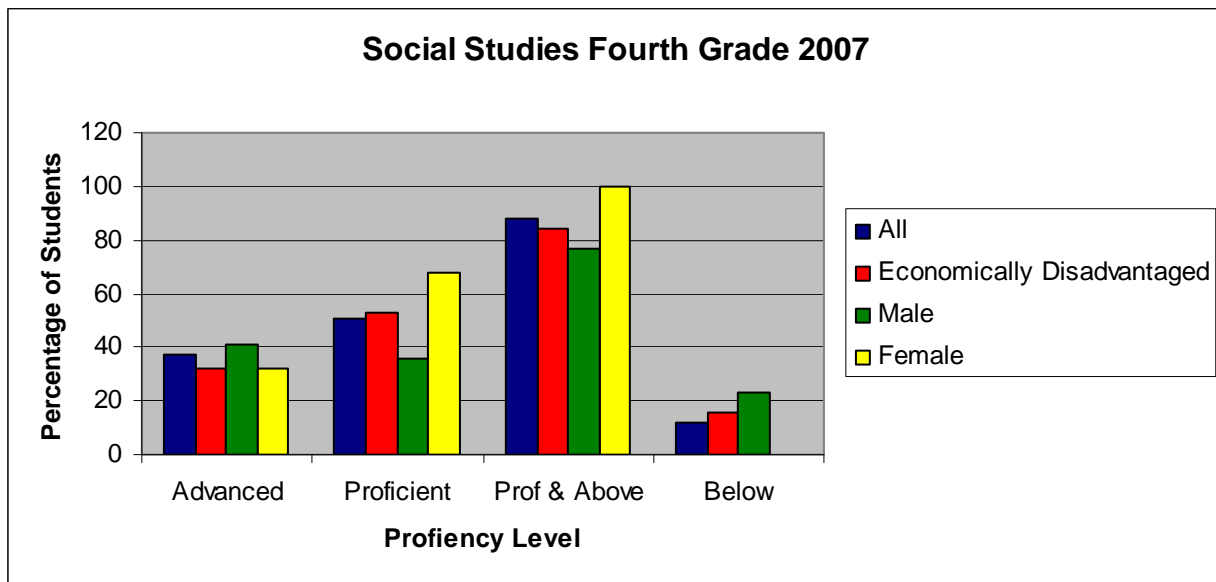
For all students, 37% had a proficiency level of advanced. For those designated as economically disadvantaged, 32% had a proficiency level of advanced. For males, 41% had a proficiency level of advanced. For females, 32% had a proficiency level of advanced.

For all students, 51% were proficient in social studies. For those designated as economically disadvantaged, 53% were proficient. For males, 36% were proficient. For females, 68% were proficient.

Proficient and above scores in social studies were earned by 88% of all students, 84% of those designated as economically disadvantaged, 77% of males, and 100% of females.

Scoring below proficient in social studies were 12% of all fourth grade students, 16% of those designated as economically disadvantaged, 23% of males, and 0% of females.

Report Card Data Disaggregation



In 2007, **fifth grade language arts** scores were broken down as follows:

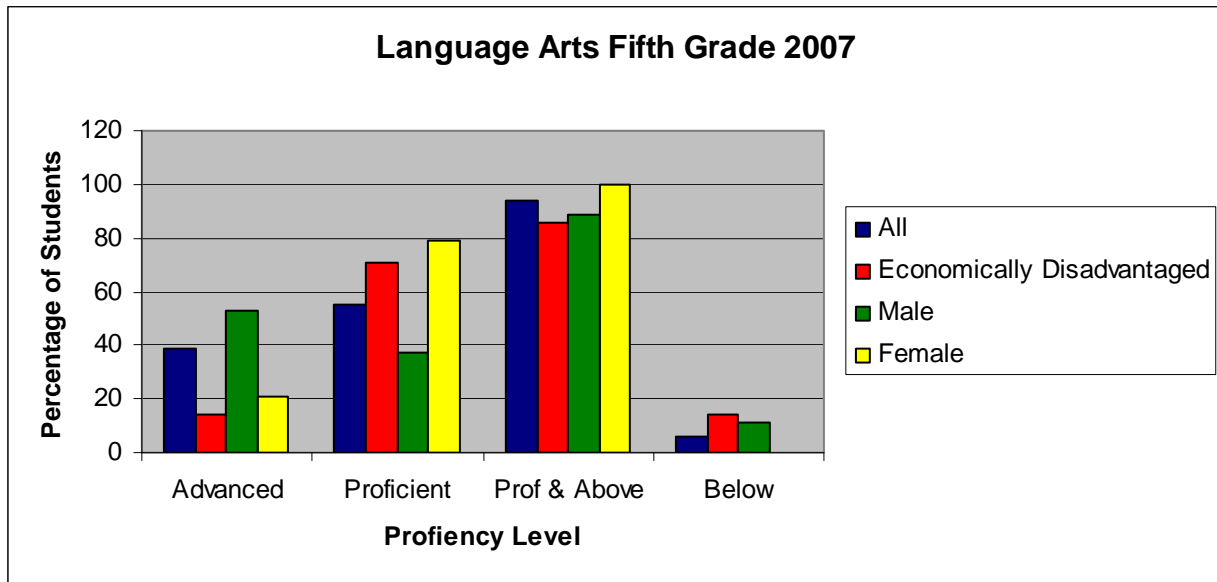
For all students, 39% had a proficiency level of advanced. For those designated as economically disadvantaged, 14% had a proficiency level of advanced. For males, 53% had a proficiency level of advanced. For females, 21% had a proficiency level of advanced.

For all students, 55% were proficient in language arts. For those designated as economically disadvantaged, 71% were proficient. For males, 37% were proficient. For females, 79% were proficient.

Proficient and above scores in language arts were earned by 94% of all students, 86% of those designated as economically disadvantaged, 89% of males, and 100% of females.

Scoring below proficient in language arts were 6% of all fifth grade students, 14% of those designated as economically disadvantaged, 11% of males, and 0% of females.

Report Card Data Disaggregation



In 2007, **fifth grade mathematics** scores were broken down as follows:

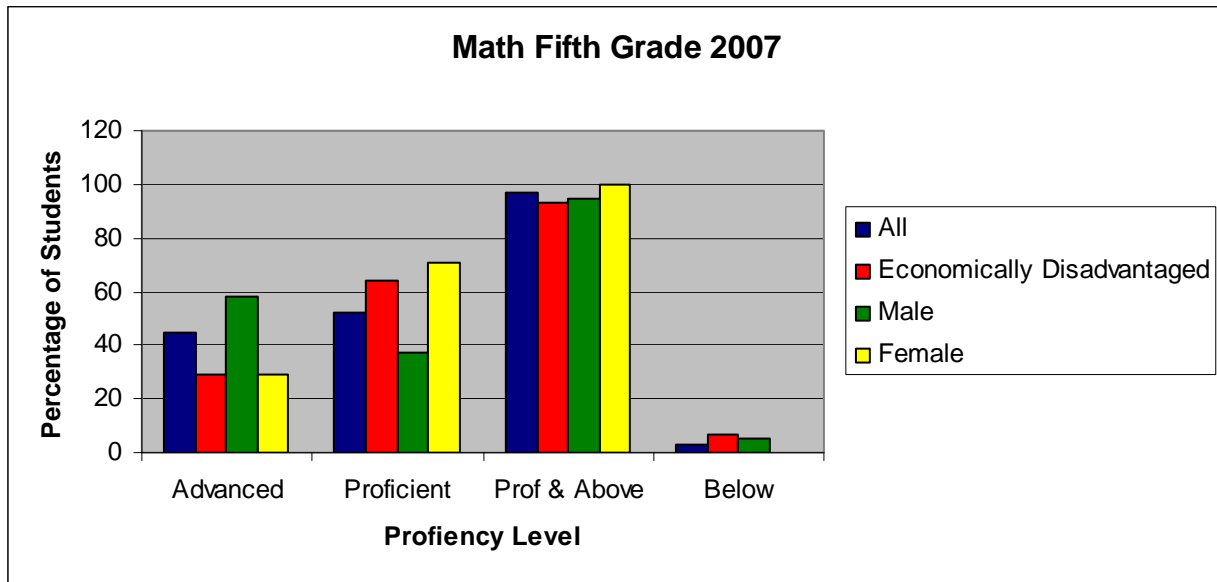
For all students, 45% had a proficiency level of advanced. For those designated as economically disadvantaged, 29% had a proficiency level of advanced. For males, 58% had a proficiency level of advanced. For females, 29% had a proficiency level of advanced.

For all students, 52% were proficient in mathematics. For those designated as economically disadvantaged, 64% were proficient. For males, 37% were proficient. For females, 71% were proficient.

Proficient and above scores in mathematics were earned by 97% of all students, 93% of those designated as economically disadvantaged, 95% of males, and 100% of females.

Scoring below proficient in mathematics were 3% of all fifth grade students, 7% of those designated as economically disadvantaged, 5% of males, and 0% of females.

Report Card Data Disaggregation



In 2007, **fifth grade science** scores were broken down as follows:

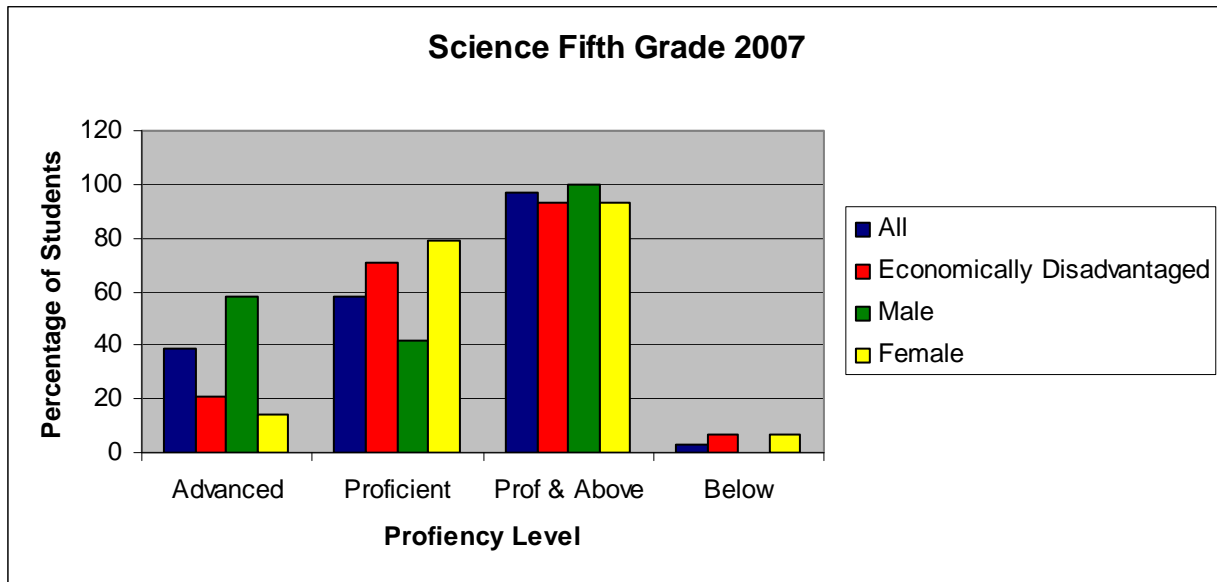
For all students, 39% had a proficiency level of advanced. For those designated as economically disadvantaged, 21% had a proficiency level of advanced. For males, 58% had a proficiency level of advanced. For females, 14% had a proficiency level of advanced.

For all students, 58% were proficient in science. For those designated as economically disadvantaged, 71% were proficient. For males, 42% were proficient. For females, 79% were proficient.

Proficient and above scores in science were earned by 97% of all students, 93% of those designated as economically disadvantaged, 100% of males, and 93% of females.

Scoring below proficient in science were 3% of all fifth grade students, 7% of those designated as economically disadvantaged, 0% of males, and 7% of females.

Report Card Data Disaggregation



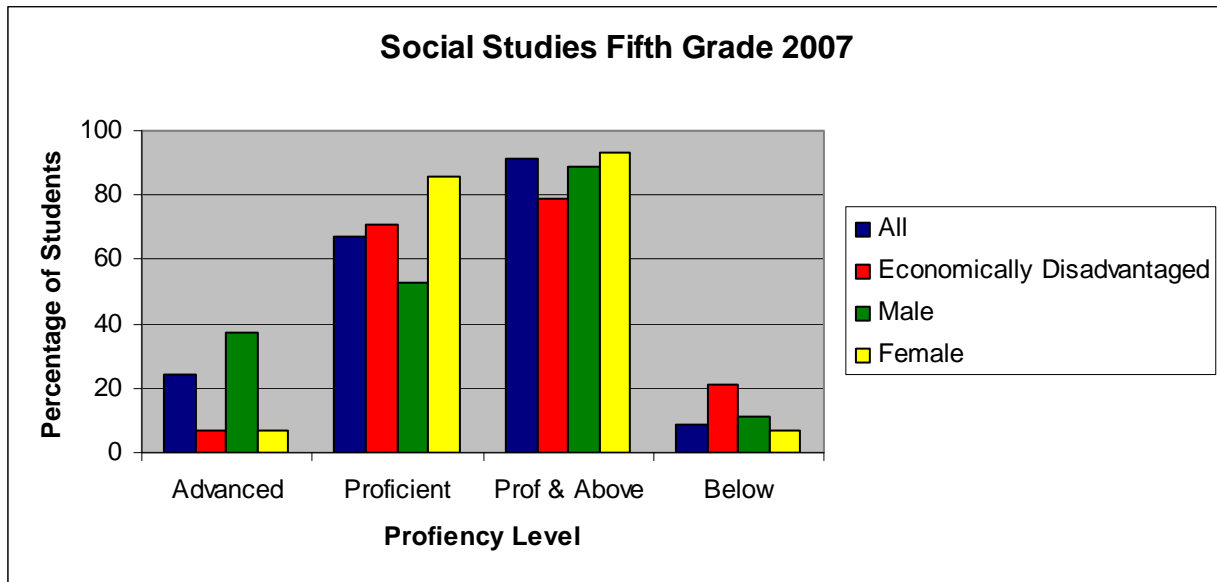
In 2007, **fifth grade social studies** scores were broken down as follows:
 For all students, 24% had a proficiency level of advanced. For those designated as economically disadvantaged, 7% had a proficiency level of advanced. For males, 37% had a proficiency level of advanced. For females, 7% had a proficiency level of advanced.

For all students, 67% were proficient in social studies. For those designated as economically disadvantaged, 71% were proficient. For males, 53% were proficient. For females, 86% were proficient.

Proficient and above scores in social studies were earned by 91% of all students, 79% of those designated as economically disadvantaged, 89% of males, and 93% of females.

Scoring below proficient in social studies were 9% of all fifth grade students, 21% of those designated as economically disadvantaged, 11% of males, and 7% of females.

Report Card Data Disaggregation



When comparing low scores to high scores in math, 5% of the “all” group were below proficient and 31% of the “all” group were advanced. Eight percent of the “economically disadvantaged” (ED) group was below proficient and only 20% scored in the advanced category. Comparing language arts scores high to low showed 10% of the “all” group were below proficient while 32% were advanced. In the “ED” group 13% of students scored below proficient and only 13% scored in the advanced group.

MATH

LANGUAGE ARTS

	Below Proficient	Proficient	Advanced	Below Proficient	Proficient	Advanced
ALL	5%	64%	31%	10%	58%	32%
ED	8%	72%	20%	13%	74%	13%

Comparing low to middle in math showed a higher percentage of students in the ED group scoring proficient than the “all” group. The same was true in language arts. Conversely, comparing “proficient” to “advanced”, the “all” group in math and language arts had fewer students in the middle range and more students in the higher range than the ED group.

TEMPLATE 1.7: Narrative Synthesis of All Data

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

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

Talbott Elementary experienced a better year in 2007 compared to 2006. We had all A's in value added in 2007. The D we had in math in 2006 came up to an A. Our achievement scores were a B in reading, B in math, a B in science (up from a C in 2006), and a C in social studies. We really need to bring up our achievement scores, particularly social studies.

Our writing scores have hovered near the same score for 3 years: 4.3 in 2005, 4.4 in 2006, and 4.3 in 2007. Twenty-five percent of our fifth grade students made a "5" or "6" on the writing assessment in 2006, and only 19% made a "5" or a "6" in 2007. Sixty-eight percent made a "4" in 2006 and 74% made a "4" in 2007. The number of students making a "5" or "6" went down, and we would like to see an increase in this area.

Our attendance rate has increased over time. It was 94.7 in 05-06 and 95.4 in 06-07. Our promotion rate is also increasing, from 91.8 in 2006 to 96.2 in 2007.

One of our major literacy incentive programs is the Accelerated Reader program. Our librarian has been trained in the proper administration of this program, and the library has been equipped to support it. We have seen a drastic increase in reading points across all grade levels. The total reading points earned for 06-07 was 5,449.2 compared to 2,494.2 points for the year before.

Our reading scores for the advanced group for "all" went from 27% in 2006 to 32% in 2007. The combined proficient and advanced scores went from 89% in 2006 to 90% in 2007.

For the ED group, the advanced percentage went down from 17% in 2006 to 13% in 2007, but the proficient/advanced group rose from 80% to 87% in 2007, and the "below proficient" group decreased from 20% to 13%. We have made improvements, but we really need to reach the "ED" subgroup.

The "all" group in math showed big gains from 2006. The advanced group went from 25% to 31% in 2007, and the combined proficient/advanced group increased from 87% to 95%. Consequently, the "below proficient" numbers dropped from 13% to only 5%.

Studying the scores for the ED subgroup in math showed similar results. The advanced percentage increased from 17% to 20%, the proficient/advanced group increased from 84% to 92% and the "below proficient" group decreased from 16% to 8%.

We have had a steady increase of NCE mean scores over the past three years as well. The following table shows the NCE mean scores of the third grade cohort group who began in 2005 and then tested in fourth grade in 2006 and fifth grade in 2007.

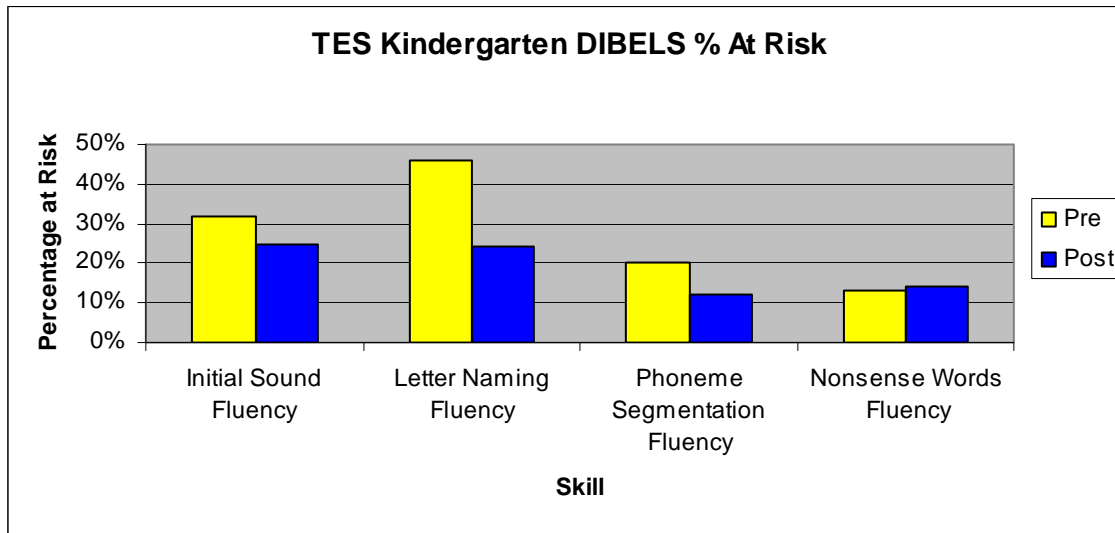
NCE Mean Scores

	2005	2006	2007
Reading/Language Arts	51.2	54.6	56.9
Math	51.9	51.8	57.5
Social Studies	48.7	57.0	57.2
Science	52.1	58.6	58.8

In 2007, Talbott Elementary began using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores to monitor reading fluency progress. The DIBELS benchmark probes that we have used to identify at-risk students for the past 3 years have helped us meet the needs of more

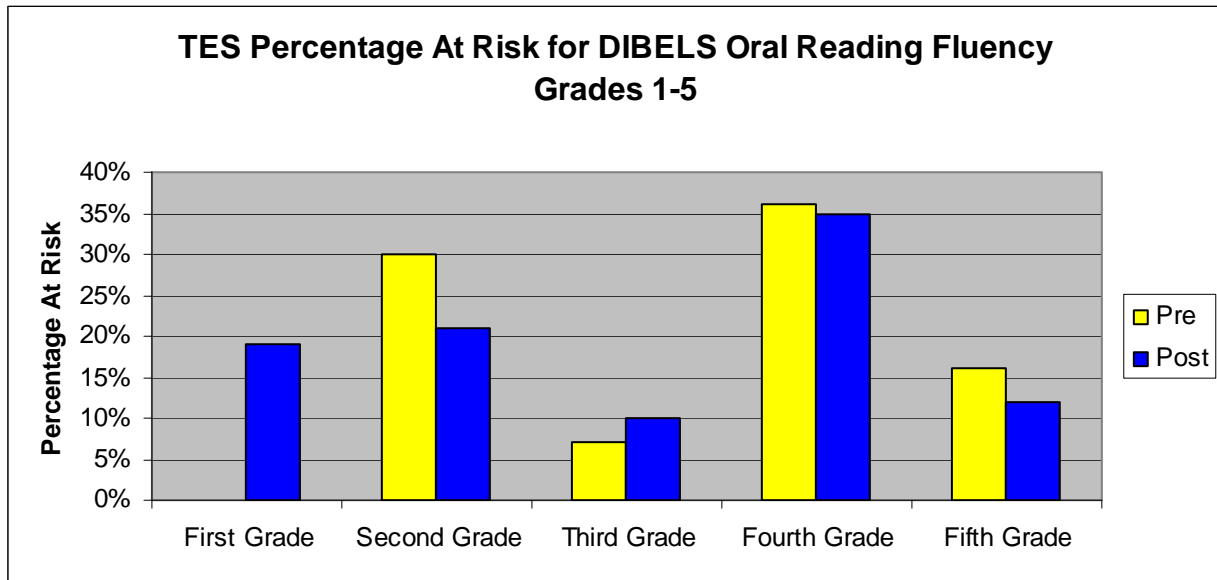
Narrative Synthesis of Data

students from the kindergarten level up. Identified students get regular Tier I and Tier II interventions by a teacher and/or literacy coach, and we are seeing students improve quickly. Talbott Elementary's DIBELS scores were broken down as follows: On the Initial Sound Fluency pretest section, 32% of kindergarteners were considered to be "at risk". By the middle of the year, 25% of kindergarteners were at risk. On the Letter Naming Fluency pretest section, 46% of kindergarteners were at risk. By the end of the year, 24% of kindergarteners were at risk. On the Phoneme Segmentation Fluency pretest, 20% of kindergarteners were at risk. At the end of the year, 12% of kindergarteners were at risk. On the Nonsense Words Fluency pretest, 13% of kindergarteners were at risk. At the end of the year, 14% of kindergarteners were at risk.



The percent of at risk students for Oral Reading Fluency for **grades 1-5** at Talbott Elementary are as follows:

First grade does not give a pretest for oral reading fluency at the beginning of the year. Instead, it is given at the end of first grade for a baseline score. First grade students had 19% considered to be at risk at the end of the year. Second grade had 30% at risk at the beginning of the year and 21% at risk at the end of the year. Third grade had 7% at risk at the beginning of the year and 10% at risk at the end of the year. Fourth grade had 36% at risk at the beginning of the year and 35% at risk at the end of the year. Fifth grade had 16% at risk at the beginning of the year and 12% at risk at the end of the year.



According to the responses to the teacher survey, teachers think that our school builds skills and capacity for improvement through comprehensive, ongoing professional development. A challenge for us is that only 80% of the faculty thinks we evaluate and renew the curriculum (lowest rated response).

Parents were most positive on their survey question about student work. Ninety-seven percent responded that they go over their child’s work each week and discuss ways students can improve. A need arising from responses to the parent survey indicate that they do not think their children can deal with disagreements with those who have different opinions and beliefs (lowest rated response).

Students expressed themselves on a survey as well. Ninety-eight percent of students think their families want them to do well in school. On the negative side, only 49% of students think they have choices in what they learn (lowest rated response).

Gender differences exist at our school, according to the data. Girls were 100% proficient or advanced in third grade language arts and math; 95% in fourth grade language arts and 100% in math and social studies, and 100% in fifth grade language arts and math. Males scored 100% proficient/advanced in fifth grade science only. Since all of our regular classroom teachers are females, we need to learn more about reaching males.

Our strengths are in great parent support, according to parent responses to parent and student surveys. We have excellent school system support in high quality, ongoing professional development and follow up. We have good attendance, solid writing scores, highest value added scores, and 96% proficient/advanced scores in math and 90% proficient/advanced scores in reading/language arts.

As benchmarks rise for the 2008-2010 to 89% in reading/language arts and 86% for math, our challenge is to meet the needs of the economically disadvantaged subgroup, which was at 87% for reading/language arts in 2007. We hope to do this while better meeting the needs of our male subgroup, which does not perform as well as the female subgroup on the TCAP

Narrative Synthesis of Data

achievement tests. We need to find more materials/methods of interest to engage males in their learning.

Next, we need to develop better writers by providing more instruction and succinct feedback on writing samples as often as possible.

We need to make sure students appropriate test taking skills so that we accurately assess what they know and are able to do.

Finally, we need to raise our achievement scores from 3 B's and 1 C to all A's. We do not have a school of comparable size to compare our scores with, but the school nearest ours in student population (50% more students than we have) had achievement scores of 1 A, 2 B's and 1 C.

TEMPLATE 1.8: Prioritized List of Goal Targets

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

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

1. Raise the achievement scores in Language Arts, with particular attention to the economically disadvantaged group to surpass the NCLB benchmark of 89% for 2007-2010.
2. Raise the math achievement scores, with particular attention to the economically disadvantaged group to surpass the NCLB benchmark of 86% for 2007-2010.
3. Increase the number of 5th grade scores to 5's and 6's on the writing assessment.
4. Raise our social studies score (achievement) from its current C level.
5. Meet the needs of males in Language Arts and Math and for females in Science and Social Studies.
6. Help students improve their test taking skills.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

- 1) We believe the goal of every teacher must be to work toward meeting the academic, social, and physical needs of each student.
- 2) We believe every student should be challenged daily and given the opportunity to be successful.
- 3) We believe that students should be exposed to learning opportunities that are researched based and data driven.
- 4) We believe Talbott Elementary School should be an inviting, safe, and nurturing place.
- 5) We believe the faculty, staff, parents, and community share the responsibility for the support of Talbott Elementary School's mission statement and should share in decision making.
- 6) We believe every child can learn to a proficient level and beyond.
- 7) We believe Talbott Elementary School should provide the building blocks for communication, problem-solving, and decision-making skills necessary for students to be successful in middle school and beyond.
- 8) We believe the faculty, staff, parents, and community must instill character building traits in Talbott Elementary students: respect, honesty, fairness, caring, responsibility, and citizenship.
- 9) We believe that Talbott Elementary School's rules, procedures, and practices are established for the best interests of every student and focus on achieving the school's goals for student learning.
- 10) We believe external and internal communication among all stakeholders is crucial to the mission of Talbott Elementary.

Common Mission

The Mission of Talbott Elementary School is to meet the academic, social, and physical needs of each student by providing an appropriate environment for students to learn and succeed in order to become productive, responsible citizens of the 21st century.

Shared Vision

We can learn; we will learn. We do our best to become the best.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Balanced Literacy 4 Block Model	Blueprint for Learning / SPI's	Standards Based Hands on Math Program	Scope and Sequence (Mapping)	PLC's/ Special Areas	Technology	Wellness
Evidence of Practice (State in definitive/tangible terms)	90 minute block of time for Balanced Literacy in class schedules.	Dates are documented and submitted to principal	All classes use manipulatives in math instruction; Principal observation	Scope and Sequence available in teacher's plan books	30 minutes per day incorporated into schedule so grade level teachers can meet	Schedules reflect 30 minute lab time each week	County wellness program is documented in the school wellness plan
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	New program
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Scores, DIBELS, Language Arts Benchmarks	TCAP Scores, STAR Reading and STAR Math reports	TCAP Scores, Math Benchmarks	TCAP Scores	TCAP Scores, Discipline Referrals, Minutes of PLC meetings	Accelerated Reader, Orchard, STAR Reading and STAR Math	NA as this is first year of implementation
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2005 3 rd grade cohort NCE mean gain from 2005: 51.2 to 2007: 56.9	See previous box for Reading; 2005 3 rd grade Math cohort NCE mean gain from 2005: 51.9 to 2007: 57.5	See previous box for Math scores	See previous boxes for Reading and Math scores; 3 rd grade Science NCE mean gain from 2005: 52.1 to 2007: 58.8; 3 rd grade Social Studies NCE mean gain 2005: 48.7 to 2007: 57.2	See previous box for test scores; Discipline Referrals down by 30 %; Teacher collaboration up 50%.	See previous box for test scores. Accelerated Reading points up from 2494.8 in 2005-2006 to 5449.2 in 2006-2007	Body Mass Index in grades K-2-4 recorded in 2007-2008 for comparison in 2008-2009 and 2009-2010.
Evidence of equitable school support for this practice	Reading Coach utilizes scores; scores documented on permanent records; walk	All teachers have a copy of the Blueprint for Learning; Principal checks	All classes supplied with math manipulatives and use is observed by	Principal monitors teacher plan books weekly to enhance quality of curriculum	Grade level PLC's meet weekly and discuss, minutes are kept of meetings and	30 Minute lab time each week in school wide schedule; monitored by	Personal Best Scores recorded for each student; Members of school wellness

	through evaluations; Reading Materials are correlated to state standards and distributed to staff equitably; Principal and Literacy Coordinator from Central Office check each classroom schedule at the beginning of the year for 90 minute block. Principal monitors for quality.	SPI list for each teacher to ensure teaching as documented; Principal provides training to the staff in the use of the standards. School uses student achievement benchmarks given by state for AYP.	principal; Materials are correlated to state standards		principal attends; Teachers discuss how to share our vision of what students should know and be able to do at each grade level with stakeholders in many formats.	principal	committee represent each stakeholder of the school
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

Talbott Elementary uses the state approved standards and provides training to its staff in the use of those standards. Our entire curriculum is prioritized into a scope and sequence (mapped) by subjects. We use the benchmarks for AYP as our student achievement benchmarks. Our literacy program is standards based and grade appropriate as is our math program. We have STAR Reading and STAR Math formative assessments aligned with our school's benchmarks that are given three times per year to chart progress. A support system is provided by the principal to continuously stress the importance of the benchmarks and to encourage innovative methods to reach them. She monitors every curricular practice to make sure each staff member does his or her best to teach the standards. Materials are purchased that correlate with the standards and are distributed to all staff. The school communicates the standards for each grade level to parents through personal meetings, handouts, website, and newsletters. Our vision is printed in our weekly newsletter that goes home with every child on Fridays.

TIME: Talbott Elementary School's Schedule was planned to give each classroom the maximum amount of uninterrupted time as possible for Balanced Literacy instruction. Ninety minutes per day is set aside for the four blocks. One hour per day is devoted to math instruction. Science and Social Studies average 2 ½ hours per week each. Students have 90 minutes of PE each week, 90 minutes per week of either art or music, 30 minutes every other week of counselor lessons, 60 minutes per week in the library, and 30 minutes per week in the computer lab. Time on task for students and teachers is stressed from the administration.

MONEY: K-3 teachers each receive \$195 per year and 4-5 teachers each receive \$180 for supplies. PTO gives our school \$4500 per year to help with copy machine and copy paper costs. The county school system provides textbooks each year according to the current adoption schedule. They also gave \$23, 636 to Talbott Elementary in 2007-2008 for unpaid fees reimbursement, professional development, pooled materials money, maintenance/custodial supplies and materials, instructional supplies, telephone, and basic copier costs. Federal funds provided approximately \$900 for parent involvement activities and “safe schools” (school security items). All of the above funds are in restricted accounts and must be spent for the

designated purpose. In 2008, a special program for Physical Education was funded by the state which gave a one-time grant of \$5000 to our PE program. The only money the school itself generates is about \$1500 from fall and spring school pictures. This money is discretionary and can be used as needed for things not provided by local, state, or federal funds. Financial transactions are monitored through a recognized, regularly-audited accounting system.

PERSONNEL: We have one principal, 13 classroom teachers, one Pre-K teacher, a full time PE teacher, full time Special Education teacher, and a full time librarian. Our School Counselor is here two days per week, as is our speech teacher and reading coach. We have a band teacher for 30 minutes per day. Our music teacher is here during the first semester and our art teacher during the second semester of the year.

OTHER RESOURCES: The State Department of Health provided dental sealants free of charge this year (3rd year of a 3 year cycle) to anyone who needed them. Cherokee Mental Health provided two ten-week Adventure Quest programs to fifth graders free of charge. One session was held during the first semester and another session was held during the second semester. The groups met for one hour per week and had a confidence course at the end of each group. Other community provided programs were Ronald McDonald, McGruff, the Crime Dog, Agriculture Day and Cabbage Plant Program. UT Agricultural Extension Office provides the Nutrition Program for PK- 3rd grades and 4-H for 4th and 5th grades. FSB Bank presents a banking/finance workshop for fifth grade students each year.

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

We are content with our use of time. Until TCAPs are over we try not to take away instructional time except for special events. We do not do fundraising (PTO does any fundraising necessary). We are conservative with our money; since we do not have any extra, we do not waste. We would like to have a full time school counselor and we would like to have one teacher who could teach art and music and stay with us all year. We really need a full time literacy coach to do Tier II and Tier III interventions.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes, we are providing equity and adequacy to all of our teachers.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? No, we cannot effectively meet the needs of all teachers of all students. The word “all” makes a “yes” answer impossible.

Based on the data, are we accurately meeting the needs of all students in our school? No, our students are making gains, albeit not as large as we would like. We made all A’s in Value Added in 2007, but we had 3 B’s and a C in Science in achievement. We have much room to grow!

TEMPLATE 3.1.c: Curricular Summary Questions

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

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?

Reading and Math are our areas of strength. We know this due to the improved TCAP scores in the proficient and advanced categories. (2005 3rd grade cohort Reading /Language Arts NCE mean gain from 2005: 51.2 to 2007: 56.9; 2005 3rd grade Math cohort NCE mean gain from 2005: 51.2 to 2007: 56.9; 3rd grade Science NCE mean gain from 2005: 52.1 to 2007: 58.8; 3rd grade Social Studies NCE mean gain 2005: 48.7 to 2007: 57.2) The Wellness program has increased student and parent awareness in health issues. Talbott Elementary is well endowed with technology and the implementation of a thirty minute computer lab time built into the schedule has helped incorporate even more technology in the learning process. Music was also included in the schedule this year. Music has assisted regular classroom teachers with all subject areas.

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, which could be a cause of the prioritized needs identified in component 1.)

Teachers feel a need to have more training on dealing with difficult and hard to reach students. Perhaps training could come through professional development by SDE.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

We must make every effort to meet the needs of our economically disadvantaged subgroup and in addition the at-risk students in each classroom who receive Tier I and Tier II literacy interventions. We plan to identify the particular objectives for each student that needs more intense instruction from the reports provided by Turn Leaf (which the district is providing to all schools beginning with the 2008-2009 school year). We will prepare an academic profile of every student for next year's teacher so that she knows where extra instruction is needed right from the beginning. We will look into after school tutoring as an additional opportunity for students to master objectives. We will use more frequent formative assessments to chart progress.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Four Block Reading Method	Leveled Readers	Integration of Technology Resources into Instruction	4-Square Writing/ Write Away Day	Mountain Math/ Mountain Language	At-Risk/ Response to Intervention (RTI)	Cooperative Learning
Evidence of Practice (State in definitive/tangible terms)	All classrooms have Scott Foresman Reading Materials used in daily lessons as documented in lesson plans; Instruction is aligned with Standards based curriculum.	Every classroom has a set of leveled readers; Library contains Book Room of LR's where check-out is monitored; principal monitors use in classroom through plan book checks	United Streaming, Nettekker, and Brainpop are incorporated into lessons and documented in plan books	Each month teachers in grades 2-5 give a writing prompt and students use 4Square planner to write; Teacher scores papers and scores are recorded in permanent records	Pocket charts are posted in each classroom for daily review work	Documentation on each student in the RTI process kept by Reading Coach	Reading Buddies and Peer Tutoring used across grade levels; documented in plan books
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)	T-CAP Data, DIBELS, STAR Reading	T-CAP Data, STAR Reading	T-CAP Data	T-CAP Writing Assessment	T-CAP Data	T-CAP Data DIBELS	T-CAP Data
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Proficient/Advanced TCAP Reading Scores improved from 89% in 2006 to 90% in 2007; 3 rd grade cohort group improved from 2005: 51.2 NCE mean gain to 2007: 56.9 mean gain	See previous box for data	See previous boxes for Reading scores; 3 rd grade Math cohort group improved from 2005: 51.9 NCE mean gain to 2007 57.5 NCE mean gain; 3 rd grade Science NCE mean gain from 2005: 52.1 to 2007: 58.8; 3 rd grade Social	91% of Fifth graders scored 4, 5, or 6 on 2007 Writing Assessment	See previous boxes for Reading and Math scores	Weekly Progress monitoring through DIBELS probes are documented and graphed for each student	See previous boxes for TCAP scores

			Studies NCE mean gain 2005: 48.7 to 2007: 57.2				
Evidence of equitable school support for this practice	County wide adoption of text; all classes have checklist that materials received; Principal monitors weekly lesson plans	Every teacher has appropriate materials; Principal monitors	In-service training has been provided to all teachers in the use of United Streaming, Nettekker, and Brain Pop. Refresher training is offered as needed	Scores recorded in permanent records and monitored by principal.	Language Arts and Math Benchmark sheets are kept in Permanent Records and monitored by principal	All teachers were provided in-service. Reading Coach provides individual guidance and small group instruction (Tier II)	All teachers are encouraged to use cooperative learning. Principal observes and monitors.
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required**“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

Classroom instruction is aligned with the standards based curriculum and assessments. The teaching process is driven by the data from TCAP reports and benchmark tests. Students are constantly engaged in high quality learning environments which support higher order thinking skills. Teachers incorporate a wide range of research based, student centered teaching strategies into the curriculum daily. Classrooms are organized and managed in a way that supports the learning process of all students including those with diverse cultural and language backgrounds, as well as those with different learning needs and styles. Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.

TIME: Talbott Elementary School's Schedule was planned to give each classroom the maximum amount of uninterrupted time as possible for Balanced Literacy instruction. Ninety minutes per day is set aside for the four blocks. One hour per day is devoted to math instruction. Science and Social Studies average 2 ½ hours per week each. Students have 90 minutes of PE each week, 90 minutes per week of either art or music, 30 minutes every other week of counselor lessons, 60 minutes per week in the library, and 30 minutes per week in the computer lab. Time on task for students and teachers is stressed from the administration.

MONEY: K-3 teachers each receive \$195 per year and 4-5 teachers each receive \$180 for supplies. PTO gives our school \$4,500 per year to help with copy machine and copy paper costs. The county school system provides textbooks each year according to the current adoption schedule. They also gave \$23, 636 to Talbott Elementary in 2007-2008 for unpaid fees reimbursement, professional development, pooled materials money, maintenance/custodial supplies and materials, instructional supplies, telephone, and basic copier costs. Federal funds provided approximately \$900 for parent involvement activities and “safe schools” (school security items). All of the above funds are in restricted accounts and must be spent for the designated purpose. In 2008, a special program for Physical Education was funded by the state which gave a one-time grant of \$5,000 to our PE program. The only money the school itself generates is about \$1,500 from fall and spring school pictures. This money is discretionary and can be used as needed for things not provided by local, state, or federal funds.

PERSONNEL: We have one principal, 13 classroom teachers, one Pre-K teacher, a full time PE teacher, full time Special Education teacher, and a full time librarian. Our School Counselor is here two days per week, as is our speech teacher and reading coach. We have a band teacher for 30 minutes per day. Our music teacher is here during the first semester and our art teacher during the second semester of the year.

OTHER RESOURCES: The State Department of Health provided dental sealants free of charge this year (3rd year of a 3 year cycle) to anyone who needed them. Cherokee Mental Health provided two ten-week Adventure Quest programs to fifth graders free of charge. One session was held during the first semester and another session was held during the second semester. The groups met for one hour per week and had a confidence course at the end of each group. Other community provided programs were Ronald McDonald, McGruff, the Crime Dog, AgricultureDay, Cabbage Plant Program, and 4-H for fourth and fifth grades.

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

Professional Learning Community meetings every other week would be adequate and provide teachers more planning time. A full time Reading Coach would be more beneficial to our students and staff members in assisting with DIBELS testing. Instructional Assistants could be trained to work with the students in the RTI process so other students would not fall behind.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? No, our third grade teachers must share one set of Science chapter books.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? ? No, we cannot effectively meet the needs of all teachers of all students. The word “all” makes a “yes” answer impossible.

Based on the data, are we accurately meeting the needs of all students in our school? No, our students are making gains, albeit not as large as we would like. We made all A’s in Value Added in 2007, but we had 3 B’s and a C in Science achievement. We have much room to grow!

TEMPLATE 3.2.c: Instructional Summary Questions

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

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?

Every classroom teacher devotes 90 minutes to reading instruction every day and 60 minutes to math. All teachers are using benchmarks in Reading and Mathematics to determine instructional level. All teachers are using technology to supplement curriculum. Ninety percent of the teachers believe TES has a quality curriculum and ninety-five percent of the teachers believe instruction is aligned with goals and expectations for student learning. We track progress in reading constantly and provide Tier I and Tier II interventions to at risk students either in the classroom or in a small group setting with the literacy coach. (At-risk students are identified in kindergarten and throughout the grade levels). Meetings are held to discuss students' progress regularly. Parents, teachers, school counselor, literacy coach and principal attend these meetings. Students in special education have pullout and inclusion time with our resource teacher, who has a very small caseload. IEP team meetings are held as required and all parties attend. We have a 95% parent attendance rate for team meetings. We met AYP benchmarks for reading and math (90% in reading and 95% in math) in 2007.

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.)

Meeting diverse needs of students who are at different levels is a major challenge. Even though we have made AYP in reading and math and A's in value added, our achievement scores were B's in 2007, except for one C in Social Studies. Our "economically disadvantaged" and our "boys" are not making progress at the same rate as the "girls". Girls outscored boys at all grade levels in every subject except third grade and fifth grade science. Girls scored 100% proficient and advanced in math at 3rd, 4th, and 5th grade levels, and 100%, 100%, and 95% in language arts. Meeting the needs of boys is critical to raising our achievement scores. The economically disadvantaged subgroup scores were higher than the "all" group in third grade except for science. They were lower than the "all" group in the fourth grade except for science. In fifth grade the percentages of proficient/advanced of the ED group were lower than the "all" group in all subjects. Meeting the needs of the fifth grade ED group is a major challenge.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We need more information on differentiated instruction for males. Our classroom teachers for grades 3, 4, and 5 are all female, and we may not be attuned to the learning styles of males to the extent necessary to increase their achievement levels. “More” of the same may not be as effective as different materials and methods. We plan to have an in-service this fall on gender differences/learning styles. “Time on task” may need to be differentiated for males. The economically disadvantaged subgroup includes many of these males. Raising their scores will also raise the scores of the ED subgroup. Historically, the ED subgroup has had many interventions, but rates of improvement are slower for obvious reasons. We will continue our “Response to Interventions” program with the goal of reaching the at-risk students before they reach third grade.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	TCAP	DIBELS	Scott Foresman Benchmarks	Writing Assessment	STAR Reading	STAR Math	Saxon Math Benchmarks
Evidence of Practice (State in definitive/tangible terms)	Required in grades 3-5	All K-5 teachers submit scores to Reading Coach three times per year for at-risk students	All K-5 teachers use placement tests and unit benchmarks to group students	All 3-5 teachers participate in monthly Write Away Days	All teachers in grades 1-5 use STAR Reading during computer lab or in classroom	All teachers in grades 3-5 use STAR Math during computer lab or in classroom	All teachers in grades K-5 record math benchmarks in students permanent records
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	Ineffective in 1 st Grade Effective in 2-5	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	State Report Card, TCAP Scores	Student scores are recorded on permanent records	Scores are recorded on permanent records	State Report Card, Write Away Day scores	Growth Report from STAR program shows yearly improvement	Growth Report from STAR program shows yearly improvement	TCAP Scores, STAR Math scores
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2005 3 rd grade cohort Reading /Language Arts NCE mean gain from 2005: 51.2 to 2007: 56.9; 2005 3 rd grade Math cohort NCE mean gain from 2005: 51.9 to 2007: 57.5; 3 rd grade Science NCE mean gain from 2005: 52.1 to 2007: 58.8; 3 rd	DIBELS scores are graphed for each individual at-risk student to show progress	TCAP Scores: See previous box	5 th Grade Writing Scores improved 91% of 5 th graders scored 4, 5, or 6 on Writing Assessment in 2007	TCAP Scores; See previous box	TCAP Scores: See previous box	TCAP Scores: See previous box for Math scores

	grade Social Studies NCE mean gain 2005: 48.7 to 2007: 57.2						
Evidence of equitable school support for this practice	Required for all 3 rd – 5 th grade students	Given 3 times per year K-5; Reading Coach helps all teachers with data analysis	Given 2 times per year K-5; Scores are documented on Language Arts benchmark sheets in permanent records; Monitored by principal	Principal monitors student writing	Principal monitors progress	Principal monitors progress	Benchmarks given periodically through the year and monitored by principal
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

TEMPLATE 3.3.b: Assessment Gap Analysis

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

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

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

Talbott Elementary School teachers use student assessments that are aligned with the Tennessee Department of Education standards based curriculum. Teachers ensure that the appropriate assessments are used to guide decisions relative to student achievement. A variety of data points for decisions relative to student achievement are used by all classroom teachers. All students from every subgroup are assessed in a variety of ways including CRT, NRT, portfolios, and curriculum based assessments. Professional development is provided in the appropriate use of assessment. Teachers are provided support and technical assistance in developing and using assessments. Assessment information is communicated to students, parents, and other appropriate stakeholders regarding student learning.

TIME: Talbott Elementary School's Schedule was planned to give each classroom the maximum amount of uninterrupted time as possible for Balanced Literacy instruction. Ninety minutes per day is set aside for the four blocks. One hour per day is devoted to math instruction. Science and Social Studies average 2 ½ hours per week each. Students have 90 minutes of PE each week, 90 minutes per week of either art or music, 30 minutes every other week of counselor lessons, 60 minutes per week in the library, and 30 minutes per week in the computer lab. Time on task for students and teachers is stressed from the administration.

MONEY: K-3 teachers each receive \$195 per year and 4-5 teachers each receive \$180 for supplies. PTO gives our school \$4500 per year to help with copy machine and copy paper costs. The county school system provides textbooks each year according to the current adoption schedule. They also gave \$23, 636 to Talbott Elementary in 2007-2008 for unpaid fees reimbursement, professional development, pooled materials money, maintenance/custodial supplies and materials, instructional supplies, telephone, and basic copier costs. Federal funds provided approximately \$900 for parent involvement activities and “safe schools” (school security items). All of the above funds are in restricted accounts and must be spent for the designated purpose. In 2008, a special program for Physical Education was funded by the state which gave a one-time grant of \$5000 to our PE program. The only money the school itself generates is about \$1500 from fall and spring school pictures. This money is discretionary and can be used as needed for things not provided by local, state, or federal funds.

PERSONNEL: We have one principal, 13 classroom teachers, one Pre-K teacher, a full time PE teacher, full time Special Education teacher, and a full time librarian. Our School Counselor is here two days per week, as is our speech teacher and reading coach. We have a band teacher for 30 minutes per day. Our music teacher is here during the first semester and our art teacher during the second semester of the year.

OTHER RESOURCES: The State Department of Health provided dental sealants free of charge this year (3rd year of a 3 year cycle) to anyone who needed them. Cherokee Mental Health provided two ten-week Adventure Quest programs to fifth graders free of charge. One session was held during the first semester and another session was held during the second semester. The groups met for one hour per week and had a confidence course at the end of each group. Other community provided programs were Ronald McDonald, McGruff, the Crime Dog, Ag. Day, Cabbage Plant Program, and 4-H for fourth and fifth grades.

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

Ninety percent of TES teachers believe the purpose of assessments is established. Teachers are spending too much instructional time on testing, when they could be teaching the SPI’s, however. Instructional Aides should be trained to assist with DIBELS testing, which requires one-on-one testing. We have a literacy coach only two days per week this year (last year we had a literacy coach one day per week). We need a full time literacy coach to train the assistants to help with DIBELS testing and to help teachers with all the other literacy testing we are required to do. Teacher time could be spent teaching. Money for additional personnel would come from the system. Other resources would stay the same.

We think the county should provide testing for grade 2 to give them exposure to standardized testing and to provide student data for 3rd grade teachers.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes, we are providing equity and adequacy to all of our teachers.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? No, we cannot effectively meet the needs of all teachers of all students. The word “all” makes a “yes” answer impossible.

Based on the data, are we accurately meeting the needs of all students in our school? No, we are not accurately meeting the needs of all our students, but we are working very hard and giving this our complete attention.

TEMPLATE 3.3.c: Assessment Summary Questions

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

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?

Reading and Math are at the top of our strengths. We made AYP in reading and math and all A's in value added (reading, math, science, and social studies). Our students scored 95% proficient or advanced in math. We have many kinds of assessment data available to help our teachers design instruction to meet the needs of their students: TCAP scores, writing assessment scores, DIBELS, STAR Reading, STAR Math, Scott Foresman placement tests, and Saxon Math benchmarks in addition to teacher made tests and quizzes.

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.)

A major challenge we face is finding the time to complete the required assessments, especially at the beginning of the year when we must do placement tests and baseline tests for reading and math and record the results. Another major challenge we face is improving the evaluation of our writing samples in preparation for the TCAP writing assessment. There are no clear guidelines for what is expected at third grade, then fourth grade, then fifth grade. There is a rubric, but it is too general. Evaluating these writing samples each month is time consuming. We need to improve our writing scores because 74% of our students made a "4". Only 3 % earned a "6" in 2007.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

A possible solution to our challenge would be to rearrange the assistant schedule to help with testing, especially at the beginning of the year. We could also increase the opportunities for peer tutoring and cooperative learning.

Beginning with the 2008-2009 school year we will organize all the test data we have on each child into a student profile. Each teacher will maintain a notebook with all the profiles for the class. Profiles will be used to group students for instruction to close the gaps in their knowledge. If we have more literacy help, she can train the teacher assistants to help with baseline testing and help the teachers organize the profiles. The principal will meet with the PLC's and discuss areas of need with the teachers of each grade level. They will also discuss how to develop more concrete expectations for writing samples for grades 3, 4, and 5.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Self-Contained Classrooms	Instructional Assistants	Weekly Professional Learning Communities (PLC's)	Monthly Faculty Meetings	Common Grade Level Planning Time	Parent Teacher Conferences	Special Areas
Evidence of Practice (State in definitive/tangible terms)	We have 14 classes: 1 Pre-K, 3 K, 2 each grades 1-5	Aides schedule; Principal monitors aides activities	Teachers at each grade level meet 30 minutes each week	Faculty meets last Thursday of each month as indicated on school calendar	School Wide Schedule shows common planning time	PT Conferences offered twice per year and at the end of 1 st , 2 nd , and 3 rd grading period on report cards	Art/Music/Library /Gym classes built into school wide schedule; Guidance is offered bi-monthly
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)	TCAP, DIBELS, Scott Foresman Benchmarks, STAR Reading, STAR Math	Staff Surveys	Minutes of meetings at each grade level	Sign in sheets	Staff Surveys	Sign in sheets for parents	PE Objectives rating sheets, Student surveys, attendance at music programs, check out records in library
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2005 3 rd grade cohort Reading /Language Arts NCE mean gain from 2005: 51.2 to 2007: 56.9; 2005 3 rd grade Math cohort NCE mean gain from 2005:	95% of staff surveys said we have expanded instructional support for student learning	Teachers report progress each week in the grade level PLC notebook	A planned program is presented at each meeting and evaluation form is completed	85% of staff states our school creates conditions that support productive change	83% of parents attended October conferences and 67% attended February conferences	69% of students have fun learning.

	51.9 to 2007: 57.5; 3 rd grade Science NCE mean gain from 2005: 52.1 to 2007: 58.8; 3 rd grade Social Studies NCE mean gain 2005: 48.7 to 2007: 57.2						
Evidence of equitable school support for this practice	Principal monitors equitable resources among the various classrooms	Each teacher has an equitable amount of time scheduled for assistants in the classroom	PLC notebooks provided by school to keep minutes of meetings: Principal attends all PLC's each week unless an emergency comes up	All teachers are expected to attend unless they have an emergency.	Each teacher has the same planning time as grade level partner	All teachers are required to be available from 4 p.m. to 7 p.m. for conferences; Principal monitors	Students participate in all music programs. PE teacher collects data on students' physical abilities; Art projects are displayed throughout the hallways; Check out records in the library report 100 % usage.
Next Step (changes or continuations)	Continue	Continue with modifications to time allotments	Continue	Continue	Continue	Continue	Continue

TEMPLATE 3.4.b: Organizational Gap Analysis

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

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

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

Our school's beliefs, mission, and shared vision define the purpose and direction for the school. Organizational processes increase the opportunity for success in teaching and learning at all schools. Time on task is promoted through the organizational practices and processes. The school provides continuous professional development for school leaders. The school is organized to be proactive in addressing issues that might impede teaching and learning, as well as, to support a diverse learning community through programs and practices. Talbott Elementary School is organized to engage the parents and community in providing extended learning opportunities for children.

TIME: Talbott Elementary School's Schedule was planned to give each classroom the maximum amount of uninterrupted time as possible for Balanced Literacy instruction. Ninety minutes per day is set aside for the four blocks. One hour per day is devoted to math instruction. Science and Social Studies average 2 ½ hours per week each. Students have 90 minutes of PE each week, 90 minutes per week of either art or music, 30 minutes every other week of counselor lessons, 60 minutes per week in the library, and 30 minutes per week in the computer lab. Time on task for students and teachers is stressed from the administration.

MONEY: K-3 teachers each receive \$195 per year and 4-5 teachers each receive \$180 for supplies. PTO gives our school \$4,500 per year to help with copy machine and copy paper costs. The county school system provides textbooks each year according to the current adoption schedule. They also gave \$23, 636 to Talbott Elementary in 2007-2008 for unpaid fees reimbursement, professional development, pooled materials money, maintenance/custodial supplies and materials, instructional supplies, telephone, and basic copier costs. Federal funds provided approximately \$900 for parent involvement activities and “safe schools” (school security items). All of the above funds are in restricted accounts and must be spent for the designated purpose. In 2008, a special program for Physical Education was funded by the state which gave a one-time grant of \$5,000 to our PE program. The only money the school itself generates is about \$1,500 from fall and spring school pictures. This money is discretionary and can be used as needed for things not provided by local, state, or federal funds.

PERSONNEL: We have one principal, 13 classroom teachers, one Pre-K teacher, a full time PE teacher, full time Special Education teacher, and a full time librarian. Our School Counselor is here two days per week, as is our speech teacher and reading coach. We have a band teacher for 30 minutes per day. Our music teacher is here during the first semester and our art teacher during the second semester of the year.

OTHER RESOURCES: The State Department of Health provided dental sealants free of charge this year (3rd year of a 3 year cycle) to anyone who needed them. Cherokee Mental Health provided two ten-week Adventure Quest programs to fifth graders free of charge. One session was held during the first semester and another session was held during the second semester. The groups met for one hour per week and had a confidence course at the end of each group. Other community provided programs were Ronald McDonald, McGruff, the Crime Dog, Ag. Day, Cabbage Plant Program, and 4-H for fourth and fifth grades.

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

Our common planning time blocks are 30 minutes, which makes our PLC meetings almost too short. We need more time for those meetings. Also, we need another instructional assistant to train to help with testing or a full time literacy coach. Our special areas schedule includes music three times per week first semester and art three times per week second semester. We need one person here full time who can teach both art and music and have music and art all year long.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes, we are providing equity and adequacy to all of our teachers. All teachers have instructional assistant help, PLC’s, planning time, and special areas time.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? No, we cannot effectively meet the needs of all teachers of all students. The word “all” makes a “yes” answer impossible.

Based on the data, are we accurately meeting the needs of all students in our school? No, we are not accurately meeting the needs of all our students, but we are working very hard and giving this our complete attention.

TEMPLATE 3.4.c: Organization Summary Questions

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

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?

Because we are organized into self-contained classrooms, we can have a ninety minute block for language arts every day. Our classes all have 90 minutes of PE each week. Students go to the library twice a week, computer lab once a week, and music or art three times per week. Students have school counselor classes bi-monthly. Classroom teachers have several student computers in their rooms that students may use any time. We consider being self-contained good for students and good for the instructional program. We know this because we have few and relatively minor discipline problems. No students have been suspended from school this year. Students also have time to finish work throughout the day with the same teacher's supervision.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know?

Our biggest challenge is to provide teachers with more time to collaborate on common problems. Teachers accomplish more together than in isolation. Regular, collective dialogue about an agreed upon focus sustains commitment and feeds purpose. Teachers learn best from other teachers. Giving them time to make this happen is critical, particularly when a school is organized into self contained classrooms. Our grade level goals should be addressed together.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

A possible solution is to build upon the foundation we have already begun and increase time for team building. We could meet for an hour after school twice each month instead of thirty minutes per week during school hours, and be granted self-selected in-service credit for collaboration time. Each team could have a semi-flexible schedule so that if one team member is absent or planning to be absent, she and the other team members could agree on a date to make up the PLC meeting. Each meeting would have a focus planned ahead of time to increase time on task during the meeting and to give members a chance to prepare themselves to contribute during each meeting.

Component 4 – Action Plan Development

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

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

(Rubric Indicator 4.1)

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

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

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

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

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

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

Goal

To raise the TCAP reading scores during the 2008-2009 school year from 90% proficient and advanced to 91% proficient and advanced, and to 92% proficient and advanced by the end of the 2009-2010 school year.

Which need(s) does this Goal address?

To raise the achievement scores in Reading/Language Arts, with particular attention to the economically disadvantaged group and male students.

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

To reach excellence in academic performance by assisting students in obtaining and enriching basic skills while accessing supporting activities, applying technology to improve learning, and aligning curriculum content with and across K-12 to ensure a continuous progression of sequential skill acquisition and mastery of content-based learning.

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
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Action Step

1. TCAP test data for reading will be disseminated to each teacher in grades 3-5 at the beginning of the school year, and teachers will do an item analysis to determine which students need which objectives.

Aug. 20, 2008 through Sept. 3, 2008 And 2009-2010 school years

Dr. Judy Walters, Principal
Each 3-5 classroom teacher

Copy paper

\$20 Supply money

Principal will assist teachers in the analysis and check to see that the item analysis has been completed.

Action Step

2. Principal will make complete curriculum checklists available to all teachers specific for the grade levels, and teachers will record dates that each SPI is taught.

Check-list by 8-20-08 and SPI review at end of each 9 weeks

Dr. Judy Walters, Principal

Copy paper

\$10 Supply money

Checklists will be monitored each 9 weeks by the principal.

		(2008-2009 and 2009-2010 school years)					
Action Step	3. Teachers will continue to implement the Four Block Literacy Program adopted by the county. All four blocks of the program should be completed daily in all classrooms.	Daily, 2008-2009 and 2009-2010 school years	Dr. Judy Walters, Principal	Plan books for each teacher	\$140 Supply money	Weekly checks of lesson plans, and walk throughs by the principal.	
Action Step	4. The school system will purchase THINK LINK to provide 3 data points for Reading achievement in preparation for TCAP testing. Training will be included.	Aug. 2008; Nov. 2008; Apr. 2009 (same the next year)	Dr. Judy Walters, Principal	Think Link technology	\$1,800 County will purchase	Think-Link reports 3 times during the year will be monitored by the principal.	
Action Step	5. Students in the at-risk group will have take-home readers on a weekly basis to read at home and answer comprehension questions. Parents will be actively involved in child's reading.	Weekly, 2008-2009 and 2009-2010 School years	Each classroom teacher	Take home readers	No cost (take home readers provided by Scott Foresman)	Principal will ask teachers for a report at the end of each 9 weeks.	
Action Step	6. Teachers will continue to use software that is available such as Accelerated Reader, Star Reading, and Orchard to give students needed practice on Reading skill areas.	2008-2009 and 2009-2010 School years – at least once per week	Dr. Judy Walters, Principal; Librarian; K-5 Teachers	Computer software already available in the computer lab	No cost	Librarian will coordinate and monitor use of these technological tools. Schedules will document usage and be checked weekly by the principal.	
Action Step	7. Test taking strategies will be emphasized in grades 3, 4, and 5. Teachers will be trained on test taking strategies and teachers will teach their students.	Nov. 2008 and Nov. 2009	Dr. Judy Walters, Principal 3-5 teachers	Training site and power point presentation	\$100 for teacher training Professional Development Money	Principal will monitor attendance at training. Teachers will report when they have taught their	

						class – by the end of Nov. 2008 and Nov. 2009.		
Action Step	8. At risk students will attend Camp Read Long in June of each year.	June 2009 June, 2010	K-4 Teachers	Classroom materials	No cost County provides	Attendance records will be monitored by the principal.		
Action Step	9. Teachers will participate in a study of gender differences in order to better meet the needs of male students.	Oct. 2008 and Oct. 2009	Dr. Judy Walters, Principal	14 books	\$210 Pooled monies	Sign In Sheet; Minutes filed by principal		
Action Step	10. School administrator will seek to hire a full-time literacy coach to provide professional development for reading in the content areas, and integration of reading into all subjects; to train teacher assistants how to administer tests; to provide Tier II and III interventions; and to provide literacy training K-5.	Aug. 2008	Dr. Judy Walters, Principal	Masters Level Reading Coach	\$50,000 County School System	Person who is hired.		
Action Step	11. Collaboration of teachers to address reading strategies and common focus will continue (Professional Learning Communities – PLCs) during common grade level planning time.	Sept. 2008 Weekly through May 2010	Dr. Judy Walters, Principal	None	None	Minutes of meetings will be on file in team leader's room and will be signed by all in attendance including the principal, if in attendance.		
Action Step	12. The professional library in the school will receive additional titles that support balanced literacy.	Bi-Monthly 2008-2010	Dr. Judy Walters, Principal	Professional books	\$500.00 Pooled monies	Acquisitions list. School media center.		

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	To raise the TCAP scores in Mathematics from 95% proficient and advanced to 96% proficient and advanced (a 1% increase over the 2006-2007 scores) during the 2008-2009 school year, and another 1% during the 2009-2010 school year to 97%.
Which need(s) does this Goal address?	Raise the Math achievement scores, with particular attention to the economically disadvantaged group and male students.
How is this Goal linked to the system’s Five-Year Plan?	To reach excellence in academic performance by assisting students in obtaining and enriching basic skills while accessing supporting activities, applying technology to improve learning, and aligning curriculum content within and across K-12 to ensure a continuous progression of sequential skill acquisition and mastery of content-based learning.

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	1. TCAP test data for Math will be disseminated to each teacher in grades 3-5 at the beginning of the school year, and teachers will do an item analysis to determine which students need which objectives.	August 20, 2008 through Sept. 3, 2008 (Same for 2009-2010 school year)	Dr. Judy Walters, Principal Each 3-5 classroom teacher	Copy paper	\$20 Supply Money	Principal will assist teachers in the analysis and check to see that the item analysis has been completed.	

Action Step	2. Test taking strategies will be emphasized. Teachers will be trained on test taking strategies and teachers, in turn, will teach their students.	Nov. 2008 and Nov. 2009	Dr. Judy Walters, Principal 3-5 teachers	Training site and power point presentation	\$100 for teacher training Professional Development money	Principal will monitor attendance at training. Teachers will report when they have taught their class – by the end of Nov, 2008 and Nov., 2009	
Action Step	3. The school system will purchase THINK LINK to provide 3 data points for Math achievement in preparation for TCAP testing. Training will be included.	Aug. 2008; Nov. 2008; Apr. 2009 (same the next year)	Dr. Judy Walters, Principal	Think Link technology	\$1,800 County will purchase	Think-Link reports 3 times during the year will be monitored by the principal.	
Action Step	4. Students will have more manipulatives to use for hands-on math activities.	Sept. 2008 Order will be developed by the staff	Dr. Judy Walters, Principal K-5 Teachers	Math manipulatives	\$1,000 Pooled monies	Principal will monitor lesson plans weekly and do classroom walk throughs to observe usage.	
Action Step	5. Teachers will continue to use software that is available such as Star Math and Orchard to give students needed practice on Math skill areas.	2008-2009 and 2009-2010 School years at	Dr. Judy Walters, Principal; Librarian; K-5 teachers	Computer software is currently available in the media center	No cost	Librarian will coordinate and monitor use of these technological tools. Schedules will document	

		least once per week				usage and will be monitored by the Principal.	
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Action Step	6. Teachers will participate in a study of gender differences in order to better meet the needs of male students.	Oct. 2008 and Oct. 2009	Dr. Judy Walters, Principal	14 Books	\$210 pooled monies (listed earlier in reading area; only need one set)	Sign In sheet and minutes led by principal.	
Action Step	7. Administration will seek after school tutoring opportunities for at-risk math students.	Sept. 2008	Dr. Judy Walters, Principal	Volunteers	No cost	Tutoring time will be documented and given to appropriate teacher. Principal will monitor.	

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal

To raise the number of 5’s and 6’s achieved on the 5th grade county writing assessment from 19% to 30% during the 2008-2009 school year, and to 35% by the end of the 2009-2010 school year.

Which need(s) does this Goal address?

Increase the number of 5th grade scores to 5’s and 6’s on the writing assessment.

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

To reach excellence in academic performance by assisting students in obtaining and enriching basic skills while accessing supporting activities, applying technology to improve learning, and aligning curriculum content within and across K-12 to ensure a continuous progression of sequential skill acquisition and mastery of content based learning.

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
Spring 2009 and Spring 2010	Dr. Judy Walters, Principal; 5 th grade teachers	None	No cost	Principal will lead discussion at fifth grade PLC to determine problem areas together and develop changes.	

Action Step

1. TCAP writing assessment data will be disseminated to fifth grade teachers in late spring from the February test. Teachers will use the data to adjust their interpretation of the scoring rubric.

Action Step	2. The students will use the Four Square writing method to complete one Write Away Day assignment each month using the district prompt, and receive prompt feedback from the teacher.	Monthly during the 2008-2009 school year and 2009-2010 school year.	Teachers of grades 2-5.	None	No cost	Principals will read students' work after feedback is written by the classroom teacher after each Write Away Day assignment, and make recommendations as needed.	
Action Step	3. Teachers will participate in a study of gender differences in order to better meet the needs of male students.	Oct. 2008 and Oct. 2009	Dr. Judy Walters, Principal	14 Books	\$210 pooled monies (listed earlier in reading area; only need one set)	Sign In sheet and minutes led by principal.	

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

Five sub-committees composed of representatives from various grade levels within the school and relevant stakeholders met as needed to monitor the development and implementation of their respective component, so the sub-committee chairperson could communicate their progress to the TSIP leadership team. The leadership team composed of its chairperson, chairpersons from each sub-committee, representatives of relevant stakeholder groups, and major initiatives within the school provided guidance for the entire planning process by meeting as needed to evaluate the progress of the TSIP, as evident in minutes kept by each committee.

Evidence of Alignment of Data and Goals – Narrative response required

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

Detailed review of disaggregated Report Card data and a variety of academic and non-academic assessment measures such as: TCAP scores, writing assessment scores, DIBELS reading test scores, STAR reading and math scores, surveys, attendance rates, and socioeconomic data (free and reduced lunch data) were examined in component 1 to complete a prioritized list of goal targets to address the most critical areas of need.

Evidence of Communication with All Stakeholders – Narrative response required

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

Communication of the TSIPP to all stakeholders is accomplished through placement of student, parent, community, and school board representatives on the leadership team and sub-committees, as well as through the use of surveys administered to stakeholders to capture perceptual data used throughout the TSIP process. A presentation given by the principal during a spring PTO meeting on TSIP progress, and during the last professional development day of 2008, furthers communication to stakeholders. We have documentation of these meetings. The TSIP will also be posted on our school's website.

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?

Goals in Component 4 to raise fifth grade writing assessment scores, all math TCAP and reading TCAP scores to higher levels of proficiency and advanced are in direct alignment with the belief that every child can learn to a proficient level and beyond, as well as meeting the academic needs of each student stated in the common mission. These goals not only articulate the need to become better students academically, but provide the basis to become productive, responsible citizens of the 21st century, as stated in the mission. The shared vision: “We can learn; we will learn. We do our best to become the best,” summarizes our efforts to obtain our goals.

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?

Component 4 lists action steps for each goal based on the “what ought to be” found in the analyses of curricular, instructional, assessment, and organizational practices of Component 3. This provides the direct relationship between the “what ought to be” of each analysis and the action steps of our goals.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Improvement of the TSIP process can be achieved by: an earlier start in the school year to begin the process, scheduling of more component “crossover” meetings to ensure overall knowledge of the progress of each component, presentation of the planning process to stakeholders during fall open house by Dr. Judy Walters, completion of components in sequential order, and planning process updates by Dr. Judy Walters at parent events throughout the school year.

TEMPLATE 5.2: Implementation Evaluation

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

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?

Our system to implement our TSIPP includes all of the following:

- (1) We have a clear detailed process to begin implementation of the action steps. Each action step under each goal has an implementation schedule.
- (2) The formative assessment that will be used with projected dates for administration will be the dates that are there for each goal.
- (3) We have multiple examples of formative data to be collected to monitor the progress of the plan. Next year we will evaluate the progress of the plan in December 2008 and in April 2009 with surveys to teachers, parents, and students. We will look at 2008 TCAP data, Scotts Foresman data, Star Reading and Star Math data, DIBELS data, and Think Link data. The principal will report on her monitoring of all teacher documentation. Formative data will be in August, November, and March of the 2008-2009 school year and the 2009-2010 school year.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Component 5 will reconvene as a committee in September, December, and March of each school year for the purpose of analyzing the formative data. Data will be gathered by the principal in July, August, and September 2008 and July, August, and September 2009. Data will be shared with teachers, who will use the information to guide instruction and to fill in “gaps” in student knowledge.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

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.

Our process to sustain the TSIPP includes all of the following dates for the TSIPP leadership team to meet: September 2008, December 2008, and March 2009, and the same for the second year of the plan. Dr. Judy Walters, Principal, will be responsible for communicating the time and location for all meetings. The principal's role will be to monitor all meetings of the TSIPP leadership team to determine if a goal should be retained, altered, or eliminated.

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 process that the school leadership team will use to review the analysis of the data from the assessments to determine if adjustments need to be made in our plan will be supervised by the Principal, Dr. Judy Walters. The data will be presented in a clear format for easy analysis in order for it to be matched with the correct action step for each goal. Committee members will then analyze data to determine whether the action step has resulted in an increase in achievement of that goal. If achievement has not increased in a goal area, the committee will decide if the action step should be eliminated, retained, or altered.

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 school leadership team will use monthly meetings to review the plan as needed. Changes can occur in personnel, timelines, action steps, resources, and evaluation strategies due to unforeseen circumstances. If a problem arises, any member from a TSIP committee can address the leadership team to review the plan. The leadership team may request the assistance of any stakeholder at any time during the implementation of the plan.

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 adjustments to the plan to stakeholders and will solicit ongoing input from stakeholders through the following: school website, weekly newsletters, parent/teacher organization meetings, open house, family reading night, and other parental involvement activities. Annual surveys will be given to teachers, parents, and students, and results will be analyzed and shared with the stakeholders.