

Tennessee School Improvement
Planning Process (TSIPP)

SIP Templates



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

**Tennessee School Improvement Planning Process
(TSIPP)**

Assurances
with Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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>
Samuel Hollingshead	Y	6 th grade	Chair, Leadership
Brianne Taylor		Literacy Coach	Assistant Chair, Leadership
Bill Walker		Principal	
Diane Jones		Assistant Principal	
Sheila Blakley		Guidance	1
Sherry Pewitt		6 th grade science	1, Co-Chair
Jessica Taylor		Read 180	1, Co-Chair
Tracy Marra		3 rd grade	2, Chair
Channie Phagan		1 st grade	3, Chair
Tammy Taylor		1 st grade	4, Chair
Terri McAvoy		Kindergarten	5
Sean Lares		7/8 th grade social studies teacher	1
Deborah Headrick		Teacher assistant	
Alyson Susong		PTO representative	4
Amy Wheatley		K-8 librarian	5
Jackie Collins		5 th grade	3
James Jordan		Parent; Local surgeon	1
Susan Patterson		2 nd grade	3
Sally Griffin		4 th grade	2
Letitia Cox		6 th grade math	5, Chair
Misty Myers		8 th grade language arts	2

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>
Jessica Taylor	Co-Chair, Read 180	Yes
Sherry Pewitt	Co-Chair; 6 th grade science	Yes
Sheilia Blakley	Guidance K-8	
Lori Tucker	4 th grade	
Mandy DePew	Middle SPED	
Lisbet Gray	1 st grade	
Sean Lares	7/8 Social studies	
Gina Wice	7/8 Technology	
Karen Price	Kindergarten	
Hunter Hatcher	Guidance 6-8	
Kim West	Parent	
James Jordan	Parent; Local surgeon	
Amy Ball	7 th grade language arts	
Laura Strange	Pre-first	
Dusty Cox	CDC	
Deborah Clark	3 rd grade	
Joni Hayes	1 st grade	
Libby Jaynes	Kindergarten	
Natasha Moore	2 nd grade	
Nancy Puckett	5 th grade	

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

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

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Tracy Marra	3 rd grade	Yes
Rejeana Hurley	5 th grade	
Sally Griffin	4 th grade	
Monica Duckett	Kindergarten	
Debbie Bloomer	2 nd grade	
Doris Pfutzenreuter	2 nd grade	
Misty Myers	8 th grade language arts	
Julie Price	Parent	
Brad Jenkins	Local Insurance Agent	

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

<input checked="" 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
Channie Phagan	1 st grade	Yes
Jackie Collins	5 th grade	
Margaret Henson	Elementary SPED	
David Swann	7/8 Science	
Misty Eidson	8 th grade math	
Susan Patterson	2 nd grade	
Michael Potts	6-8 Physical education	
Judy Smiley	Parent	
Clint Hurley	Parent; Local dentist	

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

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

Subcommittee for COMPONENT 4 Action Plan Development

Member Name	Position	Chair
Tammy Taylor	1 st grade	Yes
Vanessa Green	Speech	
DeAnna Cook	5 th grade	
Shay Morse	4 th grade	
Sharon Cameron	4 th grade	
Joseph Duckett	ESL	
Brittany Parker	1 st grade	
Anita Pinkston	6 th grade language arts	
Brenda Wood	2 nd grade	
Alyson Susong	Parent; PTO representative	
Wesley Cowan	Local pharmacist	

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

Member Name	Position	Chair
Letitia Cox	6 th grade math	Yes
Janie Boley	K-5 Physical education; 6-8 Health	
Terri McAvoy	Kindergarten	
Hannah Clair	K-8 Music	
Gigi Sharp	7 th grade math	
Brooke Lindsey	K-8 Art	
Renee Murphy	Pre-K	
Anita Strange	3 rd grade	
Amy Wheatly	K-8 Library	
Michelle Templin	Parent; Substitute	
James Schindler	Local MD	

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

<input checked="" 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
Parent Survey	Parent opinions, both academic and non-academic
Teacher Survey	Teacher opinion, both academic and non-academic
Student Survey	Student opinions, both academic and non-academic
Star Student Database	Student, faculty, and staff, stats and demographics
US Census Bureau	Community demographics and characteristics
2007 School Report Card	System profile, student academic achievement, TVAAS, AYP

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:

White Pine School is located on Roy Messer Highway in White Pine, Tennessee. The school is approximately one mile south of Interstate 81, seven miles south of Morristown and 40 miles northeast of Knoxville. White Pine is considered a rural community in Jefferson County. The county is made up of six communities. Two communities have Pre-K-8 facilities, and the other have four Pre-K-5 facility and two 6-8 facilities. The county has a ninth through twelfth grade consolidated high school, which is located in the center of the county.

White Pine School is governed by a county elected school board and an appointed director of schools. The county commission also plays an important role in the affairs of the school system, due to their control of county monies. White Pine School establishes policies and procedures that provide for the effective operation of the school through the use of policy manual provided by the Board of Education, teacher handbook provided by White Pine School administration, and emergency procedure handbook provided by central office.

White Pine School has been in existence since 1922 when it was a one room schoolhouse containing all grades. In 1926 a facility was constructed and opened, housing first through twelfth grades. Present day White Pine School was built in 1985 and as of today houses pre-school through eighth grade. This facility is a brick structure with a metal roof. In 2000 two wings were added to the existing building. The front wing accommodates kindergarten and first grade, while the back wing accommodates seventh and eighth grade. In addition to the building, there are four portable classrooms which serve a second grade, two fourth grades and one pre-school class. Total enrollment for White Pine School as of March 3, 2008, is 810 students. 1.7% of the student population is from outside of the school zone, and 62% of the students are on the free/reduced lunch and waiver program.

The classroom distribution at White Pine School is as follows: one preschool class, four kindergarten classes, one pre-first class, five first grade classes, five second grade classes, four third grade classes, four fourth grade classes, five fifth grade classes, four sixth grade classes, four seventh grade classes, and three eighth grade classes. There are two special education classes, one for elementary and one for middle school. In addition, there are rooms for speech and hearing, art, band, and chorus. There are two classrooms for additional reading programs, Read 180 and Language!. There are also classrooms for ESL and our literacy coach. The front office contains areas for the school secretary, principal, accountant, attendance secretary, school resource officer, and the clinic. There are offices in the back portion of the building for the school psychologist, the guidance counselors, and the assistant principal. Behind the front office is the teachers' work area and lounge. The library and gymnasium serve all grades in the school. The commons area contains the cafeteria/kitchen and the stage. There is a computer lab for kindergarten through second grade to share, and one lab in each additional grade. There are two computer labs for elementary and middle school. Outdoor areas include two staff parking lots that are handicap accessible and two fenced in areas for physical education and recess. Adjacent to the school property is a community football field, tennis court, basketball court, and soccer field. There is also a covered pavilion and a community playground.

The environmental and safety conditions of White Pine School are a high priority. The faculty, staff, and student body take pride in having a clean, safe, and well-maintained building and campus. WPS has a well-defined school safety plan which is administered by all staff, faculty, and the school resource officer. There are several handicapped parking spaces and restrooms that are handicap accessible. A newly installed security system provides cameras at the main entrance and throughout hallways. The front and back doors are locked at all times. Several of the faculty members are certified in CPR, and the clinic is staffed by a full-time nurse. The school is regularly inspected by the fire marshal and health department. Monthly fire, tornado and lock-down drills are held to keep faculty and students aware and up to date on these procedures.

The school day for students begins at 8:05 a.m. and ends at 3:05 p.m. Faculty and staff are required to be at school ten minutes early in the morning and twenty-five minutes after school. However, many teachers are often here much later planning. Many students stay beyond the school day for extra-curricular activities. Students attend classes 180 days, and teachers work on a 200 day contract.

White Pine School is proud of its fifty-five member faculty and administration of which 15% are male and 85% are female. White Pine School teachers and administrators have a combined total of 717 years experience as indicated by the following data: six teachers in their first year, seven teachers with two to five years, 12 teachers with six to ten years, 19 teachers with eleven to twenty years, nine teachers with twenty-one to thirty years, and two with more than thirty years of experience. The background of the faculty is varied and represents more than 21 colleges and universities across the nation. From these universities and colleges, 30.9% of the White Pine School faculty have earned a Bachelor's degree, 52.7% have earned a Master's degree, 9.1% have earned a Master's degree + 30, and 7.2% have earned an Education Specialist degree. Within this faculty, none are working outside of their area of certification.

White Pine School currently has a total of 810 students enrolled, including 17 in preschool, 75 in kindergarten, 17 in pre-first grade, 82 in first grade, 100 in second grade, 86 in third grade, 80 in fourth grade, 96 in fifth grade, 88 in sixth grade, 90 in seventh grade, and 79 in eighth grade. The total student body enrollment consists of 419 male students and 391 female students. The ethnicity of White Pine School students are as follows: 723 Caucasian, 74 Hispanic, nine African-American, and four Asian. White Pine School has 43 students who speak English as a second language. These students receive ESL services provided by the Jefferson County School System. There are 16 students who have a non-English background and speak another language as well as English. Within the student body, 62% qualify for free/reduced lunch. The attendance rate at White Pine School is 94.7%. Discipline referrals are minimal, with only 6.4% receiving in-school or out of school suspensions and 0% being expelled from school. The promotion rate is 98.7%, which leaves a retention rate of only 1.3%.

Parents of White Pine School students are 89.4% Caucasian, 9.1% Hispanic, 1.1% African American, and .4% Asian. Of these parents, 62% participate in the government subsidized lunch program for their children.

White Pine School has outstanding parental and community support. WPS has a very active Parent Teacher Organization that assists the school with monetary and other needs, including scheduling volunteers to help with teacher appreciation events, book fairs, the Gingerbread Store at Christmas, and a basket auction. Items the PTO have purchased include blinds for all classrooms, curtains for the stage, playground equipment, a new school sign at the road, and new tables in the lunchroom. In addition, the PTO along with other community businesses and individuals are working toward the construction of a walking track to be completed this spring. They have clean-up days and help in landscaping around the building on several Saturdays throughout the year. In addition, White Pine School has strong support from area businesses such as Wal-Mart, Food City, Allen-Surrett Hardware, Easy-In Market, Tel-Trax, Ramsey's Furniture, Pizza Plus, Sonic, Pilot, First Tennessee Bank, US Bank, Farrar Funeral Home, local churches and numerous others.

The 2000 U.S. Census indicates that Jefferson County has a population of 44, 294; and 1,997 of that number resides within the city limits of White Pine. White Pine's racial composition includes 95.7% White, 0.9% African-American, 0.2% Asian, 2.5% Hispanic, 0.2% American Indian, and 2.2% other. The median household income for White Pine, based on the census, is \$25,078, and 14.7% of the population lives below the poverty level. The major industries in White Pine are 1.5% agriculture, 10.2% construction, 24.7% manufacturing, 5.8% wholesale trade, 13.9% retail trade, 6.7% transportation, 2.3% finance, insurance, real estate, and rental and leasing, 5.7% professional, scientific, management, administrative, and waste management services, 16.5% educational, health, and social services, 4.1% arts, entertainment, recreation, accommodation and food services, 6.8% other services, and 1.9% public administration. According to the census, the educational attainment of the White Pine population is 59% high school graduate or higher and 3% bachelor's degree or higher. The population of White Pine speaks the following languages at home: English (only) 95.4%, Spanish 4.4%, Indo-European languages 0.2%, and Asian and Pacific Island languages 0.2%.

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
2007 WPS State Report Card including: Academic Performance, TVAAS, Writing Assessment, AYP, and Attendance Rate
Parent Survey: Learning, Expanding and Integrating Knowledge, Communication, Thinking and Reasoning skills, Interpersonal Skills, Personal and Social responsibilities
Student Survey: School, Choices, Teachers, Administration, Learning, Respect
Teacher Survey: Education Agenda, Leadership, Community, Culture of Continuing Improvement, Curriculum, Instructional Design, Assessment
Teacher Assessment: End-of-year Benchmark Test and DIBELS

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.
<p>FORM 1.5: Data Collection and Analysis</p> <p><i>Describe the data collection and analysis process used in determining your strengths and needs.</i></p> <p>White Pine School utilizes several methods of assessment to determine school-wide academic performance. Several strengths and needs have been determined from the gathered data. Using the collective information, White Pine School is measuring individual student performance, grade level performance, and school-wide performance. White Pine School administration, faculty, staff, parents, and community members are involved in the process. Reviewing standardized testing reports (CRT-NCE Performance) compiled from the State of Tennessee, each teacher assesses individual student performance determining strengths and needs. Students, parents, teachers, and community members have participated in completing surveys that help White Pine School evaluate the quality of organization, instruction, communication, and assessment. These surveys showed much strength. 99% of teachers feel that White Pine School clearly defines the expectation of learning. 99% of teachers believe that data-driven instructional decision making is employed. 100% of parents believe their White Pine School student connects knowledge and experience from different subject areas. 98% of parents believe that students gather and use information effectively to gain new information and knowledge. 99% of students believe their teachers care about them and that their families believe they can do well in school. The surveys also showed areas of need. Only 16% of teachers believe that a quality curriculum is not developed, and 82% of teachers believe that the conditions that support productive</p>

change are created. 79% of parents' surveys show that they believe students understand the responsibility for global and environmental issues. Only 5% of students feel they have challenging assignments. Also, 5-8% of students feel that other students are friendly, treat them fairly, or show them respect. 25% of parents feel that their students should be encouraged to generate new and creative ideas by taking considered risks in a variety of contexts. The administration, faculty and staff have evaluated the survey results and strive to improve areas on non-academic measure.

There are two distinct classroom formats for students at White Pine School. First, students in K-5 are in self-contained classrooms. Students in grades 6th-8th are in self-contained homerooms that travel to subject area classrooms. The faculty reviews grade level standardized testing scores and compiles data as grade level teams to adjust and meet the needs of individuals testing scores and performance. In addition, DIBELS testing in grades K-5 provide additional data concerning reading fluency. 6th-8th grade subject area teachers evaluate objectives and standards using nine weeks grading period tests and compare results to SPI benchmarks. All faculty log the SPI's that have been met in the classroom, noting any deficiency in their assessment data, and this record is evaluated by the grade levels and then by administration at the nine week marking period.

Using the TVAAS report, state-report card, CRT-NCE, and Adequate Yearly Progress reports, White Pine School can evaluate gains by content area and grade.

White Pine School has a strong promotion rate of 94.7% that is above the state average and an attendance rate of 98.7% equivalent to the state's average. White Pine School has met all required federal benchmarks. The school is in good standing and is listed as a safe school. The (2005) TVAAS report shows that White Pine School is strong in all subject areas: Social Studies A (5.4gain), Math A (3.7 gain), Science A (4.8 gain), and in Reading Language Arts A (2.8 gain). The 2005 TVAAS report showed a gain from F, (-1.0) to C with an (0.4 gain) in Reading and Language Arts. The 2006 TVAAS report showed a gain from C, (0.4) to A with a (1.7 gain) in Reading and Language Arts.

Based on the TVAAS report, breaking down data into year, grade, and subject area, this report shows that 5th grade is an area of weakness in our school education program. Administrators and senior teachers have teamed with 5th grade teachers to intensify their focus on curriculum and assessment. Weekly meetings are scheduled and are driven by a focus on state performance indicators. Projects, experiments, extra-curricular activities, and educational field trips have also been added to enrich the education process in all subject areas.

Administration and faculty have analyzed the Report Card School Profile, U.S. census demographic data, and the Jefferson County Commerce data providing all involved with an understanding of the community, students, and backgrounds of the families served.

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**FORM 1.6: Report Card Data Disaggregation**

Provide narrative analysis of disaggregated Report Card data.

Report Card Data Disaggregation

White Pine School has used the 2007 Tennessee State Report Card and Tennessee Comprehensive Assessment Program to analyze disaggregated data regarding K-8th grade students. The student body is composed of the following racial/ethnic groups:

90.4% (786) White, 0.8% (7) African-American, 8.2% (71) Hispanic, 0.5% (4) Asian, 0.1% (1) Native American, 0.0% (0) Pacific Islander. State Report shows 65.1% of White Pine School's student body is economically disadvantaged. White Pine School served 780 students in 2006-07. The average attendance rate was 94.9% with a promotion rate of 97.0%. The attendance rate exceeded the state goal while the promotion rate was equal to the state goal. White Pine School is identified as a safe school. The Criterion Referenced Academic Achievement report scored White Pine School as receiving with an A in math, B in reading and language arts, B in social studies, and a B in science. Improvement in score was made in all four areas.

Math

The CRT Subgroup disaggregations for math identifies 31% of students with disabilities were below proficient, with 69% being proficient or advanced. The 2005-06 comparisons show that there was a 14% improvement in students with disabilities that scored below proficient; there was a 14% improvement of students scoring proficient or advanced. Economically disadvantaged students' data illustrated only 10% scored in the category of below proficient, and 90% of these students scored proficient or advanced, which is an improvement of 11% in both areas from 2005-06. When looking at all White Pine Students' data, there was only 7% below proficient with 93% scoring in the category proficient or advanced. This is an improvement in both areas of 6% from 2005-06. A breakdown of students who were classified as Limited English Proficient shows that 20% of those students were below proficient and 80% scored in the categories of proficient or advanced. This is an improvement of 30% in the below proficient category and 30% improvement scoring proficient or advanced from in 2005-06.

Reading and Language Arts

The CRT Subgroup disaggregation for reading/language arts identifies 42% of students with disabilities were below proficient and 58 % were proficient or advanced. There were 13% of economically disadvantaged students from 2005-06 who were below proficient, and there was an improvement of 13% in the categories of proficient or advanced. The 2006-07 CRT Subgroup disaggregation for Limited English Proficient breakdown shows that 27% of these students were below proficient and 73% scored proficient or advanced. This shows a 29% decrease in the number of Limited English Proficient students who were below proficient in 2005-06. There was also a 29% increase scoring proficient or advanced. White Pine has gradual sustained improvement for 4th and 5th grade writing scores.

Writing

The CRT Subgroup disaggregation for writing identifies 4th/5th grade students, in 2003, scored a B (3.7), in 2004 there was an improvement to a B (3.8), no change in 2005, an increase in 2006 to an A (4.0) and no change in 2007 with score of A (4.0). Writing scores for 7th/8th grade students also show improvement consistently beginning in 2003 with a score of B (3.7) to an improvement of B(3.8) in 2004, and in 2005 and 2006 students maintained a score of an A (4.0), and improvement was made in 2007 with an A (4.1).

The 2007 TVAAS (value added) report indicated that White Pine School made improvement in Reading and Language Arts with an A (mean gain of 3.6), in Math with an A (mean gain of 3.9), in Science with an A (mean gain of 2.7), and in Social Studies with an A (mean gain of 4.6).

The disaggregated TVAAS data gain by year, grade, and content shows for reading/language arts that White Pine School's 4th grade has a three year average of 3.7, 5th grade has a three year average of -1.4; 6th grade's three year average was 10.1, 7th grade has a three year average of -1.8, and 8th grade's three average was 3.5 for 2007. White Pine School has received the following TVAAS Value Added Growth Standards for 2007. The disaggregated

Report Card Data Disaggregation

TVAAS data gain by year, grade, and content shows for math in 4th grade there was a three year average of 6.5, 5th grade's three year average was -0.2, 6th grade has a three year average of 6.6, 7th grade has a three year average of 3.3, and 8th grade has a three year average of 2.4. White Pine School received the following TVAAS Value Added Growth Standards for 2005. The disaggregated TVAAS data gain by year, grade, and content shows for science in 4th grade there was a three year average of 6.6, 5th grade's three year average was -1.4, 6th grade has a three average of 2.9, 7th grade's three average was 8.6, and 8th grade's three year average was 7.3. White Pine School has received the following TVAAS Value Added Growth Standards for 2007. The disaggregated TVAAS data gain by year, grade, and content shows for social studies a 4th grade, three year average of 16.8, 5th grade three year average of -7.8, 6th grade three year average of 11.0, 7th grade three year average of 6.7, and an 8th grade three year average of 0.1. TVAAS scores over the past 3 years illustrate improvement and gains in 4th and 6th grades all subject areas. In 5th grade, there was a slow improvement in gains in all subject areas still reporting (-) score standards. In 7th grade, gains were in the two areas of science and social studies, but negative score standards were found in reading/language arts and math. The 8th grade had gains in reading/language arts and math, but fell slightly in social studies and science. Other areas slightly decreased in 2006-07. White Pine School has met federal benchmarks and achieved adequate yearly progress for all areas reported. White Pine School did not have to report the following groups due to fewer than 45 members: Hispanic, African-American, Native-American, Asian/Pacific Islander, Students with Disabilities, and Limited English Proficient.

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

FORM 1.7: Narrative Synthesis of All Data

Reading and Language Arts

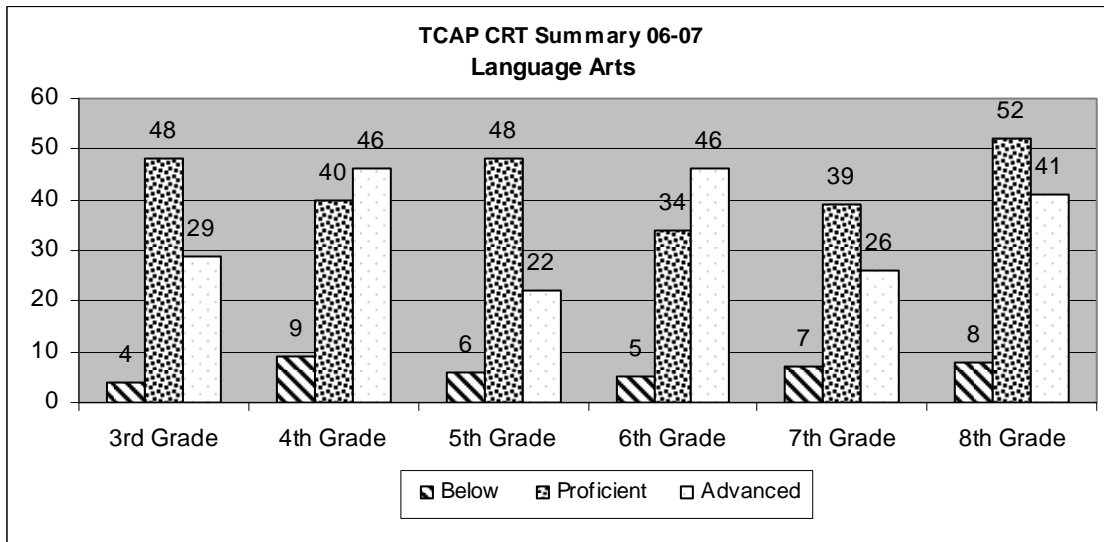
Using the disaggregated data of various academic sources, White Pine School has identified strengths and needs for reading and language arts. The 2007 CRT summary subtest for White Pine School was also used to show student performance by subject and grade level. In 3rd grade, a total of 82 students were tested. Only 4 students scored below proficient, while 48 scored proficient, and 29 scored advanced. In 4th grade, a total of 95 students were tested. Only 9 of those students scored below proficient, while 40 students scored proficient, and 46 students scored advanced. In 5th grade a total of 76 students were tested. Only 6 students scored below proficient, 48 students scored proficient, and 22 scored advanced. In 6th grade, 85 students were tested, with 5 students scoring below proficient, 34 students scored proficient, and 46 students scored advanced. In 7th grade, 72 students were tested, and only 7 students scored below proficient. There were 39 students who scored in the range of proficient and 26 students scored advanced. In 8th grade, 101 students were tested with 8 scoring below proficient, 52 student scoring proficient, and 41 scoring advanced.

On the Criterion Referenced Academic Achievement Report, reading and language arts received a score of B. On the TVAAS (value added), growth standard report, reading and language arts received an A with a 2.8% mean gain. The 2007 TCAP achievement analysis shows 510 students were tested in reading and language arts at White Pine with 40% of students scoring advanced, 51% proficient, and 9% below proficient. Using the CRT 3-year average, 4th, 6th, and 8th grades have continued to make progressive gains each year. Areas of need in reading and language arts are school wide. A reading intervention class has been implemented in grades 6-8. Fifth through eighth grade reading/language arts teachers are collaborating with reading specialists to ensure areas showing deficits will be addressed. A balanced literacy approach is being implemented in all classrooms. Assessment data from the ThinkLink program is used in grades 6-8 to pinpoint areas of weakness, for individuals or student groups. ThinkLink assessments match the state standards and high stakes tests.

**Reading & Language Arts
TCAP CRT Summary 2006-07**

	Below	Proficient	Advanced	Total Tested
3rd Grade	4	48	29	82
4th Grade	9	40	46	95
5th Grade	6	48	22	76
6th Grade	5	34	46	85
7th Grade	7	39	26	72
8th Grade	8	52	41	101

Narrative Synthesis of Data



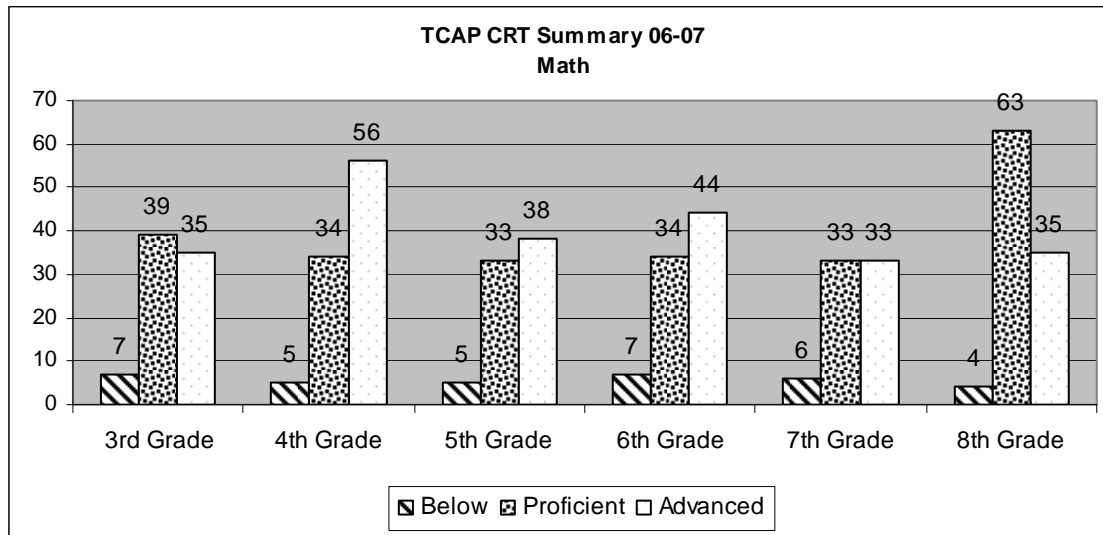
Math

Using the 2007 CRT Summary Subtest for White Pine School showing student performance by subject and grade level in math we found the following: In 3rd grade, 81 students were tested with 7 students scoring below proficient, 39 students at proficient, and 35 students advanced. In 4th grade, there were 95 students tested with 5 students scoring below proficient, 34 students scoring at the proficient level, and 56 students scored advanced. In 5th grade, there were 76 students tested with 5 students scoring below proficient, 33 students were proficient, and 38 students were advanced. In 6th grade 85 students were tested with 7 students scoring below proficient, 34 students scoring proficient, and 44 students scoring advanced. In 7th grade, 72 students were tested with 6 students scoring below proficient, 33 students were proficient, and 33 students scored advanced. In 8th grade, there were 102 students tested with 4 students scoring below proficient, 63 students were proficient, and 35 students scoring advanced. On the Criterion Referenced Academic Achievement report, math received a score of A., and on the TVAAS (Value Added) growth standard report, math also received an A with a 3.7 percent mean gain. The 2007 TCAP achievement analysis shows 511 students were tested in math with 45% scoring at the proficient level, 48% were advanced, and 7% scored below proficient. Using the CRT, the three year average for the 4th, 6th, 7th, and 8th grades have reported progress since 2005. An increase of 3.9 has been made in 5th grade math since the 2004-05 assessment where the score was -4.1 and has improved in the 2006-07 assessment to a -0.2. Even though a positive gain was made during 2004-05, the score continues to be considerably below the current state average of 1.9. Teachers in 5th grade are focusing on a collaborative effort among themselves as well as administrators, senior teachers, parents, and students to ensure that plans are SPI driven in 5th grade math. Curriculum checklists are reviewed in weekly grade-level meetings.

**Math
TCAP CRT Summary 2006-07**

	Below	Proficient	Advanced	Total Tested
3rd Grade	7	39	35	82
4th Grade	5	34	56	95
5th Grade	5	33	38	76
6th Grade	7	34	44	85
7th Grade	6	33	33	72
8th Grade	4	63	35	102

Narrative Synthesis of Data



Science

Using the 2007 CRT Summary Subtest for White Pine School, student performance by subject and grade level in science are as follows: In 3rd grade, there were 79 students were tested with 11 students scoring below proficient, 47 students were proficient, and 21 students scored advanced. In 4th grade, there were 93 students were tested with 5 students scoring below proficient, 39 students were proficient, and 49 students scored advanced. In 5th grade, there were 75 students were tested with 17 students scoring below proficient, 40 students scored proficient, and 18 students were advanced. In 6th grade, there were 85 students tested with 7 students scoring below proficient, 52 students were proficient, and 26 students scored advanced. In 7th grade, there were 72 students tested with 12 students scoring below proficient, 36 students were proficient, and 24 students were advanced. In 8th grade, there were 102 students tested with 20 students scoring below proficient, 42 students scored proficient, 40 students were advanced.

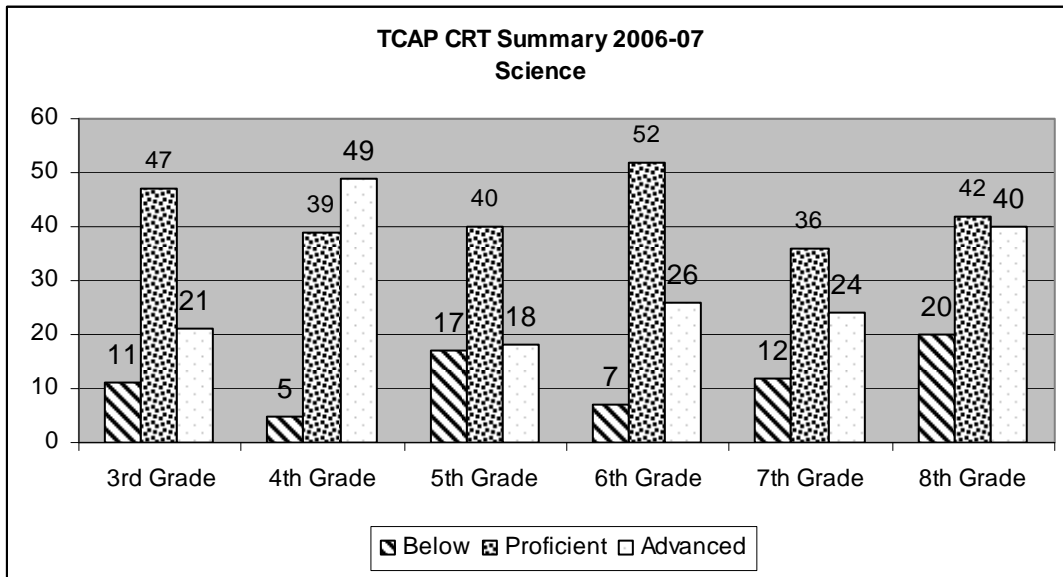
On the TVAAS (Value Added) growth standard report, science made a considerable gain from 2005 with an A (2.4 mean gain) to an A (4.8 mean gain) in 2007. Areas in need of improvement are fifth, sixth and eighth grades. In 2007, the 6th and 8th grades growth standards have decreased in comparison to 2006 by more than 4.0 in each grade level. Fifth grade has a mean gain of -3.2. Positive gains were made in 4th and 7th grade levels in 2007.

Administrators and teachers have been placing an emphasis in reading and writing in the science content area. Field trips, projects, and guest speakers have been included in the instruction to provide enrichment and background knowledge for students to increase their learning capabilities in science. Teachers are using technology to facilitate collaborative projects among their classrooms. Weekly meetings are held with administrators and senior teachers to give support and ensure curriculum objectives are being covered.

Science

TCAP CRT Summary 2006-07

	Below	Proficient	Advanced	Total Tested
3 rd Grade	11	47	21	79
4 th Grade	5	39	49	93
5 th Grade	17	40	18	75
6 th Grade	7	52	26	85
7 th Grade	12	36	24	72
8 th Grade	20	42	40	102



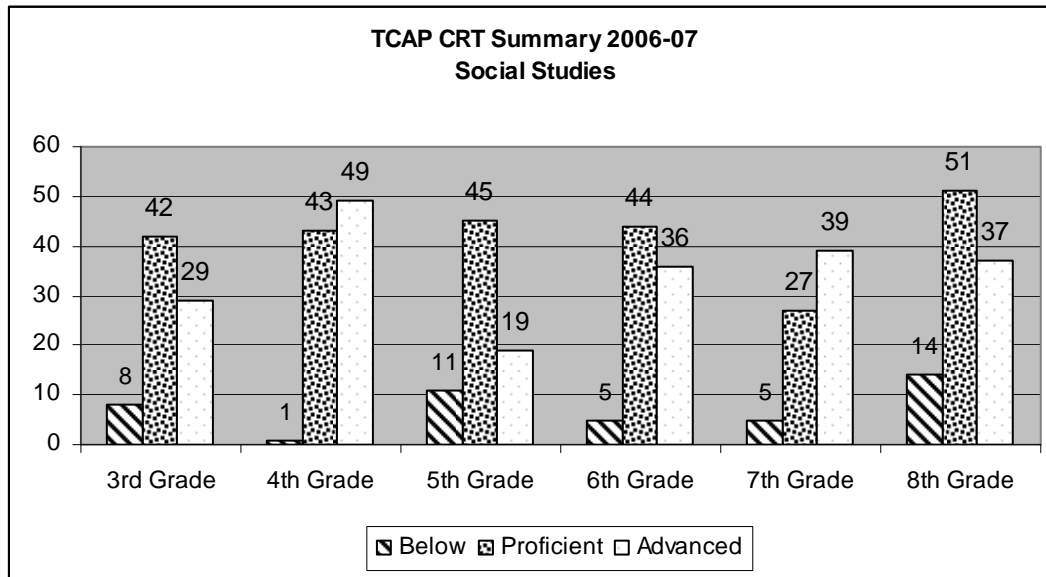
Social Studies

Using the 2007 CRT Summary Subtest for White Pine School student performance by subject and grade level in social studies was as follows: In 3rd grade, there were 79 students tested with 8 students scoring below proficient, 42 students were proficient, and 29 students scored advanced. In 4th grade, there were 93 students tested with 1 student scoring below proficient, 43 students were proficient, and 49 students scored advanced. In 5th grade, there were 75 students tested with 11 students scoring below proficient, 45 students were proficient, and 19 students scored advanced. In 6th grade, there were 85 students tested with 5 students scoring below proficient, 44 students were proficient, and 36 students scored advanced. In 7th grade, there were 71 students tested with 5 students scoring below proficient, 27 students were proficient, and 39 students scored advanced. In 8th grade, there were 102 students tested with 14 students scoring below proficient, 51 students were proficient, and 37 students scored advanced.

On the TVAAS (Value Added) growth standard report, social studies showed improvement in 2007. In 2006 social studies received an A (4.6 mean gain) and in 2007 White Pine School's grade increased to an A (4.8 mean gain). Areas of need identified by the TCAP Achievement Report are the 5th and 8th grades. Positive gains were made in 4th, 5th, 6th, and 7th, grades. Scores in 8th grade fell 7.8 points since 2006. Even though 5th grade scores had a slight increase in 2007, their gain was more than 12 points below the state standard. The 5th through 8th grade teachers have been implementing content rich vocabulary with content based writing to increase background knowledge within the social studies curriculum.

**Social Studies
TCAP CRT Summary 2006-07**

	Below	Proficient	Advanced	Total Tested
3rd Grade	8	42	29	79
4th Grade	1	43	49	93
5th Grade	11	45	19	75
6th Grade	5	44	36	85
7th Grade	5	27	39	71
8th Grade	14	51	37	102



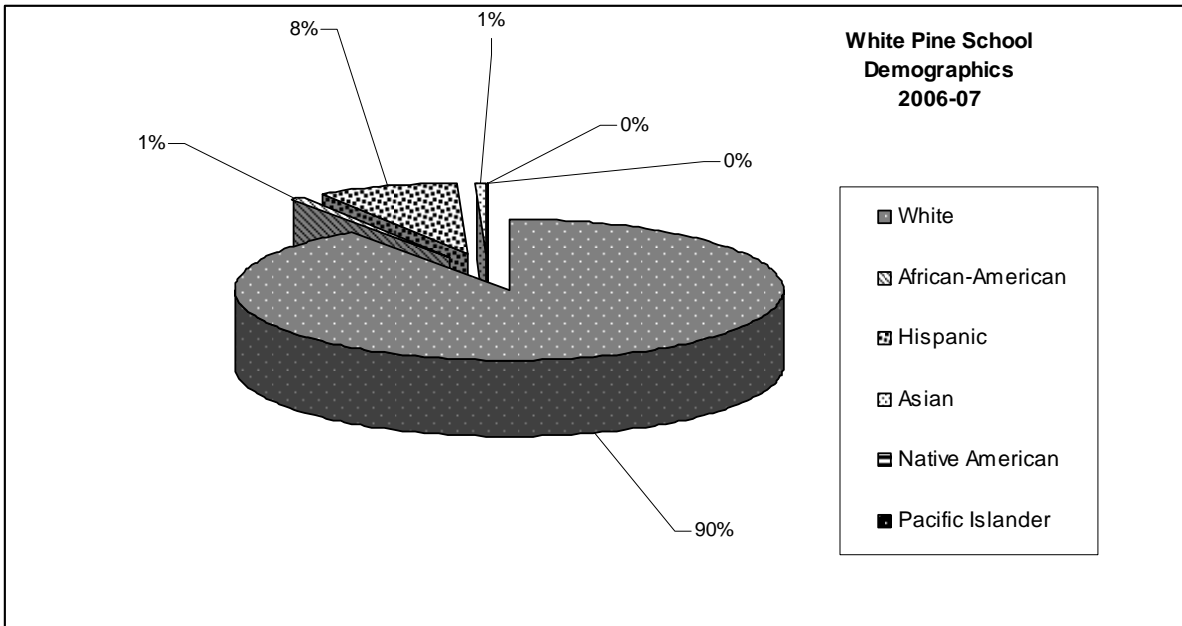
Writing Assessment

On the Criterion Referenced Academic Achievement Report writing scores have improved in both reporting areas. Using the 3 year average, 4th/5th grade scores are as follows: 2003 B (3.7), 2004 B (3.8), 2005 B (3.8), 2006 A (4.0), and 2007 A (4.0). Using the 3 year average, 7th/8th grade scores are as follows: 2003: B (3.7), 2004 B (3.8), 2005 A (4.0), 2006 A (4.1), and 2007 A (4.3). A balanced literacy approach is being implemented in the fourth through eighth grades at White Pine School.

Non-Academic:

Using the 2007 State Report Card information and surveys that were completed by teachers, students, parents, and community members, White Pine School has developed the following non-academic strengths and needs: The 2007 Report Card data indicates that the student body is composed of the following racial/ethnic groups: 90.4% (786) White, 0.8% (7) African-American, 8.2% (71) Hispanic, 0.5% (4) Asian, 0.1% (1) Native American, 0.0% (0) Pacific Islander. The State Report shows 65.1% of White Pine School’s student body is economically disadvantaged. White Pine School served 780 students in 2006-07. The average attendance rate was 94% with a promotion rate of 98.7%. While the attendance rate exceeded state goals, the promotion rate was equal to state goals. White Pine School is identified as a safe school. Survey results indicate that the teachers at White Pine School feel that the expectation of learning is clearly defined and that decisions are made based on data driven instruction with everyone striving for a strong connection between all subject areas. School-wide areas of need are making assignments more challenging for students through differentiated instruction. Parents surveyed believe students gather and use information effectively to gain new information and knowledge. Parents feel we should encourage students to generate new and creative ideas by taking considered risks in a variety of contexts. White Pine School will strive to improve areas of need for the students and community.

Narrative Synthesis of Data



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
Form 1.8: Prioritized List of Goals: Goal 1 Increase Reading/Language Arts TCAP Criterion Referenced Academic Achievement Scores from 91% proficient and advanced to 92% proficient and advanced. Goal 2 Increase Math TCAP Criterion Referenced Academic Achievement Scores from 93% proficient and advanced to 94% proficient and advanced. Goal 3 Increase Science TCAP Criterion Referenced Academic Achievement Scores from 86% proficient and advanced to 90% proficient and advanced.

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
<ul style="list-style-type: none">• All students can learn.• Each student is unique, with his or her own learning styles, talents, and abilities, and each should be challenged to express these creative abilities.• A top priority of our school is to provide a safe and nurturing environment that focuses on the intellectual, physical, and emotional needs of learners.• Education is the joint responsibility of the school, the home, and the community.• The community, staff, and home should be role models of respect and responsibility.• It is essential that the community be involved in the decision-making process for student success.• Education should prepare students to live and succeed in an ever-changing world.• Using a variety of instructional strategies is paramount in meeting the needs of a diverse student population.• Each student should demonstrate proficiency in the core curriculum areas through a variety of assessments.• Reading is absolutely essential to academic success.• Students must be able to apply knowledge across curriculum areas.• Clear goals and challenging expectations provide consistency throughout the students' learning experience.

Common Mission

The mission of White Pine School is to provide the environment and the resources to enable **ALL** students to achieve their full potential. We foster respect, responsibility, and teamwork. We strive to develop in our students a love for lifelong learning.

Shared Vision

White Pine School wants to recognize the uniqueness of both elementary and middle school students within our educational environment. Our desire is to enable each student to become a valuable, contributing member of society. At WPS, we see students, teachers, support staff, community leaders, and parents as facilitators of this goal.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices
(Rubric Indicators 3.1)

Current Curricular Practices	School uses TN. state approved standards.	Curriculum is prioritized and mapped.	School has established student achieved benchmarks.	School implemented cohesive model for literacy.	School implemented cohesive model for math	School has implemented assessments aligned with benchmarks.
Evidence of Practice (State in definitive/tangible terms)	Each teacher required to check off standards as covered.	Curriculum is prioritized based on codes.	School has established benchmarks in each grade level.	School has adopted the Four Block model of literacy.	School has adopted Saxon math for grades K-5.	Scott Foresman (K-5) and Saxon Math (K-5) assessment programs
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores and SPI checklist	DIBELS and TCAP scores	DIBELS and TCAP scores	DIBELS and TCAP scores	TCAP scores	Scott Foresman and Saxon Math assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP scores for language arts indicate WPS scored 91% proficient and advanced. TCAP scores for math indicate	TCAP scores for language arts indicate WPS scored 91% proficient and advanced. TCAP scores for math	TCAP scores for language arts indicate WPS scored 91% proficient and advanced. TCAP scores for math	TCAP scores for language arts indicate WPS scored 91% proficient and advanced.	TCAP scores for math indicate WPS scored 93% proficient and advanced.	TCAP scores for language arts indicate WPS scored 91% proficient and advanced. TCAP scores for math

	WPS scored 93% proficient and advanced. TCAP scores for science indicate WPS scored 86% proficient and advanced. TCAP scores for social studies indicate WPS scored 91% proficient and advanced.	indicate WPS scored 93% proficient and advanced. TCAP scores for science indicate WPS scored 86% proficient and advanced. TCAP scores for social studies indicate WPS scored 91% proficient and advanced.	indicate WPS scored 93% proficient and advanced. TCAP scores for science indicate WPS scored 86% proficient and advanced. TCAP scores for social studies indicate WPS scored 91% proficient and advanced.			indicate WPS scored 93% proficient and advanced. TCAP scores for science indicate WPS scored 86% proficient and advanced. TCAP scores for social studies indicate WPS scored 91% proficient and advanced.
Evidence of equitable school support for this practice	School-wide adoption. Principal requires to submit SPI checklist.	School-wide adoption	School-wide adoption	School-wide adoption	School-wide adoption	School-wide adoption
Next Step (changes or continuations)	Continue current practice. Ensure that any new faculty receives professional development in this area. Obtain science and social studies textbooks for all grades that are aligned to the state curriculum.	Continue current practice. . Ensure that any new faculty receives professional development in this area.	Continue current practice. . Ensure that any new faculty receives professional development in this area.	Begin implementation and refinement of Balanced Literacy Big Blocks framework in grades 4-8. Implement Differentiated Instruction to enhance reading instruction. . Ensure that any new faculty receives	Implement computer technology by using the Orchard computer software to improve computation and problem-solving skills for grades 1-8. Use interactive websites provided via the Jefferson County	Continue current practice. . Ensure that any new faculty receives professional development in this area.

				professional development in this area.	School System website and internet resources for teachers and students in grades Pre K-8. . Ensure that any new faculty receives professional development in this area.	
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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**

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

- Teachers are teaching the state standards and spending time doing the RTI process.
- Money is spent for new reading series that incorporates science and social studies.
- The school now has an onsite literacy coach and instructional assistants.
- Community involvement through volunteers.

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

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

- Teachers need to be spending time in the classroom instead of on the RTI process.
- More books for other subjects are needed.
- The instructional assistants need to be doing the RTI process.
- Professionals in the community could be utilized where appropriate.

Equity and Adequacy:

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

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Teachers and assistants could be better utilized by changes in the RTI process.

Based on the data, are we accurately meeting the needs of all students in our school? Progress is being made.

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?

A major strength is that all teachers are focused toward following the curriculum standards. Each teacher has a copy of the state standards and/or has access to the standards on line. Lesson plans are developed with the standards as a guide. The county web site now has many online resources that teachers are using. Special education goals and objectives are now developed using the standards, also.

The following scores also indicate strength: TCAP scores for language arts indicate WPS scored 91% proficient and advanced. TCAP scores for math indicate WPS scored 93% proficient and advanced. TCAP scores for science indicate WPS scored 86% proficient and advanced. TCAP scores for social studies indicate WPS scored 91% proficient and advanced.

Curriculum Summary Questions- Narrative Response Required

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

Not all grades have textbooks for science and social studies that go along with the state standards. Sometimes it is difficult to include these subjects daily and, because the focus has been mainly on the language arts and math curricula.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

The solutions to these problems are administrative decisions. School level administrators and teachers are requesting the appropriate books that are needed.

TEMPLATE 3.2.a: Instructional Practices

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

Current Instructional Practices	Systematic Sequential Phonics	Writing Process Modeled	Inclusion	Instruction is aligned with state standards	Instruction is aligned with assessment and Data driven instruction	RTI (Response to Intervention)	Students are actively engaged in higher order thinking and extended beyond classroom activities
Evidence of Practice (State in definitive/tangible terms)	<p>Systematic Sequential Phonics; stand alone program to support reading acquisition for K-First</p> <p>Include sequential phonics in Balanced Literacy Program for other elementary grades</p>	Use 4 square 6 traits writing process system-wide	Include students with special needs into regular classes through the use of IEPs	A standard's checklist is kept by each teacher and is checked by principals to ensure standards are being addressed	<p>Instruction is based on standards and assessment is based on instruction and standards</p> <p>Use ThinkLink to assess instruction and to evaluate instructional needs on an ongoing basis</p> <p>Scores are used to place students in specialized programs that address their needs, such as Reading 180 and Reading!</p>	<p>Students in lowest 10% of grade level are targeted for intervention</p> <p>Scores are used to place students in the different Tiers of the intervention process</p>	<p>Science Laboratory activities; speech writing contest; content based writing; cooperative activities between grade levels; science fair participation; extra credit provided for self-learning extension activities; project bases mathematics such as fractiles, math career week, and bridge building;</p>

					<p>Student TCAP scores are tracked and at risk students identified</p> <p>Use programs such as Exam View to align instruction and assessment</p> <p>Teacher created tests are aligned with class notes and instruction</p>		learning extension field trips
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)	<p>Writing & LA assessment scores</p> <p>Reading benchmark scores</p> <p>Test results from all data sources</p>	<p>Examine student work in writing portfolios</p> <p>Writing assessment scores</p>	<p>IEP progress monitoring</p> <p>Parent surveys</p> <p>Achievement scores for SWD K-8</p>	<p>TCAP</p> <p>ThinkLink</p> <p>DIBELS scores</p>	<p>ThinkLink</p> <p>Standards checklist</p> <p>TCAP scores</p> <p>DIBELS scores</p>	<p>DIBELS scores</p> <p>Reading, beginning of year placement scores</p>	<p>TCAP scores</p> <p>ACT Explore scores</p> <p>ACT Explore scores</p>

	DIBELS scores						
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<p>State Report Card scores for TVAAS</p> <p>TCAP scores show significant improvement</p>	<p>Increase in assessment scores in K-8</p> <p>High level writing scores</p>		<p>TCAP and ThinkLink scores show standards are being taught</p>	<p>ThinkLink results show alignment and should improve throughout the year</p> <p>TCAP scores indicated cohesive instruction, assessment</p>	<p>We will know after current year TCAP scores are received for the 2007-2008 school year.</p> <p>In grades k-5 reading fluency should increase.</p>	<p>High TCAP scores in part indicate students' boundaries have been expanded by higher order thought; this is supported by ACT explore scores which indicate an ability to problem solve, particularly in the sciences</p> <p>Our ACT explore science scores are above average for our county and demographics; this indicates students have been required to engage in higher order thought</p> <p>A number of students have also qualified to take the ACT early and</p>

							scored favorably
Evidence of equitable school support for this practice	Ensure all K-8 classrooms have needed instructional materials to implement program	Write away days and content area writing	Support for program implementation provided for all appropriate classrooms	School specific professional development focuses on alignment of standards and instruction	Professional development on ThinkLink program as well as assessment alignment School-wide meetings are held presenting information on trends, strengths and weaknesses, identified through the data	Grade level meetings and subject specific meetings are used to discuss specific trends and individual student needs Data is provided to each teacher concerning their student's performance	Administration actively encourages and aggressively supports higher order activities and extension opportunities There is a high participation rate, and in activities beyond the school level a high success rate
Next Step (changes or continuations)	Continue implementation of current practice	Continue implementation of current practice; continue to write within content areas	Continue implementation of current practice	Continue implementation	Continue implementation and seek new technology that produces better, more efficient data.	Continue implementation	Continue programs and actively search for new opportunities to extend learning and challenge thought; we will look toward more group project competitions and creative interdisciplinary activities

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**

- **TIME** - Instructional time is weighted toward math and reading/language arts, particularly in the middle grades. Approximately 90 minutes daily is devoted to math, and 90 minutes daily to reading/language arts, while science and social studies receive 42 minutes each. Interruptions during instructional time have been reduced but remain a problem. Interruptions in the weeks directly preceding high stakes testing is of special concern.
- **MONEY** - Teachers are given a small instructional fund, but it is modest enough that it generally goes toward classroom supplies such as paper and pencils. Little to no funds are at the teacher's disposal for purely instructional purchases. One instructional purchase often exceeds the teacher fund resources and by the time supplies are purchased, there is rarely enough to even begin to address instructional tools. Teachers are offered professional growth incentives as a reimbursement to become highly qualified through Praxis exam and graduate courses. Teachers are notified via Jefferson County website of the loan forgiveness program.
- **PERSONNEL** - Teacher aides are assigned to the elementary school. There are no teacher aides in the middle grades. Teachers have been reassigned to reading programs, but due to school size and scheduling issues, we are still short teachers in the middle grades. This has led to a high student to teacher ratio in certain classes. In some cases, new reading programs have left quality educators playing the role of teacher's assistant. There is also not enough special education personnel to have special education teachers or assistants in many inclusion classrooms.
- **OTHER RESOURCES** - White Pine School has an active PTO.

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

- **TIME** - While weighting instructional time toward math and reading/language arts in itself is not a problem, allowing only 42 minutes for science and social studies puts students at a severe disadvantage when compared to a more traditional 50 or 55 minute class. The lost instructional time amounts to close to a month less instruction for our students in these subjects. We need at least 50 minute instruction periods in the middle grades. Interruptions to instruction should be reduced when possible, but special attention should be paid to eliminating interruptions in the 4 weeks preceding TCAP testing.
- **MONEY** - Instructional funds for manipulatives, models, and instructional tools should be available to teachers or grades. These funds should not be required to be used on general supplies. Lab fees should be charged for science and a systematic attempt to upgrade classroom technology should be made at the school wide level.
- **PERSONNEL** - Teacher aides should be available for both elementary and middle school level. The distribution should be weighted toward elementary grades, but middle grades should be assigned at least one teacher aide. Teacher aides and non-instructional personnel should be used to alleviate clerical and bookkeeping responsibilities. Teachers should focus on instruction, assessment, student development, and student's emotional needs. Adding teachers would eliminate scheduling and overcrowding problems in

the middle grades. More special education personnel would better execute inclusion.

- **OTHER RESOURCES** - Continued PTO activity is important to school success. We must also get support from local businesses and local professionals in the form of financial support and mentoring commitment.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes, but there is room for improvement.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? In certain areas, we have targeted funds effectively, but we must be more focused in our attempts to obtain funds and use resources.

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

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?

TCAP scores for language arts indicate WPS scored 91% proficient and advanced, Jefferson County scored 92% proficient and advanced and the state scored 90% proficient and advanced.
TCAP scores for math indicate WPS scored 93% proficient and advanced, Jefferson County scored 89% proficient and advanced and the state scored 90% proficient and advanced.
TCAP scores for science indicate WPS scored 86% proficient and advanced, Jefferson County scored 82% proficient and advanced and the state scored 81% proficient and advanced.
TCAP scores for social studies indicate WPS scored 91% proficient and advanced, Jefferson County scored 82% proficient and advanced and the state scored 78% proficient and advanced.
These scores are indicators of WPS's success.

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.)

Our demographics indicate a student body comprised of socioeconomic groups often challenging to motivate. Instructional practices have to address not only educational value but also student motivation.

Simplify the RTI process so that there is more efficiency and productivity with regards to student progress.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We have addressed, and will continue to address student motivational challenges through high energy innovative instruction. We also believe school spirit contributes to academic success, therefore we will continue to create an environment in which our students can experience success, which will motivate them to achieve in all areas and provide much needed confidence.

Form a team of teachers that corresponds with the Literacy Coach and Reading Specialists to come up with solutions to the problems with the process.

TEMPLATE 3.3.a: Assessment Practices

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

<p>Current Assessment Practices</p>	<p>Use assessments aligned with curriculum standards.</p>	<p>Modified portfolio/benchmarks form adopted county wide to monitor key assessment results K-5</p>	<p>Use a variety of data points for decision making relative to student achievement by utilizing portfolios, assessment data, and observations.</p>	<p>We assess all categories of students</p>	<p>We use a wide range of assessments, CRT, NRT, portfolio, curricular assessments, etc.</p>	<p>Professional development and technical assistance is provided to teachers in developing and using assessments.</p>	<p>Communicates assessment information to students, parents and others regarding student learning.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>County wide curriculum mapping in each subject for each grade level accessible on the county web site.</p>	<p>Each teacher given a recording form for each student that records key assessment results and is kept in permanent records.</p>	<p>Language Arts data points used are DIBELS, DIBELS Progress Monitoring, Scott-Foresman Running Records, Scott-Foresman Benchmark Assessments, observations and teacher generated quarter assessments</p>	<p>ESL teacher along with classroom teacher assesses progress of ESL students. CDC class assesses students via portfolios. Students receiving special services are assessed via IEP progress report and modified classroom assessment</p>	<p>CDC uses portfolio assessments. Classroom Teachers use portfolios, CRT like Scott-Foresman and Saxon assessments that have been aligned with curriculum standards, teacher generated assessments and NRT like DIBELS and TCAP</p>	<p>Professional development provided in Running Records and DIBELS. County web site provides curriculum mapping for each subject area and each grade level, assessment recording forms, and curriculum standards.</p>	<p>Teachers have a minimum of 2 parent conferences. Mid-term reports are sent home each quarter. Weekly assessment results sent home to parents. Intervention students' assessment data reviewed each quarter to determine</p>

			<p>Math data points used are Saxon math written assessments, oral assessments, teacher observation, and teacher generated quarter assessments.</p> <p>Science and Social studies data points are text assessments and teacher generated quarter assessments.</p>	<p>data.</p> <p>Reading 180 along with classroom teacher evaluates struggling readers' progress for grades 6-8.</p> <p>Intervention Team evaluates the progress of the bottom 10% of each class K-5 based on classroom teacher assessment data, and Tier II observations by the Reading Specialist.</p>	assessments.		<p>which tier is needed and parents are included in the process.</p> <p>Classroom assessment data copied to other area teachers as needed, ex: ESL.</p> <p>TCAP student reports are sent home.</p>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP improvement	TCAP improvement	Teacher Survey	TCAP improvement	Portfolio insert with required benchmarks	Schedule available on line jc-schools.net	Annual school calendar has teacher conferences,

							<p>mid-term dates and report card dates scheduled each year.</p> <p>In addition to the required communication, teachers also schedule additional conferences, phone calls, and notes as needed to communicate to parents student progress.</p>
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>	<p>2007 Teacher Survey showed 97% considered “Appropriate Method of Assessment” as an area with evidence of progress or better and in the area of “Collects a Comprehensive and Representative Sample of Student</p>	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>	<p>2006-07 90% of the students were proficient & advanced in math and only 7% below proficient.</p> <p>91% of the students were proficient & advanced in reading/language arts and only 9% were below proficient.</p>

			Achievement” 89% of teachers felt there was evidence of improvement or better.				
Evidence of equitable school support for this practice	Teachers utilize assessments aligned with the curriculum standards.	Required assessment results are recorded on the County Wide Benchmarks form and put in each student’s permanent record.	Required assessment results are recorded on the County Wide Benchmarks form and put in each student’s permanent record.	All categories of students are assessed.	RTI documentation is submitted at the end of each year. Progress is reported quarterly based on various methods of assessment.	Teachers participate in professional development activities.	TCAP results
Next Step (changes or continuations)	Continuation, however county needs to update curriculum mapping due to new textbooks in language arts.	Continuation, however, even though WPS assessment recording form was adopted, with modifications, county wide, 6-8 are not included. We may want to consider, either continuing use of old, or developing a new one addressing 6-8 grades.	Continuation of current practice	Continuation, however scheduling issues need to be addressed with regards to the Reading 180 program so that the 3 classroom teachers’ time is used more efficiently. Scheduling changes would help alleviate 2 problems 1. Current schedule does	Continuation of current practice	Continuation of current practice	Continuation, however we need to come up with a midterm report with more detail for Intervention Students.

				<p>not allow for the utilization of aides strengths</p> <p>2. Relief in the situation where a particular aide is absent frequently that effect students' intervention time.</p>			
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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**

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

Teachers spend time daily documenting detailed observations of student behavior on students needing additional testing and resources for the intervention specialist and other parties involved to qualify a student for further testing. This process can qualify students for additional resources. Teachers spend time documenting time, date, skill, progress, and observation for each intervention session on each child in the session to meet the county requirements for intervention documentation, giving assessments, conducting and assessing running records, conducting progress monitoring, and at least 3 30- minute intervention sessions. DIBELS assessments are given at the beginning, middle and end of the school year. Unit Skills assessments are given at the end of the unit. Quarter assessments are given at the end of the quarter.

Money is allocated to provide for an Intervention Specialist, Reading Specialist, aides and professional development for training on how to administer DIBELS, Running Records and how to utilize county web resources.

All teachers K-5 receive aides at least 30 minutes each day and primary grades receive 90 minutes a day to assist with Four Block implementation and Intervention. Grades 6-8 receive Reading 180 instruction for students in need. Other resources related to assessment would include Speech and Language, Resource, CDC, ESL, and Guidance. The Reading Specialist works with Tier II students twice a week for 30 minutes when possible. The Intervention specialist offers ideas on how to assist with children with behavior issues and determines whether or not a child can be assessed for Special Education Resources. Aides are not permitted to do intervention or DIBELS testing, therefore during the 30 minute intervention time the teacher is teaching 10% of the class, while the aide is teaching 90% of the class. In some grade levels, due to scheduling requirements, the aide is teaching math.

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

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

Changing documentation requirements for intervention would allow the teacher to do more teaching and less time documenting during the intervention session. Allowing trained aides to do some of the assessing and intervention would allow teachers more teaching time.

Money spent on TCAP prep assessment tools would be useful.

Going back to the old aide schedule would allow us to utilize aides' strengths for a particular grade level and alleviate the problem that occurs when you have one aide absent more frequently than others which negatively impacts the quality of intervention. Also, allowing aides to work with 10% of the students on repetitive skill

reinforcement activities, while the teacher teaches 90% of the class would be a more effective and efficient use of resources.

Equity and Adequacy:

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

Not in the case of the teacher with the aide that is out frequently and is expected to do intervention with the same quality as the teacher that does have an aide.

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

Yes

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

Yes for students identified in the lower 10% of the grade level, however on level and above grade level students are often neglected in this process. On level and above level do not seem to be making the gains of the struggling students.

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?

A major strength that our assessment is aligned to the curriculum standards. We have county wide benchmarks established based on assessments aligned with the curriculum. The benchmark form will show documented progress kindergarten through fifth grade and will be in the permanent record.

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.)

DIBELS progress monitoring stories are varied reading levels.

Scott-Foresman benchmark assessments are higher order thinking.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Possible ways to address the challenges would be the following:

Look at other ways to assess fluency.

Teach higher order thinking skills in the classroom.

TEMPLATE 3.4.a: Organizational Practices

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

Current Organizational Practices	Inclusion Gr. 6-8	Looping Grades 4-5	Middle School Reading 180 Pull-Out	Response to Intervention RTI	Middle School Scheduling	Transitional activities
Evidence of Practice (State in definitive/tangible terms)	In 2006-07 special education students were placed in the regular education program along with a special education teacher and teaching assistant within the regular education classroom.	In 2007-08, the first looping classroom was established at White Pine School.	In 2007-08 a reading remedial program was established in grades 6-8.	In 2007-08 the RTI (Response to Intervention) was implemented in grades K-5.	Scheduling of middle school classes to effectively utilize teaching time.	The pre-k class visits kindergarten classrooms throughout the year and the kindergarten teachers meet with parents prior to their child entering kindergarten. Eighth grade students go to the high school for orientation.
Is the current practice research-based?	Yes	yes	Yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	Yes	yes	Yes	yes	yes	yes
Has the current practice been effective or ineffective?	Effective based on data	Current teacher observations and parental support point to looping as being an	Current testing data supports the growth in reading levels among students participating in	Both, the practice has been effective but the method of achieving goals should be evaluated.	Both, the current schedules allow 90 minutes for Math and Language Arts	Effective practice based on teacher and parent feedback

		effective practice.	the program.		but only 45 for Science and Social Studies.	
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Scores	TCAP Scores Teacher Observation Parent Satisfaction Student Satisfaction	Report of Progress 14 weeks into the program There was a 7% increase in Proficiency Growth Level among White Pine School students as reported by Read 180. Students had an overall 64 SRI Lexile score improvement. The Lexile Framework for Reading measurement matches reader ability and text difficulty on the same scale, called the Lexile scale. Each grade level increased the SRI Lexile score as follows:	Improvement of reading assessments in the classroom.	Teacher surveys	Teacher and parent surveys

			Grade 6 79pts Grade 7 93pts Grade 8 32pts			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	In 2006, prior to inclusion, 44% of students scored below proficient in math. In 2007, only 31% of students scored below proficient in math. A net gain of 13%. Language Arts scores in 2006 reflect that 48% of students were in the below proficient range as compared to 42% in 2007. This was a gain of 6%.	Awaiting 2007-08 TCAP scores as one indicator of effectiveness.	Awaiting end-of-the-year testing results. One area of concern is the scheduling for Reading 180. Three middle school Language Arts teachers could be utilized more effectively.	The practice has been effective for lower-ability students, yet doesn't include or meet the needs of middle and upper achieving students. Teacher Evaluation of Grades K-2, TCAP Scores 3 -5.	Longer blocks for Math and Language Arts have been effective. TCAP scores have improved within these subject areas.	The practice has been effective based on survey feedback.
Evidence of equitable school support for this practice	With the success of middle school inclusion, the program was implemented in grade 5 for	Various teachers have voiced a possible desire to try looping. Effective teacher teams	At the current time, support appears to be strong among staff.	While all teachers support the RTI process, many see a need to improve the	Evidence of school support for longer class periods in the middle school for science and	Based on surveys, the school and parents feel strongly this helps with making a

	<p>the 2007-08 school year. Data is not yet available to determine the effectiveness of 5th grade inclusion. With adequate support and staffing, there appears to be support for the inclusion program.</p>	<p>would need to be established as well as grade groupings.</p>		<p>program.</p>	<p>social studies has been noted in teacher surveys.</p>	<p>smooth transition from pre-k to kindergarten and from eighth grade to high school.</p>
<p>Next Step (changes or continuations)</p>	<p>The long-range goal is to implement the inclusion program school wide. The challenge will be to fully staff and support the program in grades 1-4.</p>	<p>Continue practice</p>	<p>Continue practice</p>	<p>The county is revising the RTI process with implementation of changes planned for the 2008-09 school year. At the building level, a revision of the use of teaching assistants is being explored.</p>	<p>Middle school teachers agree and see the need for two additional teachers for science and social studies. Currently, one teacher is responsible for both 7th and 8th grade science and 7th and 8th grade social studies. With the addition of new staff, middle school teachers would like to create a schedule to allow more time for students in</p>	<p>Continue practice</p>

					science and social studies.	
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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?

The master schedule at White Pine School affords each grade-level a common planning time. This does not include special area teachers. Instead, these teachers have grade-levels scheduled at the same time each day. The schedule could be adapted and changed to meet new needs should they arise.

Organization Summary Questions- Narrative Response Required

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

The current Reading 180 schedule does not fully utilize the talents of middle school Language Arts teachers. These teachers do not carry full class loads; as some are serving in the role of teaching assistants. The current middle school schedule and the RTI process need to be reevaluated.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

The need to reconsider the schedule of middle school Language Arts teachers needs to be addressed. This matter is currently being looked at for next year. We want to be sure we are effectively using the staff we have at White Pine School.

The RTI process is currently being reevaluated with changes to be implemented during the 2008-09 school year. The need for additional teachers at the middle school level is needed. One science and one social studies teacher is needed. The hiring of new teachers is based on enrollment. If enrollment does not support the need to hire a new teacher, it has been suggested that the current middle school computer lab teacher be reassigned to teach science and social studies classes, with the lab being open for use by all middle school teachers.

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 system-wide 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

Increase Reading/Language Arts TCAP Criterion Referenced Academic Achievement Scores from **91%** proficient and advanced to **92%** proficient and advanced.

Which need(s) does this Goal address?

- To maintain and obtain proficient and advanced levels on the TCAP CRT
- To improve 5th grade scores in all academic areas on the TCAP CRT
- To raise scores in reading/language arts on the TCAP CRT by focusing on students with disabilities

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

- Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential.
- Excellence in Curriculum: Excellence in Academic Performance, Objective 1-Enhance programs to assist students in obtaining and enriching skills for reading, language, and math that are appropriate to their ability level.
- Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades 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
Daily, Aug 2008-May 2009	Teachers, Reading Specialist	Reading curriculum and supplemental materials	None	Teacher feedback from surveys	Increased TCAP performance
Aug 2008-May 2009	Teachers	ThinkLink program and computers	Funded by Jefferson County Schools technology budget	Reviewing student achievement on reports and teacher feedback from surveys	Increased TCAP performance
Aug 2008-May 2009	Teachers, Reading Specialist	Multi-level resources at all grade levels	None	Teacher lesson plans	Increased TCAP performance

Action Step	Continue Balanced Literacy in grades K-3	Daily, Aug 2008- May 2009	Teachers, Reading Specialist	Reading curriculum and supplemental materials	None	Teacher feedback from surveys	Increased TCAP performance
Action Step	Read 180 continued in grades 6-8	Daily, Aug 2008- May 2009	Teachers	Monies already set aside	Grant monies <i>Niswonger Foundation</i>	Student testing records produced from Read 180 reports	Increased TCAP performance
Action Step	Continue Parent-Involvement Title I party	Annually	Literacy Coach	Funding through Title I	Monies set aside in Title I budget	Attendees at party	Parents aware of strategies to help their child with reading and gain an understanding of the importance of literacy

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

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

Goal

Increase Math TCAP Criterion Referenced Academic Achievement Scores from **93%** proficient and advanced to **94%** proficient and advanced.

Which need(s) does this Goal address?

- To maintain and obtain proficient and advanced levels on the TCAP CRT
- To improve 5th grade scores in all academic areas on the TCAP CRT

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

- Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential.
- Excellence in Curriculum: Excellence in Academic Performance, Objective 1-Enhance programs to assist students in obtaining and enriching skills for reading, language, and math that are appropriate to their ability level.
- Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades 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
Aug 2008-May 2009	Teachers	Computers, software	None	Student testing records produced from Orchard reports	Increased TCAP performance
Aug 2008-May 2009	Teachers	Computers and internet usage	None	Teacher lesson plans	Increased TCAP performance
Aug 2008-May 2010	Central office	Funding for position	Teacher salary; Jefferson County Schools budget committee	Teacher feedback from surveys	Increased TCAP performance

Action Step
Implement computer technology by using the Orchard computer software to improve computation and problem-solving skills for grades 1-8

Action Step
Use interactive websites provided via the Jefferson County School System website and internet resources for teachers and students in grades Pre K-8

Action Step
Obtain a county-wide Math Specialist

Action Step	Use ThinkLink as a means of skill review/development	Aug 2008-May 2010	Teachers	ThinkLink program and computers	Funded by Jefferson County Schools technology budget	Reviewing student achievement on reports and teacher feedback from surveys	Increased TCAP performance
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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

Increase Science TCAP Criterion Referenced Academic Achievement Scores from **86%** proficient and advanced to **90%** proficient and advanced.

Which need(s) does this Goal address?

- To maintain and obtain proficient and advanced levels on the TCAP CRT
- To improve 5th grade scores in all academic areas on the TCAP CRT

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

- Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential.
- Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades 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
Aug 2008-May 2009	Teachers	Variety of graphic organizer templates	None	Teacher lesson plans	Increased TCAP performance
Aug 2008-May 2009	Teachers	Computer and internet usage	None	Teacher lesson plans	Increased TCAP performance
Aug 2008-May 2009	Teachers	Computers, software	None	Student testing records produced from Orchard reports	Increased TCAP performance
Aug 2008-May 2010	Teachers	ThinkLink program and computers	Funded by Jefferson County Schools technology budget	Reviewing student achievement on reports and teacher feedback from surveys	Increased TCAP performance

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?

Six committees were formed, and all certified personnel were involved in the development of the school improvement plan. The teams of teachers, administrators, non-certified personnel, community members, parents, and students worked throughout the process to discuss and provide input concerning our data and goals. Each committee met at least twice to discuss and update their component. Data was collected and surveys administered to parents, students, teachers, and other stakeholders.

Evidence of Alignment of Data and Goals – Narrative response required

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

The goals that we have developed relate to the data from the TCAP. We are focusing on raising our scores in language arts, math, and science. Our prioritized list of goal targets helped in the formation of the aforementioned goals.

Evidence of Communication with All Stakeholders – Narrative response required

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

The leadership team met first and discussed the data and the goals. Afterwards, the chair of each component met with his/her group and discussed the goals. Since all faculty members served on a component, this was an effective way to communicate. Also, parent and community representatives served on various components and attended meetings. A schoolwide newsletter has been sent home and to the community.

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

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

Our goals are to raise scores in language arts, math and science. Our beliefs, shared vision, and mission all discuss White Pine Schools' desire for students to make great achievement in the area of academics. When our scores increase, we will know that learning is occurring.

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?

Many of the action steps in component 4 were based on the recommendations provided by the component 3 team. For example, members of component 3 felt that the use of ThinkLink would be a valuable tool for teachers in order to find out what particular skill students have or have not mastered.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The planning process could be improved through the utilization of the leadership team. There needs to be more communication amongst each grade level and the entire school.

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 plan to begin implementation of the action steps includes the following formative assessments that will be used for student placement:

- **Discovery Education Assessments**
- **Scott Foresman Reading/Language Arts Placement Tests for Grades K-5**
- **TCAP data from the previous school year**
- **Progress reports from the previous year**

Student progress will be monitored every nine weeks by grade-level professional learning communities (PLCs) composed of teachers and administrators. Members of the PLCs will use multiple formative assessments. When intervention is necessary, plans will be made for each student identified. The following data will be analyzed:

- **Discovery Education Assessments**
- **Scott Foresman benchmark tests**
- **Content area assessments**
- **Teacher observations**

At the end of the school year, the PLCs will meet and analyze the growth of each student as pertaining to the school improvement goals. Information regarding each student's progress will be made available for teachers for the following school year.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Once students have been placed, teachers in their PLCs will collaborate in order to track student progress using the following assessment tools:

- **Discovery Education Assessments**
- **Scott Foresman**
- **TCAPs**
- **Unit Assessments**
- **Projects**
- **Student portfolios**
- **Rubrics**
- **Homework assignments**
- **Classroom observations**
- **Group projects**

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.

The leadership team will meet in May 2008 to begin the planning process for the following year. Mr. Hollingshead, chair of the leadership team, along with principal Bill Walker, will be responsible for planning the leadership meetings and will coordinate professional development opportunities to aid the action steps.

Evidence of a Process for Monitoring Plan – Narrative response required

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

The leadership team will review progress reports at all grade levels and use averages to determine growth each nine weeks. When the new TCAP scores arrive, the leadership team will review results and add action steps if necessary so that our goals will be reached.

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?

If adjustments are needed in the aforementioned areas, the leadership team will work closely together to make the necessary changes. We all believe in working together for the good of our students. All of our decisions, will be based on data and best practices for serving students.

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 leadership team will report successes and adjustments by having the chairs of the individual components meet with their members to explain change. We are at an advantage because each member of the leadership team serves on a component.