

Tennessee School Improvement Planning Process (TSIPP)

SIP Guide



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007



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LANA C. SEIVERS, Ed.D.
COMMISSIONER

July, 2007

Dear Educators:

For fifteen years, Tennessee schools have been involved in school improvement planning through use of the Tennessee School Improvement Planning Process (TSIPP). The purpose has been to assist educators in using data to prioritize performance targets for each school. I believe the TSIPP should be a “lesson plan” for schools, used much the same as good teachers use their own lesson plans... to reflect on where you’ve been, determine where you are, and decide what you need to do to accomplish your goals.

With the accountability demands of *No Child Left Behind* and other federal and state mandates, each school’s plan now serves as the accountability document for measuring adequate yearly progress (AYP). Areas of strengths and needs at the school level will assist you in designing strategies to increase student performance for all students. It is extremely important that the TSIPP be utilized as a tool for meeting individual student needs.

The Department of Education, in consultation with practitioners, has worked to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan. Due to the continuing partnership with the Southern Association of Colleges and Schools (SACS), Tennessee schools may use the one planning process for both school approval and accreditation purposes. The TSIPP is also directly aligned with the State’s Tennessee Comprehensive Systemwide Planning Process (TCSPP).

All schools on alternate year schedules for elementary and high school, with the exception of high priority schools, will submit a TSIPP by May 15 of each year to their Field Service Center Office. State identified high priority schools will submit a complete plan beginning November 1 of each year to their Field Service Center Office. The complete TSIPP process guide with Rubric is located on our state website at tennessee.gov/education.

I appreciate and applaud those practitioners who gave their time to assist Department staff in the TSIPP development. We are committed to involving you in this process, and your comments and input are important. The TSIPP should be continuously reviewed and refined so that it addresses our mission to “help teachers teach and children learn.”

Each school year holds many challenges for educators in Tennessee and throughout the country. We have a tremendous opportunity to improve education in all our classrooms and schools and an even greater responsibility to be the kind of teacher and principal we would want for our own children.

Sincerely,

Lana C. Seivers
Commissioner of Education

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

Overview

School improvement is a continuous process utilized in Tennessee schools to ensure that schools are meeting all students' needs. School Improvement teams are one way to begin building the professional learning communities needed to support the continuous improvement effort. These teams are charged with learning to effectively use data to determine student performance goals and to use research to identify strategies and interventions to achieve these goals. Schoolwide planning includes all constituencies involved in the school. The quest for tools to improve student learning will be sustained throughout the continuous school improvement process.

Over the past year, educators in the state of Tennessee have done work to update and streamline the TSIPP used. One of the guiding principles of our efforts was to make one plan suffice for a school. The school-level plan will incorporate the current TSIPP, SACS, and other plan requirements for NCLB. Although previously at the district level, vocational, special education, technology, and federal programs information was generally reported in a series of system-level plans, the State Department has now developed a one plan, one process approach for district level supervisors and directors of schools called the "Tennessee Comprehensive Systemwide Planning Process or TCSPP". The Tennessee School Improvement Planning Process is now aligned with the TCSPP process.

- Elementary schools will be asked to submit a TSIPP by May 15, 2008 for a state review.
- Unit, middle, and high schools will be asked to submit a TSIPP by May 15, 2009 for a state review.
- A unit school will need to submit a TSIPP which addresses both elementary, middle, and high school student performance data and needs.
- A school currently state identified as "high priority" will be required to submit a complete SIP each November to the state for review.

Guide for TSIPP Component 1

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

Introduction to

Component 1a - Collaborative Process, Data Collection and Analysis/Synthesis and School Profile Development

Component 1 encourages collaboration among all constituencies involved in the school in collecting, organizing, and analyzing data for developing the school's profile. Initial and ongoing conversations need to be inclusive in involving all constituencies. Personnel should be responsible for 'getting their arms around the data' in determining performance targets which later become goals. This Component has been expanded from previous years in wrapping the collaboration/communication process into the data collection/analysis/synthesis process with the final product culminating in the School Profile being developed, thus combining previous planning Components 1 and 3.

Improvement planning research has been critical of the extended use of personnel time used in Plan development as compared to use of personnel time in the implementation of the Plan once development is completed. Component 1 has been combined with Component 3 in streamlining the collection of data with conversations about student performance and immediate school priorities which are data driven.

In this component of the school improvement planning process, there is a need to begin a conversation about the development of an accurate and succinct profile of the students and community served by your school. In order to accomplish this, information will need to be gathered and analyzed in a variety of areas. Collection and careful analysis of pertinent information is critical in determining the effectiveness of the existing programs and services. Moreover, the types of data collected for the profile can assist schools in planning and sustaining their school improvement initiatives in behalf of student learning.

The development of the school improvement plan needs to take into account the learning needs of students and the characteristics of the students, school, and community. The profile helps to ensure that the design of the school improvement plan is customized to the individual school. The school's plan should be designed to directly address the specific learning needs of the students served by the school.

The development of the profile includes four major steps: namely, the collection and management of the profile data, the analysis and synthesis of data, the communication of the data with the school's stakeholders, and the use of the data for school improvement planning. In

addition, a self-assessment tool in the form of a rubric is provided to help you evaluate progress on each of the key tasks in developing your school profile.¹

The School Profile has been expanded from merely a demographic depiction of the school to a complete Profile of both academic and nonacademic analyses of the school's data. In combining Components 1 and 3, ALL relevant student performance data are discussed simultaneously and immediate priorities can be quickly established rather than waiting lockstep to move forward. Because of the long school improvement planning history, Tennessee school personnel are ready for this change in streamlining conversations around improvement.

¹ Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

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>
Traci Carpenter		Special Area Teacher	
Beth Caulfield		First Grade Teacher	
Jessica Cherry		Academic Coach	
Becky Delaney		Kindergarten Teacher	
Stephanie Hammonds		Third Grade Teacher	
Steva Harrod		Title I Teacher	
Karen Mickelsen		Title I Teacher	
Dee Moore		School Secretary	
Teresa Riffin		Principal	
Wendy Reynolds		PTO President	
Jennifer Walker		Second Grade Teacher	

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>
Kim Hurst	Second grade	Y
Carol Russell	Kindergarten	
Chrissi McConkey	First grade	
Joyce Duncan	First grade	
Marc Davis	Physical Education	

(tab in last cell to create a new row as needed)

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

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

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Beth Caulfield	First Grade	
Janet Burce	Second Grade	
Casey Idol	First Grade	
Chrissi McConkey	First Grade	

(tab in last cell to create a new row as needed)

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Sylvia Pelley	Second Grade	Y
Wanda Crockett	Third Grade	
Kristen Teague	First Grade	
Jennifer Walker	Second Grade	
Casey Idol	First Grade	

(tab in last cell to create a new row as needed)

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

YES

NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Karen Mickelsen	Title	Y
Linda Filyaw	Kindergarten	
Steva Harrod	Title 1	
Traci Carpenter	CDC	
Becky Delaney	Kindergarten	
Renee Pettitt	Third Grade	
Janet Burce	Second Grade	
Zully Vasquez	School Assistant	

(tab in last cell to create a new row as needed)

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

YES

NO

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Joyce Dumont	Special Education	Y
Beth Caulfield	First Grade	
Stephanie Hammonds	Third Grade	
Pam Thigpen	Music	

(tab in last cell to create a new row as needed)

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

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

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Athens City Schools Family Survey 2010	<p>Ingleside School parents completed a family survey.</p> <p>Areas with high percentages:</p> <ul style="list-style-type: none"> • 88.3% indicated that their child is provided with quality instruction each day. • 85.1% indicated that they know what their child is expected to learn at his/her grade level. • 85.8% indicated that their child's teachers communicated with them weekly with grades, assignments, etc. so they can help and encourage their child at home. <p>Areas with low percentages:</p> <ul style="list-style-type: none"> • 35.3% prefer receiving grade cards every 9 weeks (4 times per year) instead of every 6 weeks (6 times per year). • 62.5% would be interested in learning about the educational and economical benefits of different ways to schedule the 180 required class days.
Athens City Schools Title I Needs Assessment 2008-09	<p>The Title I Needs Assessment was sent to all Ingleside parents/caregivers. The assessment was designed to address issues of importance so that workshops and training sessions could be organized to assist parents.</p> <p>Of the surveys sent home, 84 were completed and returned. Of those 84 returned surveys, parents indicated an interest in learning how to help their child with reading and math homework. Based on these findings, training was offered during times that were convenient for the parents surveyed.</p>

Data Source	Relevant Findings
	As a result of a system wide 2008-09 Needs Assessment, a full time Family Engagement Coordinator position was created. Training and planned family activities are ongoing as a part of Athens City Schools Family Engagement Program. These opportunities are communicated to parents via SchoolCast, Ingleside website, and hard copies sent home with students on a monthly basis.

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

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

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:
<p style="text-align: center;">INGLESIDE SCHOOL HISTORY</p> <p>Due to overcrowded conditions at the two elementary schools in the Athens City School System, Forrest Hill and North City, a decision was made to build an elementary school in the eastern part of the city. Funds for this school would be obtained from PWA, 45%, and the balance raised by city bonds. Nine acres were acquired in May of 1935, from Tennessee Wesleyan College for \$4,000.00, this acreage being part of the Gettys Estate bordering on Lee Highway and Guille Street.</p> <p>It was October 1936 before money from PWA became available. The actual building was begun early in 1937 and was completed before the opening of school that year. The brick structure was T-shaped, old colonial design, and consisted of eight classrooms and an auditorium. Cox Construction Company of Etowah constructed it at a cost of \$40,401.00. The architect was B.H. Hunt of Chattanooga. The school was named Ingleside. Its name comes from Ingleside Springs, the big spring on the Gettys Estate, which was the main source of water for Athens.</p> <p>Ingleside Elementary School opened August 30, 1937, with a faculty consisting of Reuben Godsey, principal; Mrs. Henry Gettys, Mrs. Howard Dennis, Miss Frances Farrell, Miss Ruth Hoback, and Miss Lucille Wright, teachers. Ingleside had an enrollment of 247 students in grades 1-6.</p> <p>In 1942, grades 7 and 8 were added and Ingleside continued with eight grades until the Athens Junior High School was completed in 1966.</p> <p>Ingleside grew steadily. In 1949, two prefab buildings were erected to house first grade and lunchroom facilities. Six classrooms, two restrooms, and a cafeteria were added in 1952. The auditorium was converted to a gymnasium in 1955. An addition consisting of four classrooms was erected on the west side of the building in 1957. Early childhood education under the Office of Economic Opportunity was initiated in 1969. Two years later, a full-time kindergarten was added at Ingleside School.</p> <p>In the fall of 1977, a complete renovation of Ingleside School was begun. Classes were moved to facilities in the First Baptist Church and Trinity United Methodist Church, where school was conducted until early in 1979. The present building contains 44,000 square feet and is located on a fifteen-acre tract.</p>

During October of 2001, construction started on the north wing of the building, which includes two classrooms and two restrooms. This addition was added for children with special needs and was completed in August of 2002. The architect was Kaatz, Binkley, Jones, & Morris of Knoxville. Buckhead Construction Company of Knoxville constructed it at a cost of \$185,000.00.

Ingleside School has received both national and state recognition. During the school year 1986-87, the U.S. Department of Education recognized Ingleside as one of the 217 best elementary schools in the nation. The same year, Ingleside was chosen as one of the ten outstanding schools in the state of Tennessee. In 1989-90, Ingleside became one of only four schools in the United States to be recognized twice by the U.S. Department of Education. In 1991, Child Magazine recognized the school as one of the 10 best elementary schools in America. In 1991, the principal, Ben Wilson, was the recipient of the first Tennessee State Elementary Principal of the Year Award.

During the sixty-five years of Ingleside's history, the following have served as principals: Reuben Godsey, Earl Crumpton, McKenzie Gross, Theodore Wofford, Dicia Blevins, J.C. Ridenour, Harry Ward, Harley Stephens, Bob Cook, W.A. Miller, Ben Wilson, and Carl Williams.

In 1992, Ingleside Elementary School began to undergo some dramatic changes. In order to bring a socio-economic balance to the school system, the Athens City Schools reorganized from four K-6 schools to two K-3 and two 4-6 schools. Ingleside began to serve a K-3 population. Honors came to Ingleside in 1996 when Linda Cheek, a 1-3 multi-age teacher was selected as the Tennessee Teacher of the Year, followed by Gisela Van Ness, a third grade teacher, being named as one of the six finalists for the same honor in 1997. Linda Cheek earned her National Board Certification in 1997, while Casey Idol earned her National Board Certification in 2007.

Ingleside School made major renovations from 2003-2005. These renovations included new:

- Restrooms
- Classroom lighting
- Roof
- Cooling and heating units
- Windows
- Handicap ramp and awning

Renovations for the 2006-2007 school year included:

- Flooring

Alternative Actions, Inc. conducted a Healthy School Assessment for Indoor Air Quality in December 2005.

Results from this study are as follows:

- Indoor inspection and sample results indicated no microbial air issue
- No visual mold was found during the inspection
- Relative humidity and temperature found in the various areas would not support microbial growth
- Low relative humidity could however cause irritation to nose and lung linings

These are the recommendations from Alternative Actions, Inc.:

- Slight adjustments to the outside air allowed through the damper on the HVAC unit will adjust the humidity to 30-35%
- The heat from the unit will decrease the amount of relative humidity. Air conditioning will elevate relative humidity. Adjustments will need to be made based on which system is running.

In 2006, Dr. Craig Rigell, Director of Schools, appointed a committee to study the numerous cases of cancer and related illnesses, which have occurred at Ingleside.

School Characteristics

Ingleside School is a one-level structure housing twenty classrooms, five each of kindergarten, first, second, and third grades as well as a Comprehensive Developmental Class (CDC) with a total of 383 students. Ingleside is also equipped with a portable unit, housing Resource and one Title I classroom. Some Special Education students receive supplemental instruction using either inclusion or a pullout model, while others are placed in the CDC classroom. A full time nurse is assigned to the CDC classroom. Speech students are being served by a full time speech/ language teacher. Speech/language students are served using the pullout model in the communication room. Occupational and Physical Therapy services are provided as pull out services. Additional instruction in math, reading, and language acquisition is provided by two full-time Title I teachers, three part-time interventionists, and five full time instructional assistants. Full-time teachers staff the music room, gymnasium, and media center. Art classes are provided one time per week for each classroom. English Language Learners are served part time by a certified ELL teacher. Enrichment classes are provided for qualifying students three hours weekly at North City School. A school nurse is present at Ingleside six hours per week. Guidance services are provided five days a week by a certified Guidance Counselor. A part-time Academic Coach assists teachers with data analysis to drive instruction. Ingleside School has access to the services of both the Director of Family Resource Center and the Family Engagement Coordinator. The school is completely wired for the Internet with an average of four computers available for each classroom. All first, second and third grade classes have been equipped with SmartBoard/Promethean Board technology.

The commons area, located in the center of the school, is used for Kids Connection, breakfast, lunch, assemblies, PTO meetings, teacher in-service, luncheons, and other large group activities. Food is prepared in the adjoining cafeteria. The building is equipped with seven student restrooms, four adult restrooms, a custodial room, and a teacher workroom. The portable unit is equipped with one student restroom.

Due to an increase in enrollment and the addition of new programs and personnel over the past few years, much of the previously available space has been converted to instructional areas. Lack of adequate space has become a major concern. A handicapped ramp has been built for those students who enter and exit on Guille Street and to playground.

The playground, built with joint grants between the City of Athens Parks and Recreation Department and Athens City Schools and in cooperation with Denso, a local manufacturing company, is used by students during the day and opened to the public after hours. Ingleside is in the process of updating our current playground facilities. City tennis courts and a pool are nearby, allowing for easy accessibility and incorporation of tennis and swimming into the physical education curriculum.

Mayfield Dairy Farms, Ingleside's Adopt-A-School partner, is conveniently located across the street, providing opportunities for frequent visits. They volunteer as assistants for Field Day and sponsor tours of their facilities, as well as ice cream treats. Mayfield sends a special letter of recognition and a gift for our citizenship award winners.

The Parent-Teacher Organization provides financial support and initiates parent involvement. Funds are raised through a walkathon called, "Inglestride". These funds provide support for the physical education and music programs, teacher instructional needs, playground equipment, art supplies, and technology needs. The parent volunteer program is very successful with numerous parents providing assistance to teachers by making copies, coloring, cutting, and laminating materials for use in the classroom. Volunteers also help in special projects such as "Reading is Fundamental" events, field trips, book fairs, "Grandparents' Day," and other school wide activities. The parent volunteers host a special luncheon each year for "Teacher Appreciation Day."

Results from the Athens' City Schools Family Survey indicate that the majority of parents' agreed/strongly agreed that the school provides a welcoming approachable atmosphere and believed it to be safe. Parents also feel that Ingleside communicates the educational needs of their children.

Teachers work on a 200-day-per-year contract, which includes 180 instruction days, 5 in-service days, 5 discretionary days (examples: teacher workdays, parent conference days, etc.) and 10 paid holidays. Per-pupil expenditures total \$8953 per child. The percentage breakdown of these expenditures is: Local-34.9%, Federal-14.0%, and State-51.1%.

The school day for students is seven hours in length. It begins at 8:20 a.m. and ends at 3:20 p.m. During the day there is 30-minute lunch period and at least one 30-minute gym, art, music, or media class. Classrooms take a 20-minute daily recess. This leaves approximately five hours and forty minutes for instruction and transition time. Other factors that influence engaged learning time are assemblies, special events in the media center, announcements, and play practices.

Ingleside School SAFETY PLAN

Ingleside continues to evaluate and update our emergency preparedness plan. A major concern across the Athens City School system is the need for emergency preparedness. During the 2000-2001 school year, a private commercial agency (Public Agency Training) was hired to conduct a safety audit at Ingleside School. Four major safety changes have been implemented at our school as a result of this survey. These changes are:

1. Installation of a traffic barrier for our playground.
2. Replacing and updating door locks for all existing doors.
3. The purchase and installation of a surveillance camera system.
4. Training for our staff regarding a school lockdown.

Specific safety procedures for Ingleside School provide the classroom teacher with information to assist him/her in making emergency decisions. Each teacher has an emergency bag with supplies to assist in case of an emergency. Teachers may also refer to the Emergency Procedures Handbook provided by the Athens City Schools Safety Committee.

Ingleside School PRACTICE LOCKDOWN PROCEDURES

1. Each employee is responsible for locking all doors leading to his/her workspace.
2. The secretary will remain in the office to operate the phone.
3. The custodian will check all outside doors of the building.
4. The physical education teacher will check all inside doors of the upper hallway of the building.
5. The principal will check all inside doors of the lower hallways of the building.
6. Additional teachers will assist any substitute teachers in our building.

EMERGENCY PROCEDURE QUICK CHECKLIST FIRE

1. The school fire alarm will sound.
2. Each class will exit the building through the nearest outside exit.
3. Notify proper authorities (Fire and Police: 911, Superintendent and Maintenance: 745-2863).
4. Every teacher will make sure no one is left inside the building.
5. Each teacher accounts for each child in his/her room. Take class roster and keys.
6. Principal, physical education teacher, and custodian will check restrooms, library, commons, and halls to ensure building is clear.
7. Everyone will remain outside until all-clear bell sounds or the Principal/designee gives permission to return to the building.

TORNADO

1. Three fast rings on the school bell initiates tornado procedure immediately.
2. Notify proper authorities (Fire and Police: 911, Director: 745-2863).
3. Each class assumes proper tornado drill position in pre-designated area in hallways.
4. Each teacher accounts for each child in his/her room. Take class roster and keys.
5. Materials such as fire extinguishers or other equipment not permanently affixed should be removed.
6. Students shall remain in tornado drill position until authorities give further notice.
7. Students leaving with parents must be signed out through office.

BOMB THREAT

1. Notify proper authorities (Fire and Police: 911, Director: 745-2863).
2. Follow instructions from emergency personnel concerning evacuation process.
3. Person answering call should give all information received from caller to authorities.
Use bomb threat Quick Reference Guide as a checklist.

TOXIC SUBSTANCE

1. Three fast rings on the school bell initiates toxic substance procedure immediately.
2. Contact proper authorities and await instruction.
3. All students should remain in building unless otherwise notified.
4. *In-house*: evacuate to safe location outside the building.
5. *External Accidents*: seal the building, shut off air.

**Years of Experience and Degrees
Held by Faculty and Administration**

Name				
Bartmess, Linda	W	F	MS	0
Bowling, Jessica	W	F	BS	5
Burce, Janet	W	F	MS	23
Carpenter, Traci	W	F	MS+15	7
Caulfield, Beth	W	F	EDS	34
Cherry, Jessica	W	F	MS	12
Cook, Melanie	W	F	BS+30	2
Crockett, Wanda	W	F	EDS	6
Davis, Marc	W	M	MA	6
Deal, Jessica	W	F	BS	2
Delaney, Becky	B	F	BS	20
Dumont, Joyce	W	F	EDS	18
Duncan, Joyce	W	F	EDS	24
Farley, Sharon	W	F	MS	11
Filyaw, Linda	W	F	EDS	35
Hammonds, Stephanie	W	F	MS	17
Harrod, Steva	W	F	MS	33
Harrison, Kristin	W	F	MS	3
Hurst, Kim	W	F	EDS	12
Idol, Casey	W	F	EDS NBC	18
McClanahan, Pam	W	F	EDS	19
McConkey, Chrissi	W	F	EDS	10
McDonald, Buffy	W	F	MS	11
Mickelsen, Karen	W	F	EDS	35
Pelley, Sylvia	W	F	MS	34
Ratledge, Denise	W	F	BFA	12
Riggin, Teresa	W	F	EDS	20
Pettitt, Renee	B	F	MS	4
Russell, Carol	W	F	MS	32
Teague, Kristen	W	F	MS	5
Thigpen, Pam	W	F	BS	26
Walker, Jennifer	W	F	EDS	8

**All Ingleside teachers teach within their area of certification and all are highly qualified.
87% of Ingleside teachers hold advanced degrees.**

Curriculum

Students at Ingleside Elementary School are heterogeneously grouped in grade-level settings. All classrooms have students with similarities in socio-economic levels, academic ranges, and behavioral differences. Students in all classrooms have an opportunity to participate in large groups, small groups, ability groups, teacher-assigned groups, and interest groups. Subject areas taught, activities presented, objectives to be mastered, as well as skills and interest levels of the students, determine groupings.

The Tennessee Curriculum and the system-wide academic Local Standards expectations provide the foundation of reading and language instruction at Ingleside. Every five years, teachers have the opportunity to review and adopt new textbooks for mathematics, English, spelling, social studies and/or science. The adopted text for the reading program is SRA *Imagine It* in grades kindergarten and first grade. The adopted text for grades two and three is MacMillan/McGraw Hill *Treasures*. To strengthen literacy skills, teachers use a variety of age-appropriate literature, trade books, and computer software, such as the Accelerated Reader Program, Internet, Orchard, Education City, Brain Pop, Tumble Books, and ThinkLink probes. Intervention reading programs include SRA *Phonemic Awareness*, SRA *Early Interventions in Reading (EIR1&2)*, SRA *Reading Mastery*, and MacMillan/McGraw Hill *Triumphs*. Our CDC department implements Early Literacy Skills Builder by The Attainment Company for reading and language arts.

Mathematics instruction at Ingleside closely follows the Tennessee Curriculum and the system-wide academic benchmark expectations. The adopted textbook is Houghton Mifflin. Various grade levels also use other programs, such as Mountain Math, Minute Math, and Saxon Math as supplemental math instruction. Manipulatives, visual aids, and games are used to teach and reinforce concepts. The use of the Smart Boards/Promethean Boards aids in math instruction and practice. Internet, Orchard, and ThinkLink probes are used on computers for extra practice. Intervention math programs include SRA *Connecting Math Concepts* and *Saxon Math*. Our CDC department uses *Mathematics Their Way* by Dale Seymour, Pearson Learning.

*Science, social studies, and health instruction are based on standards found in the Tennessee Comprehensive Guide, Tennessee Framework, Athens City System Language Arts Addendum, and system-wide academic Local Standards expectations. In Kindergarten and first grade, instruction in these subject areas is often part of integrated units, which include reading, language, and mathematics. In second and third grades, teachers use the adopted text for instruction in science (McMillan/McGraw-Hill) and social studies (Houghton Mifflin). These texts are correlated with national and state standards. Experiments, hands-on activities, visual materials, field trips, and resource persons are used to enhance concepts. Discovery Education streaming videos are used to enhance lessons in all subjects. The guidance counselor does periodic presentations on drug and alcohol abuse, clarification of values, and career education. The grade and age levels of the participating students determine objectives for these lessons.

In all units presented at Ingleside, the students are encouraged to do their best. Teachers at Ingleside incorporate the mission statement into the daily teaching routine. Students are asked to do their personal best in everything they undertake – daily work, homework, and tests, as well as individual and group projects. The Ingleside Behavior Policy is outlined in the student handbook. The school-wide rules are outlined in this policy. However, each teacher at Ingleside develops rules appropriate for his/her individual classroom. Life skills are taught whenever appropriate through lessons in listening, discussions, and literature, and are incorporated into various units of study. Life skills are also addressed in guidance classes taught by the guidance counselor.

The Ingleside Music Department is a vital part of the school curriculum. Areas of instruction include singing, movement, rhythm, and music appreciation. Third graders are instructed in recorder as a preliminary band instrument. The multimedia piano lab allows Ingleside students to expand their general music knowledge. Recognition of instruments, music note reading, rhythm, and piano skills are all by-products of this new component of the music classroom.

There is a significant amount of emphasis placed on the performing arts and creative dramatics. Before leaving Ingleside Elementary School, children have opportunities to be in various plays and skits. These opportunities are designed to give support to language and literature, as well as to develop self-expression and confidence in all children.

Five instructional assistants serve Kindergarten through third grade. There are two assistants and an assistant/nurse who serve the CDC program. Five instructional assistants serve as duty-free lunch supervisors. Our school system provides programs for students with special needs. Special Education services are provided through the use of inclusion and pullout programs, depending on the students' needs. One certified teacher serves the special education students. IEP Team meetings and other conferences affect resource and Speech time. Students with severe needs are served through the CDC program. Speech and Language therapy is provided for students with communication needs. Our school receives services from system-wide contracted part-time school psychologist, a full time guidance counselor, and a nurse 6 hours per week. Extended contract programs are also available to students who would benefit from additional instruction in major subject areas as well as Enrichment. OT and PT services are available for students with identified needs.

Ingleside is school wide Title I. Any student may be served by the two Title I teachers, three part time interventionists, and the five instructional assistants. This group of personnel works with children using research-based programs. The Title I program is considered supplemental to classroom instruction.

Every classroom has a minimum of four computers, all centrally networked and with Internet access. First through third grade classrooms are now equipped with SmartBoard/Promethean Board technology. All classroom teachers have laptop computers to assist with this technology. The opportunity to use a teacher workstation is available to classroom teachers. Other technology will be purchased as funds become available.

The Ingleside Elementary School Library/Media Center is an integral part of the school program. The collection, both print and non-print, supports and enriches the classroom curriculum, as well as offers a wide variety of quality literature for student reading pleasure. Storytelling and reading aloud are an important part of the library program. The Accelerated Reader Program has been adapted to meet our needs and encourage reading. The librarian coordinates reading celebrations in conjunction with "Reading is Fundamental." A book fair is held twice a year to provide students, teachers, and parents an opportunity to purchase books. It also provides free books and additional funds for other library resources. A children's literature author is chosen each year to speak to the Ingleside student population. Students are given the opportunity to purchase autographed books. The library is fully automated, having both card catalog and circulation on computer. Computers are available for students to use CD-ROM programs and the Internet. A part-time library assistant provides much-needed help with clerical maintenance.

The Ingleside physical education program is an essential part of the school curriculum. The students are engaged in a variety of physical activities that help develop a high level of physical fitness. These activities improve motor movement and teach sports skills that can be used throughout life. They are also taught an awareness of body position in relation to the space that it occupies and an understanding of how the body moves in the environment. They are exposed to tennis, swimming, basketball, volleyball, and soccer. This program greatly assists students in their mental, emotional, social, and physical growth.

All students receive art instruction once weekly during the school year from a paraprofessional instructor, provided by the system two and one-half days per week. The use of a progressive art curriculum enhances the program. The PTO furnishes art supplies.

In addition, Ingleside offers a variety of programs that enrich and enhance student learning. The Athens Area Council for the Arts partners with Ingleside to provide many opportunities for our students to enhance the performing and visual arts. Students enjoy a yearly visit from a wildlife conservationist who brings animals from around the world. Students receive instruction on habitats and characteristics of animals that do not live in our area.

Gifted students in the Athens City Schools have met the state guidelines for certification in academic achievement, academic performance, creative thinking, and cognition. Each student has an Individualized Educational Program focusing on affective and creative goals, as well as academic goals. A week long science oriented summer enrichment camp is offered to the gifted and other high achieving students based on teacher recommendation. The camp is offered to siblings of these students as well. Other high achieving students are being served through a weekly Math Club.

Students have other opportunities to demonstrate success and responsibility in the following ways:

- PTO Citizenship Award
- Accelerated Reading Certificates, buttons, and awards
- Classroom awards and recognition
- Flag Patrol

Kids Connection, a before and after school program, was initiated in the fall of 2005. Students receive homework assistance; participate in supervised art and crafts activities, gross motor activities, and games. A healthy snack is provided for these students.

Student Population Data

Enrollment	Number	Percentage
Economically Disadvantaged	203 233	50% 61%
Non-subsidized	201 149	50% 39%
Total enrollment	404 382	

Student Attendance

	Number	Percentage
Average Daily Attendance	385 379.0938	95% 99%

Special Services

	Number	Percentage
Resource (including CDC)	24 23	6 % 6%
Speech and Language	29 28	7 % 7%
ELL	11 11	.03 % 3%
School Wide Title I	63 60	16% 16%

Non-Academic Referrals

	Percentage
Discipline	1.4% 0%
Retention Rate	3.7% .5%
Transfer Rate	14% 39%

Education Level Of Ingleside Parents

Father		
	Highest Degree Obtained	Percentage
Elementary School	14	5%
High School	123	47%
College	108	41%
Post Graduate	19	7%
Total Responses	264	100%

Mother		
	Highest Degree Obtained	Percentage
Elementary School	10	3%
High School	129	43%
College	119	40%
Post Graduate	41	14%
Total Responses	299	100%

Community Characteristics

The Athens Chamber of Commerce reports that Athens is a special place to live. It is a region filled with natural beauty, a strong economy, and a high quality of life. **(Indicates 2009 statistics)**

- Size of community: total population of Athens is 13,220 **14,283**
- Demographic breakdown of the populous:
 - Male..... 6,066 **6,553**
 - Female.. 7,154 **7,730**
 - Race: White.....86.3% **85.1%**
 - Black or African American.....9.3% **9.2%**
 - American Indian and Alaska Native.....0.2%
 - Hispanic or Latino.....3.0% **3.0%**
 - Asian.....1.4%
 - Native Hawaiian and other Pacific Islander.....0.1% **0.02%**
 - Two or more races.....1.3%
 - Some other race.....1.3%
- Average income or economic level is: \$39,562 for families
\$29,277 **\$34,336** for households
- Number of private schools in the area: **5**
 - Athens Pentecostal Christian School
 - Fairview Christian Academy
 - Liberty Christian School
 - Seventh Day Adventist Church School
 - Legacy Academy**

Major Employers:

Denso, Bowater, Johnson Controls, Mayfield Dairy Farms, Thomas & Betts,
Heil Trailer International, Plastic Industries, Johns Manville

Closed down in past year: Collins and Aikman [Waupacca](#)

- Residents with school-age children:
Family households with own children under 18 years of age:.....3,592 1,665 as of 2000
[Census](#)

- Community involvement or participation in school activities:
Athens Area Council for the Arts
Junior Achievement (Chamber of Commerce Adopt A School)
School Business Partnership
Athens Fire Department
PTO volunteer program
Community volunteers who share their expertise
Natural History Wildlife Program
Athens Medical Community
Knoxville Museum of Art
Athens Optimist Club
Athens Kiwanis Club
Mayfield Dairy
McMinn County Education Foundation
Keep McMinn Beautiful

- Group homes/substance abuse centers/homeless shelters
Hope Center

COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS
(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality schools show progress by changing school and classroom practices in ways that improve student achievement. These schools focus on practices that have proven most effective in advancing student achievement.

List School Improvement Team members’ names and the subcommittee or group they represent as a separate page.

- ◆ Members of the team are the stakeholders within the community. Depending on the school configuration the representatives might include, key academic teachers, career/technical teachers, administrators, guidance counselors, student, parents/guardians, community members, business partners, industry representatives, and post-secondary professors.
- ◆ Subcommittees are formed to address components and break the work into manageable units. The chair of the subcommittees would be standing members of the SIP Leadership Team.
- ◆ Collect and review student, parent or guardian, and community data
- ◆ Collect and review material and environmental data
- ◆ Survey of stakeholders
- ◆ Address the following critical domains: school characteristics, student population, parent or guardian demographics and community characteristics.

- ◆ **School Characteristics:**

1. Historical background
2. Facilities
3. Environmental and safety conditions
4. Grade distribution
5. Length of school year
6. Length of school day
7. Operating budget distribution equity
8. Per pupil expenditures
9. Administration, faculty, and staff demographics (race, gender, ethnicity)
10. Years of experience of faculty and administration
11. Percentage of courses taught by Highly Qualified teachers
12. Percentage of faculty and staff who hold advanced degrees
13. Percentage of faculty teaching courses outside their area of certification
14. Enrollment data
15. Curriculum offerings
16. Unique programs
17. Honors Classes
18. Advanced Placement Classes
19. IB Program/Classes
20. Dual Enrollment Classes
21. Parental support
22. Drug, alcohol, or tobacco incidents or arrests
23. School-business partnerships
24. Mobility and longevity of staff at school
25. Grant awards
26. Staff involvement in school/system leadership activities
27. High Qualified Paraprofessionals

COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

28. Trained and qualified mentors

◆ **Student Population Data such as:**

1. Number of students
2. Student demographics (race, gender, ethnicity)
3. English proficiency
4. Free and reduced lunch rate (economically disadvantaged)
5. Discipline referrals
6. Retention rate
7. Transfer rate (mobility)
8. Drop-out rate
9. Graduation rate
10. Special Education Disability Types, Numbers, Percents
11. Students attending Preschool
12. Extracurricular activities
13. Post graduate employment
14. Student attitudes/perceptual data

◆ **Parent or Guardian Demographics:**

1. Race
2. Ethnicity
3. Marital Status
4. Level of education
5. Employment status
6. Income level

◆ **Community Characteristics:**

1. Size of community
2. Demographic breakdown of the populous
3. Average income or economic level
4. Number of private schools in the area
5. Major employers
6. Residents with school-age children
7. Community involvement or participation in school activities
8. Group homes/substance abuse centers/homeless shelters

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

Introduction to

Academic and Non-Academic Data Analysis/Synthesis

Component 1 has been expanded to include all types of data collection, organization, analysis and synthesis for quick access of necessary information for collaboration and communication around what is working and not working for students in your school. It includes all kinds of data reporting, both non-academic and academic. You may also address the impact of key community events here (e.g., tornadoes, plant closings, major economic shifts).

Data are essential for planning. Effective planning assesses student needs accurately and completely.

Conduct a comprehensive needs assessment to direct attention to the most critical student achievement needs and those non-academic needs that significantly impact academic performance. A needs assessment is a cyclical process. The district's strategic plan will use your school improvement plan and the data you collected as part of the needs assessment process that it will undertake in its planning process.

The important steps in a comprehensive needs assessment are

1. Review current SIP and other relevant school-level reports and documents;
2. Identify the non-academic and academic data within the plans and reports;
3. Decide if more data are needed and, if so, make decisions about collecting those data;
4. Disaggregate data by NCLB required student subgroups;
5. Identify accountability subgroups for the school;
6. Analyze data to determine strengths and needs;
7. Prioritize and list needs.

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
Tennessee Department of Education Report Card Data
2007, 2009 Standardized Test Reports
NCE Scores
Children's Progress Assessment Reports
Thinklink Learning

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.

Ingleside Elementary uses a variety of assessment methods to analyze student performance. Assessments are designed to predict and provide the teacher with the students' expected or potential acquisition of knowledge or skills. These multiple measures include standardized tests, teacher observation, classroom performance assessments, group projects or products, constructed response and writing activities, as well as several computer programs, including [Children's Progress](#) and Thinklink Learning.

[Children's Progress](#) is a computer based reading and math formative assessment used in the Kindergarten and First Grade. The test is given in the Fall, Winter, and Spring. The test is divided into four subgroups for both reading and math. Teachers are able to chart progress for individual students as well as classes. Recommendations are provided for teachers to use address areas of need. Reports are available for both teachers and parents.

Thinklink Learning is a computer internet based testing program from Discover Learning. This program tests three times a year and is capable of producing individualized practice probes. Reports are produced for teachers and parents.

The change from a norm referenced test to a criterion referenced test eliminated the necessary data on the third grade students, preventing a consistent testing data contrast from second to third grade. Criterion referenced testing provides minimal feedback, lacking objective specificity. Data feedback from the criterion referenced test is too vague to pinpoint specific areas of need.

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**Tennessee Report Card**

Ingleside Elementary serves Kindergarten through Grade 3. Report card data is only applicable to third grade students.

Each year the State of Tennessee issues a Report Card for schools across the state. In 2007, Ingleside Elementary scored an A in Reading, Math, and Science and one B in Social Studies. The Report Card scores for Ingleside for the year 2006 were all above the state scores and grades were all A's. Attendance percentiles remained at 95%; percentiles for the promotion rate remained at 99%. In 2005, however, Ingleside scored all A's.

In 2009, Ingleside Elementary scored a B in Reading, Math, Science, and Social Studies. The Report Card scores for Ingleside were above the State and the grades were consistent with the State. Attendance percentiles remained at 95%; the percentile for the promotion rate was 99.5%. (Addendum addresses 2010 Data Analysis)

In 2007, the percentage in Reading for all students considered proficient or advanced was 100%. Most subgroups (white, minority students, and students with disabilities) showed percentages for students that were 100%. No data was given, however, for the ethnic minority subgroup. Students with disabilities scored 100%; males scored 100% proficient and females scored 100% proficient.

In 2007, the percentage in Math for all students considered proficient or advanced was 92%. Most subgroups (white, minority students, and students with disabilities) showed percentages for students in the low nineties. No data was given, however, for the ethnic minority subgroup. Students with disabilities scored 63%; males scored 93% proficient and females scored 91% proficient.

In 2006, the percentage in Reading for all students considered proficient or advanced was 94%. Most subgroups (white, minority students, and students with disabilities) showed percentages for students in the mid nineties. No data was given, however, for the ethnic minority subgroup. Students with disabilities scored 56%; males scored 97% proficient and females scored 93% proficient.

In 2006, the percentage in Math for all students considered proficient or advanced was 93%. Most subgroups (white, minority students, and students with disabilities) showed percentages for students in the mid to upper eighties. No data was given, however, for the ethnic minority subgroup. Students with disabilities scored 44%; males scored 90% proficient and females scored 95% proficient.

In 2005, the percentage in Reading for all students considered proficient or advanced were 93%. No data was given, however, for the ethnic subgroups due to our low number. Students with disabilities considered proficient or advanced were 78%; and males were 90% proficient, females were 97% proficient.

In 2005, the percentage in Math for all students considered proficient or advanced were 94%. No data was given, however, for the ethnic subgroups due to our low number. Students with disabilities considered proficient or advanced were 66%; males were 94% proficient and females were 92% proficient.

Report Card Data Disaggregation

Disaggregated Data Report

The 2007 TCAP was used to disaggregate data for various subgroups at Ingleside Elementary. An analysis of first and second grade subgroups was not possible. Test scores are presented for each class and do not indicate identifiable factors such as gender, race/ethnicity, or special education services. Third grade scores were used to give an overview of the school as a whole. Athens City School Local Standards could not be used to disaggregate the data. .

Gender

Test scores for each subject area by gender indicated that females were more successful in Reading. For Reading, 100% of males and females were considered proficient or advanced. In Math, females scored 91% proficient or advanced and males scored 90% proficient or advanced.

Race/Ethnicity

A total of 101 students were tested: 86 white, 7 Black, 7 Hispanic, and 1 Asian. In Reading, 100% of students in each subgroup were considered proficient or advanced. In Math, 93% of white, 71% of black, and 78% of Hispanic students were considered proficient or advanced.

Economically Disadvantaged

Approximately 50% of Ingleside students are considered economically disadvantaged. In Reading, 100% of economically disadvantaged students scored proficient or advanced. In Math, 84% of economically disadvantaged students scored proficient or advanced, whereas only 16% were considered below proficient. Overall, economically disadvantaged students scored slightly lower than non-economically disadvantaged students.

First Grade

Three special education students were tested in First Grade. Overall, scores in each subject area were lower than the overall student population. Data would seem to indicate that special emphasis should be given to improving math and reading scores for first graders receiving special education services. Teachers may also want to continue to develop students' higher-order thinking skills.

No gifted students were tested in First Grade.

Second Grade

Five special education students were tested in Second Grade. As in First Grade, scores for second graders receiving special education services were lower than the overall population. It could be determined that second graders receiving special education services may benefit from additional assistance in Math and Reading.

Three gifted students were tested in Second Grade, but were not identified on the test results.

Third Grade

Data is reported by proficiency level for Third Grade students rather than NCE or National Percentile scores. Eight special education students were tested in Third Grade. In Reading, 8 students were considered proficient. In Math, 5 were considered proficient. Data would indicate that Third Graders receiving special education services performed better in Reading than in Math but still scored lower than the overall student population. As in First and Second Grades, Third Grade special education students may benefit from additional Math and Reading assistance.

A total of 14 gifted students were tested in Third Grade. All third grade Gifted students scored in the Advanced Level in Reading and Math.

Report Card Data Disaggregation

Title I

A total of 101 Third Grade students were tested to identify Title I students. Eight students receiving direct services in Title I were in the Proficient Level in Reading (100%). Of the eight students receiving direct service in Math, six were in the Proficient Level. (75%).

ELL (English Language Learners)

Five ELL students were included in test data. Due to the low number of students being tested and the absence of identifiable factors on individual tests, strengths, and areas of need could not be determined.

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

Data indicates that white females are best served in most subject areas. Assumptions about race/ethnicity, however, cannot be determined due to the low number of minority students. Data for these students was not available as a group. Individual scores could not be determined because of a lack of identifiable factors on class summaries and individual tests. Reading appears to be an area of strength for most sub-groups whereas Math is an area needing additional emphasis. Students that qualify to receive Title I Direct Services score lower in every subject area. Another group of students needing targeted assistance are special education students with no accommodations. An additional Title I Reading/Math teacher may be helpful. Intervention plans for Math should be implemented.

The Ingleside First Grade Performance Level graph for Reading shows a moderate percentage in Level 2 and the greatest percentage, 38%, in Level 3 for spring of 2007. A moderate percentage for Level 4 and a small percentage in Level 5 exceeded the national norm. Although overall scores were stronger than the norm, reading scores declined from 2006. Ingleside's 2007 Grade 1 Language scores surpassed the national norm. The highest percentage areas were Levels 3 and 4. Language scores were stronger than Reading scores for Grade 1 and gains were noted over the 2006 scores. Ingleside's first graders followed the national pattern in math performance with large percentages in the first three levels. This group did not show a significant strength when compared to the national norm.

Grade 1 had five reading and math areas below the desired 1.05 ratio level.

Oral Comprehension (1.03), Sight Words (1.03), Number and Number Relations (1.04), Geometry and Spatial Sense (1.02), and Addition of Whole Numbers (1.03). These objectives scored Partial Mastery, thus denoted as Learning Needs.

Second Grade Reading in 2007 matched the norm referenced desired percentage patterns with minimal percentages in Levels 1 and 2 and moderate numbers in Level 3. Their highest percentage, 46%, was in Level 4, 13% above the national norm and an 11 point increase over 2006 scores. The percentage of students performing at Level 5 was moderate, eight points above the national norm. Grade 2 Language scores showed heavy percentages in Levels 3, 4 and 5, with 37% of students performing at Level 5, a 6 point decrease from 2006 but still 29 points above the national norm. Reading scores were stronger than Language scores. Grade 2 Math scores in 2007 showed 52% of students performing in Level 4, with 36% in Levels 3 and 5. Scores decreased 9 points from 2006 to 2007. Second Grade Math scores continued to exceed national scores.

Grade 2 had no objectives below 1.05. Operation Concepts and Consonants were both at the ratio of 1.056 and identified as Learning Needs.

Performance Levels in Reading for the 2006 Grade 1 students showed that students moved upward, out of the lower Performance Levels, at completion of their Grade 2, 2007 testing, indicating that intervention programs targeting marginal students were progressively strengthening learning. Whereas 49 students were in Levels 4 and 5 at the end of First Grade in 2006, there were 62 students in Levels 4 and 5 at the end of their Second Grade year in 2007.

The change from a norm referenced test to a criterion referenced test eliminated the necessary data on the third grade students, preventing a consistent testing data contrast from second to third grade. Therefore, the students transitioning from Grade 2 to Grade 3 could not be tracked using this specific analysis.

When comparing scores to the Reporting Categories Performance Index Report, the third grade students meet, or exceed the proficient level in each reporting category performance index. In Reading, Content and Vocabulary were strengths. Although Meaning was two points above the state average, it is designated as a learning need. In Math, Geometry was the greatest strength and Computation (although equal to the state) denoted as an area to improve. The data points to a stronger understanding of the Reading/Language Arts area than of Mathematics.

Narrative Synthesis of Data

According to the Performance Level Summary Report, in the area of Reading/Language Arts 43% of students were Advanced, 53% were Proficient, and 4% were Below Proficient. In each performance level, all scores met or exceeded state scores. In Mathematics, 42% of students were Advanced, 48% were Proficient, and 11% were Below Proficient. The Advanced Level in Math fell slightly below the state average and the Proficient and Below Proficient categories met or exceeded state averages.

National Curve Equivalent

The 2007 National Curve Equivalent scores in Reading remained the same as 2006 NCE scores. Scores in Language, Mathematics, and Total Score for Grade 2 declined slightly from 2006 NCE scores. Strengths included Language Mechanics and Language Composite. An area to improve was Reading.

The 2007 Grade 1 NCE scores decreased from 2006 in all four areas. Strengths included Word Analysis and Language. An area to improve was Math.

There are no NCE scores available for Grade 3.

Local Standards

Local Standards in the area of Language Arts for Kindergarten revealed five standards below mastery. The areas of need were located in Reading and Elements of Language. First Grade Local Standards revealed two standards below mastery which were located in Reading Comprehension and Writing. Second Grade also had two standards below mastery which were located under Reading and Elements of Language. Third Grade Local Standards revealed ten standards below mastery. Two of those standards were in Reading, seven standards under Writing, and one in the area of Elements of Language.

Local Standards in the area of Mathematics for Kindergarten, First Grade, and Second Grade showed no standards below mastery. In Third Grade, however, five standards were below mastery. Three of those standards were under Number and Operation, one under Algebra, and one under Measurement.

Local Standards substantiate TCAP test scores for 2007 in the subgroup of Special Education for First Grade, Second Grade, and Third Grade. In both Language Arts and Mathematics, Special Education students fell below mastery in a majority of standards. Kindergarten Local Standards revealed that eight students were tested and that thirteen standards in Language Arts and nine standards in Mathematics were below mastery. First Grade Local Standards tested three students with twenty-one standards in Language Arts and twenty-five standards in Mathematics below mastery. Second Grade Local Standards also tested three students with sixteen standards in Language Arts and fifteen standards in Mathematics below mastery. Third Grade Local Standards revealed that two students were tested and that twenty-six standards in Language Arts and forty-two standards in Mathematics were below mastery. This data indicates that students receiving special education services were lower than the overall population. Students receiving special education services may benefit from additional assistance in both Language Arts and Mathematics.

Local Standards also reported ELL (English Language Learners) data. Kindergarten Local Standards reported five students as ELL with twenty-two standards in Language Arts and thirteen standards in Mathematics below mastery. First Grade Local Standards reported seven students as ELL with sixteen standards in Language Arts and seven standards in Mathematics below mastery. Second Grade Local Standards reported five students as ELL with eight standards in Language Arts and two standards in Mathematics below mastery. Third Grade Local Standards reported three students as ELL with thirty-three standards in Language Arts and fifty-four standards in Mathematics below mastery. This data indicates that students receiving ELL services were lower than the overall population. Students receiving ELL services may benefit from additional assistance in both Language Arts and Mathematics.

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

Goal 1 The percentage of First and Second Grade students who attain 50 percentile or above on the Terra Nova Reading Composite will increase from 78 to 85.

Goal 2 The percentage of First and Second Grade students who attain 50 percentile or above on the Terra Nova Math Composite will increase from 74 to 85.

Goal 3 The percentage of Third Grade students who attain proficient level or above on the CRT Math Composite will increase from 92 to 95.

2010-2011 Goals**Goal 1:**

The percentage of third grade students who are proficient on the TCAP in reading and language arts will increase from 43% to 53% by the end of SY 2010-2011.

Goal 2:

The percentage of third grade students who are proficient on the TCAP in math will increase from 42% to 52% by the end of SY 2010-2011.

COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS
(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality schools continuously improve the educational process by using student performance data to advance student learning and to recognize students who meet both curriculum and performance goals.

In reviewing student *academic* data, consider student performance data and student expectations:

- ◆ Focus on what students will know and be able to do.
- ◆ Narrative that synthesizes the data. DO NOT make copies of TCAP reports and insert them into your plan.
- ◆ Review 3-year NCE average student performance data incorporating reports to establish students current performance.
- ◆ Disaggregate quantitative student performance data as appropriate to determine the

COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

academic growth of subgroups, including growth differences/gaps between the following: low to middle achievers, middle to high achievers and low to high achievers.

- ◆ Examine multiple methods of assessment to analyze student performance.
- ◆ Review Tennessee standards for each grade level to enable teachers to monitor student progress.
- ◆ Identify student learning needs.
- ◆ Identify student learning strengths.
- ◆ Develop performance targets. This is an Essential part of your plan. Remember that the most basic requirement of the plan is that it be DATA-DRIVEN.

In your narrative synthesis of the *academic* data, here are some areas to review:

1. TCAP Results
2. Writing Assessment
3. End of Course Tests
4. SAT
5. ACT
6. Value-Added Scores
7. Criterion-referenced Exams
8. Performance-based Measures
9. Text Book Tests
10. Samples of Student Work (portfolios, project demonstrations, lab journals, service learning participation)
11. Gateways
12. Formative and Summative Assessments
13. Pre-K and early grades assessments, DIBELS, etc.
14. Career-Technical competencies, as applicable

Guide for TSIPP Component 2

Beliefs, Mission and Vision

Introduction to

Component 2 – Beliefs, Common Mission and Shared Vision

To be an effective school, you must be a community of professional learners. Effective professional learning communities must have a common mission, beliefs and shared vision. These serve to focus and guide your work. They also hold all members of the professional learning community to the same standards of expectation and serve to ensure accountability.

Beliefs are statements of collective underlying values and principles that guide decisions and actions. Beliefs are the school's shared values and expectations for students' future success. Beliefs address areas such as expectations and conditions for learning; instructional interactions; ways assessments are used to improve student success; the extent of supportive, positive relationships and interactions ("the way we get along"); and ways decisions are made. Belief statements indicate that the students are valued as people and as learners.

A **mission statement** expresses the school's purpose for being and existing. It conveys the uniqueness of a school, what it is doing for students, and how it is being accomplished. It guides their action, promotes accountability for the work and for how the work is to be carried out. It is reflective of the belief of the school and its stakeholders

The vision requires you to take the opportunity to focus beyond where your school currently is while you revisit your beliefs and mission –what are your collective expectations for the future. These expectations for the future become your **shared vision**. The vision provides a clear picture of the quality of the product one can expect from your organization.

Schools that have articulated the shared vision, and beliefs of their constituents, which have a clear mission statement focused on student achievement, make progress and continually improve the educational, instructional, and organizational environment. The entire faculty and **all** stakeholders need to adopt the beliefs on which your mission statement is based. Using a collaborative process is extremely important in ensuring everyone adopts these beliefs. To ensure collective ownership, collective responsibility and accountability, it is imperative that you reach consensus on what your beliefs, mission and shared vision are. Get direct input from all faculty members and from as many stakeholders as possible.

There are two critical elements that are prevalent in the beliefs, mission and shared vision of high performing schools; 1) stakeholders are keenly aware of and understand the importance of the attributes of such schools-they answer the question "what kind of work should we be engaged in-what kind of work will yield the outcomes we are seeking to generate for our students?", and 2) the beliefs, mission and shared vision are focused on student achievement-everything that we do should serve to improve student achievement.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

1. School is an exciting place with the purpose of developing **life-long learning**.
2. School values the **uniqueness** of each child and appreciates the diversity of culture, experiences, and abilities that he or she brings to the classroom.
3. Learning is a **shared decision making responsibility** between teachers, students, home, and community.
4. Policies provide for a **safe environment** that places emphasis on the wellness of the **whole child**...mentally, physically, socially, and emotionally.
5. We make **learning meaningful** to the student now and relevant to preparing for the future.
6. We maintain the **high expectation** that students will master curriculum objectives as measured by local, state, and national curriculum standards.
7. School emphasizes **respect, responsibility, teamwork, citizenship, and concern for others**.
8. **Instruction incorporating active learning** promotes opportunities for academic growth, creativity, spontaneity, and choice.

Common Mission

The mission of Ingleside School community is for students to demonstrate their personal best every day and become academically proficient and socially responsible in the continuing phases of their education and development.

Children's Pledge:

I promise to do my personal best every day in every way.

Shared Vision

Our vision for the school community is to create an atmosphere of engaged learning, excitement, and energy where children are academically successful and socially responsible.

COMPONENT 2 – BELIEFS, COMMON MISSION and SHARED VISION
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

For Your Consideration:

- State your beliefs, **mission and shared vision clearly in understandable language**, without educational jargon. Parents and community members should have as clear an understanding and ownership of the belief statements as the school faculty and administration.
- Beliefs, **mission and shared vision** statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations.

Beliefs, common mission and shared vision statements should:

- ◆ Reflect values and practices in the school.
- ◆ Be comprehensive, clear, and brief.
- ◆ Be easily understood by all stakeholders.
- ◆ Be supportive of articulated beliefs.
- ◆ Be reflective of consensus from all stakeholders
- ◆ Describe the purpose of school
- ◆ Be concise, memorable and clear
- ◆ Be the focal point of all goals and strategies
- ◆ Answer the question “What is our ideal future?”

Sample belief statements:

There is a positive correlation between learning and school attendance.

Schools are inviting, nurturing places for children.

Every child has a success experience every school day.

Schools have responsibility to help students develop in other areas, as well as academics, and must work with the parents and community to be successful.

Appropriate learning opportunities must be based on appropriate data and be research-based.

All students will be successful when policies, procedures and practices are designed to address student needs.

The ability to think creatively is necessary in a changing society.

Sample Mission Statement:

To provide for all students a challenging, nurturing and safe learning environment where they can learn and excel; by ensuring that the appropriate curriculum, instruction, time, and other required resources are provided.

Sample Vision Statement:

All students and teachers demonstrate high levels of achievement in all endeavors.

Guide for TSIPP Component 3

Curricular, Instructional, Assessment, and Organizational Effectiveness

Introduction to

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Purpose of Analyzing Effectiveness

This phase of the school improvement planning process calls for an in-depth analysis of the effectiveness of the school's Curricular, Instructional, Assessment, and Organizational practices supporting students' achievement of the desired results for their learning. The purpose of this analysis of the Curricular, Instructional, Assessment, and Organizational effectiveness is to identify the school's strengths and limitations and then to determine how the school can best build on its strengths and address the areas of limitation in the development of the school improvement plan. Component 4 focuses on an analysis of the quality of the work of the school in behalf of student learning.

One of the chief aims of the school improvement plan is to build and to strengthen the capacity of the school's Curricular, Instructional, Assessment, and Organizational conditions to support students' achievement of the desired results for their learning. This phase of the planning process helps the school target those areas of capacity-building that can make the greatest difference in improving student learning.²

Part I. Curricular Practices

A school leader's primary responsibility is to help teachers focus. There must be clear expectations with an alignment of the school's resources. A school, like any other organization, demonstrates what it values by what it pays attention to. Schools must be attentive to meeting AYP targets and improving student learning for all students.

Schools need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

It is imperative for schools to ensure that all teachers have access to and training in the use of a standards-based curriculum that is aligned with the state mandated standards and the state assessment. Curricular practices designed to yield high achievement must be research-based and have a track record of success.

² Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

As you begin the analysis process, you should examine the current curricular practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Is the curriculum based on the defined Tennessee Department of Education state approved standards included in the Blueprint for Learning (SPI and TPI)?
2. Is the curriculum academically challenging for all students?
3. Are teaching strategies, learning activities, and assessments aligned to the Tennessee Department of Education state approved standards?
4. Are the support services and resources adequate to support the curriculum implementation?
5. Are curriculum offerings articulated at different grade levels to avoid redundancy and gaps in student learning?
6. Do all stakeholders have a shared vision for what students should know and be able to do at each grade level?
7. Is there a process for continuous improvement of the curriculum?
8. Is the curriculum adapted and utilized for students with disabilities?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

(Tennessee Consolidated Planning)

(Tennessee Framework for Evaluation)

To begin your analysis, please complete Template 3.1.a to identify and demonstrate the effectiveness of the curricular practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Adoption of a standards based curriculum	Development of system-wide student achievement Local Standards	School has implemented a grade appropriate cohesive standards based model for literacy	School has implemented a grade appropriate cohesive standards based model for mathematics	School has implemented formative assessment aligned with the school Local Standards	Support system is in place for enhancing the quality of curriculum and instruction	School communicates a shared vision of what students should know and be able to do at each grade level
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • TN State Standards (2009) are taught in each of our reading, math, language arts, science, and social studies curricula. • Trainings provided in the use of the standards. • Instructional materials are correlated to the state standards. 	<ul style="list-style-type: none"> • Annual administration of Local Standard assessments • Administration of Thinklink Benchmark assessments in grades 2-3 • Administration of Children's Progress in grade K-1 • Administration of <i>Imagine It!</i> Benchmark assessments in grades K-1 	<ul style="list-style-type: none"> • Rigorous textbook adoption process which ensured alignment with the standards • <i>Imagine It!</i> K-1 • <i>Treasures</i> 2-3 	<ul style="list-style-type: none"> • Rigorous textbook adoption process which ensured alignment with the standards 	<p>Summary Local Standard reports by subject and grade (disaggregated by special education and ELL)</p> <ul style="list-style-type: none"> • <i>Imagine It!</i> Formative assessments and reports in reading K-1 • <i>Treasures</i> Formative assessments and reports in reading 2-3 • Thinklink Formative assessments 	<ul style="list-style-type: none"> • Title I • Special Education • BEP 2.0 Interventionist • Extended contract activities • Twenty-First Century after-school program • School-based professional development • Guidance • Enrichment • Speech and Language • Instructional assistants • Physical therapy • Occupational therapy • Four-Star Academy for pre-K • Academic Coach 	<ul style="list-style-type: none"> • Parent conferences • TCAP parent information, Channel 95 education and government channel • ACS Report Card and TCAP data published in local newspaper • TN State Standards (2009) available through link on school website • Information shared at PTO meetings • Weekly newspaper articles by the system wide School Health Coordinator • School/teacher newsletters • Telephone

		<ul style="list-style-type: none"> • Administration of <i>Treasures</i> Benchmark Assessments in grades 2-3 			<ul style="list-style-type: none"> • and reports in reading and math grades 1-3 • Children's Progress Formative assessments and reports in reading and math grades K-1 		<ul style="list-style-type: none"> • calls/logs • Grade level report cards • SchoolCast • Ingleside Website • The system wide Family Engagement Coordinator facilitates parent training and family engagement events
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes – meets the criteria identified by Marzano /Pickering's research	Yes – meets the criteria identified by Marzano /Pickering's research	Yes – meets the criteria identified by Marzano /Pickering's research	Yes – meets NCTM standards	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective in some areas, in process of improving other areas	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Unit / lesson plans • Standard 10 and TCAP scores (NRT / CRT) • TVAAS • School wide report cards 	<ul style="list-style-type: none"> • Stanford 10 and TCAP scores (NRT / CRT) • Children's Progress K-1 • Thinklink Grades 2-3 	<ul style="list-style-type: none"> • Stanford 10 and TCAP scores (NRT / CRT) 	<ul style="list-style-type: none"> • Stanford 10 and TCAP scores (NRT / CRT) 	<ul style="list-style-type: none"> • Multiple opportunities provided for students to demonstrate mastery of the spi's and state standards • Standard 10 and TCAP scores (NRT / CRT) 	<ul style="list-style-type: none"> • Program evaluation as well as evaluation of students' achievement within the programs (in-program mastery test, TCAP / Stanford 10 (NRT/CRT) 	<ul style="list-style-type: none"> • Responses from surveys • SIP and SACS • PTO attendance • Parent conference records • School volunteer logs

		<ul style="list-style-type: none"> • <i>Imagine It!</i> Grades K-1 • <i>Treasures</i> Grades 2-3 					
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • TCAP and Stanford 10 (CRT/NRT) 	<ul style="list-style-type: none"> • Analysis of annual Local Standard reports • Thinklink Benchmark scores • <i>Imagine It!</i> Benchmark assessment scores (K-1) • <i>Treasures</i> Benchmark assessment scores (2-3) 	<ul style="list-style-type: none"> • TCAP and Stanford 10 (CRT/NRT) 	<ul style="list-style-type: none"> • TCAP and Stanford 10 (CRT/NRT) 	<ul style="list-style-type: none"> • TCAP and Stanford 10 (CRT/NRT) 	<ul style="list-style-type: none"> • Evaluation of extended contract activities for after school and summer program(s) show positive gains 	<ul style="list-style-type: none"> • Positive responses to surveys from parents
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Distribution of 2009-10 Tennessee State Standards for all teachers • Staff development 	<ul style="list-style-type: none"> • Updates and revisions, use of Staff Development Funds and time • Use of extended contract funds 	<ul style="list-style-type: none"> • Equitable distribution of reading materials to all classroom teachers • Staff development • Extended contract funds 	<ul style="list-style-type: none"> • Equitable distribution of math materials to all classroom teachers • Staff development • Extended contract funds 	<ul style="list-style-type: none"> • Tests are administered school-wide K-3 • Textbooks aligned with standards 	<ul style="list-style-type: none"> • Available for all classroom teachers 	<ul style="list-style-type: none"> • All students and parents receive handbooks and system communication equitably • Stakeholders are provided information in a variety of media formats (print materials, information boards, internet, radio, TV, local

							newspaper, SchoolCast telephone calling system)
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Provide training and more emphasis on higher level thinking and problem solving including more rigorous and relevant activities for higher achieving students to apply knowledge • In-service for new teachers to ensure alignment of standards to curriculum • Collaboration and professional development focus on instructional strategies and pacing 	<ul style="list-style-type: none"> • Greater use of technology • Use Thinklink Learning program to generate data for targeted instruction and intervention as related to the local standards • Teacher collaboration for teaching and reteaching strategies 	<ul style="list-style-type: none"> • Recently (2007) adopted the following cohesive standards based literacy programs: <ul style="list-style-type: none"> • Grades K-1: <i>SRA Imagine It!</i> • Grades 2-3: <i>MacMillan/McGraw Hill Treasures</i> • Provide adequate training, materials, technology, and planning time to support curriculum priorities. 	<ul style="list-style-type: none"> • Consider greater expansion of development and use of content maps • Provide adequate training, materials, technology, and planning time to support curriculum priorities, particularly in the area of higher order thinking. 	<ul style="list-style-type: none"> • Continue to adopt textbooks that are strongly aligned to state and local standards • Use Thinklink Learning program as a consistent online assessment tool aligned with school Local Standards 	<ul style="list-style-type: none"> • Full implementation of Reading Recovery • Increase Title I personnel • Expand Guidance program • Reevaluate the use of instructional assistants • Improve Speech and Language services • More time for teacher collaboration • Provide uninterrupted literacy and math instructional blocks 	<ul style="list-style-type: none"> • Communicate to parents how to access state standards • Implement parent meeting at the beginning of the year to present grade level expectations and standards

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?)

- **TIME**
 - Schedules are designed for blocks of uninterrupted instructional time.
 - Interruptions and announcements are limited.
 - Programs are limited, relevant, used as reinforcement of the curriculum, and approved by the staff.
 - Visitors must sign in at the office.
 - Some planning times are correlated for teacher collaboration.
 - Some staff development and training opportunities are provided within the school and the system.
 - Time for comprehensive evaluation of proposed textbooks for adoption is provided.
- **MONEY**
 - Resources provide for equitable and adequate distribution of adopted curricular texts and materials.
 - Resources provide for professional development.
 - Resources provide for technology equipment, as well as programs.
 - Resources provide for instructional supplies, equipment, equipment maintenance and repair, library books and periodicals.
- **PERSONNEL**
 - Title I (reading and math), ELL, enrichment teacher, guidance teacher and Special Education teachers work with students using curriculum that supports, extends and enriches regular classroom practices.
 - Instructional assistants support classroom instruction in Kindergarten through third grade.
 - Three part time interventionists serve students in grades one through three.
 - The school nurse provides health education.
 - The school system contracts Speech and Language, OT and PT services.
 - Special area teachers (P.E., music, library, and art) collaborate to support the curriculum and extend regular classroom practices.
 - Academic Coach working with teachers to analyze student data to drive instruction.
- **OTHER RESOURCES**
 - PTO provides funds for instructional materials.
 - Adopt-a-school program provides funds, mentoring, and rewards for student achievement.
 - Community organizations, parent volunteers, Tennessee Wesleyan College and senior citizens mentor and tutor students.

- Athens Area Council for the Arts, Athens City Fire Department, AUB, Kiwanis Club, and Tennessee Wildlife Agency volunteers and personnel enhance the social studies, science, and art curriculum.

“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?)

- **TIME**
 - Continue to ensure that all grade levels have correlated planning time, as much as logistically possible.
 - Continue and expand staff development opportunities to reflect individual teacher needs, as noted in our teacher evaluation process.
 - Continue to investigate and develop pacing guides.
- **MONEY**
 - Provide additional resources and training for technology to enhance the curriculum.
- **PERSONNEL**
 - Employ a half-time nurse.
 - Provide behavior management and strategies for instructional assistants.
 - Provide thorough training for all stakeholders in increasing achievement of English Language Learners.
- **OTHER RESOURCES**
 - Explore opportunities in grant writing.
 - Revisit our objectives with our adopt-a-school partnership.

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?

- No
- Explore and investigate information concerning maximizing the effectiveness of time management to increase student achievement. (ie. extended student school day, year round calendar, varied faculty/staff school day)

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

- There is a need to increase student achievement at the proficient and the advanced levels, especially among the ELL and at-risk population as noted in Component 1.

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?

Ingleside School's evaluation and assessment reports consistently shows strong academic achievement and progress as evidenced by:

- Annual school report card
- Achievement test scores
- Formative assessments aligned with local standards
- Support systems in place for enhancing the quality of curricular and instructional practices
- Rigorous textbook adoption process aligned with state standards

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.)

Although evidence supports adequate academic achievement and progress, there are indications in the data that support a need for:

- Continue and expand intervention programs and personnel for at-risk students as identified in Component 1
- Provide school staff with training and professional development on best practices and how to differentiate for these students within the classrooms
- Increase and provide collaborative planning to support the classroom needs
- Evaluate grade level scheduling to best meet the needs of all students

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Continue to document and justify the need for additional personnel for additional intervention programs for at-risk students
- Provide on-going professional development focused on the curriculum needs that will help to decrease achievement gaps
- Develop a teacher support system to enhance curriculum and instruction by providing vertical and horizontal collaboration time

Part II. Instructional Practices

Highly skilled, highly effective teachers must have the capacity to determine where their students are in relation to the content standard indicators. Schools must create avenues, professional development, which promotes the following knowledge as a common phenomenon among teachers: the intent (knowledge and cognitive domains) of the content standard indicators; how to align instruction and classroom assessment with content standard indicators; what proficiency looks like and how to reach consensus as a grade level team on what defines proficiency; how to create opportunities for students to demonstrate proficiency; how to interpret student performance; how to monitor progress; how to analyze monitoring data; how to examine student work; how to identify implications for instruction based on the data and how to use data to plan interventions (Hillcrest and Main).

Thompson and Zeuli believe that professional development aimed at changing teachers' knowledge, beliefs, and practices should have the following requirements (Hillcrest and Main):

- "The creation of cognitive dissonance between teachers' current beliefs and practices and their experiences with student learning
- Sufficient time to work through the dissonance through discussion and critical thinking
- The connection of these cognitive activities to teachers' contexts of practice, for example through examining student work
- The development of a repertoire of practices consistent with teachers' new understanding about what reforms require
- Help with transferring teachers' new knowledge to the classroom through practice and peer support"

Given how critical these knowledge and skills are to improve student learning, schools must be very deliberate in their efforts to provide opportunities for induction, implementation, and monitoring of these processes for every teacher, especially where the needs are the greatest.

As you begin the analysis process, you should examine the current instructional practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are classroom instruction, learning activities, and assessments aligned to the standards based curriculum?
2. Are teachers' instructional and assessment functions integrated to support data-driven instruction and decision making?
3. Are students actively engaged in meaningful and challenging learning activities?

4. Are effective classroom management and organizational strategies employed in each classroom?
5. Does the classroom environment create a climate that supports the development of student abilities?
6. Are students highly engaged in learning activities, making contributions, asking questions, participating in discussions, and using technology to learn?
7. Are teachers ensuring student success by providing assistance beyond the regular classroom instruction?
8. Is classroom instruction designed to address the needs of students with diverse cultural and language backgrounds and different learning needs?
9. Is there an opportunity to develop high-quality teachers who exhibit in-depth knowledge of content, pedagogy and students?
10. Does the teaching and learning environment provide students with multiple opportunities to succeed?

To begin your analysis, please complete Template 3.2.a to identify and demonstrate the effectiveness of the instructional practices currently at and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Classroom instruction is aligned with the standards based curriculum	Classroom instruction is aligned with assessment	Students provided multiple opportunities to receive additional assistance to improve learning beyond initial classroom instruction	Teaching process is data driven	Teachers incorporate a wide range of research based student centered teaching strategies	Classroom organization and management techniques support the learning process	Classroom instruction supports the learning of students with diverse cultural and language backgrounds and with different learning needs and learning styles
Evidence of Practice (State in definitive/ta ngible terms)	<ul style="list-style-type: none"> • Textbook adoptions aligned with spi's • Direct instruction • Leveled instruction • Teacher evaluations • Classroom observations • Integration of software aligned with spi's 	<ul style="list-style-type: none"> • Local Standards results • Weekly formative assessments. • Online testing • Pre and post testing • Unit tests/mastery tests • Data from Component 1 • Performance assessments • Informal assessment 	<ul style="list-style-type: none"> • Gifted program • Resource • Direct instruction programs • Differentiated instruction • Kids Connection • Title I • After school tutoring • Extended contract • Computer assisted instruction 	<ul style="list-style-type: none"> • Teacher analysis of state assessment • Re-teaching based on Local Standards results • Children's Progress K-1 • Thinklink Learning assessments and practice probes • Woodcock Johnson III Test • Wide Range Achievement Test (WRAT) • Intervention programs are data driven: Triumphs, Early Interventions 	<ul style="list-style-type: none"> • Cooperative learning • Graphic organizers • Vocabulary instruction • Inferencing • Questioning techniques • Daily review practices • Classroom observations • Writing workshop • Experiential learning (manipulatives and experiments) 	<ul style="list-style-type: none"> • Differentiated instruction • Master schedule • Some common planning time • Effective scheduling of remedial and support classes • Inclusion implemented as needed • Limited interruption • Few assemblies directly related to instruction 	<ul style="list-style-type: none"> • Collaboration with ELL teachers • Kid Connection Program • Title 1 • Resource • ThinkLink Learning • Orchard Software • Education City • Tumble Books • ixl.com • Direct instruction in

				in Reading (EIR), Language for Learning, Reading Mastery, Connecting Math Concepts, Earobics, Phonemic Awareness	<ul style="list-style-type: none"> • Performance activities • Enrichment activities • Peer tutoring • Direct instruction • Technology • Research-based interventions • Small group instruction • Whole group instruction • Individual instruction • Differentiated instruction 		<p>vocabulary and language development</p> <ul style="list-style-type: none"> • Speech and Language Services • Modified assignments • Differentiated Instruction • Small group instruction
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	<ul style="list-style-type: none"> • TCAP and Stanford 10 results 	<ul style="list-style-type: none"> • Annual school report card • TCAP and 	<ul style="list-style-type: none"> • Program evaluations as well as evaluation of 	<ul style="list-style-type: none"> • Program evaluations as well as evaluation of 	<ul style="list-style-type: none"> • Teacher unit/lesson plans • Teacher 	<ul style="list-style-type: none"> • Teacher's daily schedule • School master 	<ul style="list-style-type: none"> • School report card

that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> Aligned to TN standards 	Stanford 10 reports <ul style="list-style-type: none"> TVAAS reports NRT reports 	students' achievement (e.g. mastery tests, TCAP NRT/CRT and Stanford 10 scores.)	students' achievement (e.g. mastery tests, TCAP NRT/CRT and Stanford 10 scores.)	evaluations <ul style="list-style-type: none"> Principal observations Thinklink Learning program Children's Progress K-1 Grade level discussions/ team planning 	schedule <ul style="list-style-type: none"> Lesson Plans Unit plans Classroom observations Integration of technology aligned to spi's Pacing guide Blocks of uninterrupted instruction time (except for 2nd grade) 	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> Annual school report card Met AYP in all subgroups 	<ul style="list-style-type: none"> Annual school report card Component 1 data Met AYP in all subgroups 	<ul style="list-style-type: none"> Annual school report card Extended contract activities evaluation 	<ul style="list-style-type: none"> Annual school report card Component 1 data / Program data Met AYP in all subgroups Individual student performance on state assessments 	<ul style="list-style-type: none"> Annual school report card Component 1 data / Program data Met AYP in all subgroups Individual student performance on state assessments 	<ul style="list-style-type: none"> Data from APY Component 1 data/ Program data Classroom observations 	<ul style="list-style-type: none"> TVAAS School report card NRT/CRT data ThinkLink Learning data Children's Progress Data
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> Textbook adoptions aligned to spi's Some staff development Some allocated monies, time and personnel 	<ul style="list-style-type: none"> Some staff development Some allocated monies, time and personnel Local Standards tests Weekly formative assessments. Online testing Pre and post testing Unit tests/mastery 	<ul style="list-style-type: none"> Title programs Resource / ELL 	<ul style="list-style-type: none"> Equitable distribution of technology Professional development on the ThinkLink Learning system Poverty inservice (Ruby Payne) All children are pre and post tested to determine instructional level. 	<ul style="list-style-type: none"> Evidence in all classrooms Professional development in targeted areas based on data 	<ul style="list-style-type: none"> Evidence in all classrooms 	<ul style="list-style-type: none"> Evidence in all classrooms

		tests <ul style="list-style-type: none"> • Online testing • Performance assessments • Informal assessment 					
Next Step (changes or continuation s)	<ul style="list-style-type: none"> • Increase staff development opportunities • Ensure equitable allocation of monies, time, and personnel. 	<ul style="list-style-type: none"> • Allow more time to analyze assessments for evidence of effective classroom instruction 	<ul style="list-style-type: none"> • Continuation 	<ul style="list-style-type: none"> • Greater expansion of content / curriculum pacing guides 	<ul style="list-style-type: none"> • Professional development for differentiated instruction 	<ul style="list-style-type: none"> • Effective and efficient use of instructional time at all grade levels 	<ul style="list-style-type: none"> • Continuation

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

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

- **TIME**
 - The staff at Ingleside School, in conjunction with the Central office, has committed a great deal of time researching, planning, coordinating, implementing, and evaluating effective research based programs and practices to enable the school to attain AYP in all subgroups.
 - High priority is given to uninterrupted blocks of instructional time.
 - Consultative support and contracted services are provided to assist Ingleside with their identified needs.
- **MONEY**
 - Consultative support and contracted services are provided to assist Ingleside with their identified needs
 - Professional development training resources available (books, CD's, videos, journals, etc are purchased through the Curriculum and Instruction department at the Central Office to address areas of need identified through sources such as surveys, SIP's, teacher evaluations, and school/system data. (In addition, materials purchased through the Media Center are available.) A current list of these materials is maintained at the Central Office for system-wide check-out and use.
 - Allocation of school funds for instructional materials, Title programs, differentiated instruction, staff development, Reading Recovery, technology, and Family Engagement Coordinator.
 - Principal has discretionary funds for professional development
- **PERSONNEL**
 - All teachers provide high quality researched-based instruction.
 - Each grade level is provided with certified support personnel for Math and Reading instruction and intervention.
 - Special Educational (occupational, physical, speech and language) services provide instruction to children who qualify for services
 - Instructional assistants provide some instruction in the K and First grade classrooms
 - Part-time certified staffs provide additional instruction/intervention in Math.
- **OTHER RESOURCES**
 - Coordination of services between community agencies such as: Family Resource Center, Hiwassee Mental Health, Child Advocacy Center, Department of Children Services, and parents to support instruction.

“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 instructional practices?)

- **TIME**
 - A policy is needed to limit parent interruptions at the beginning of the school day.
 - Repetitive assessments demand an excessive amount of time.
- **MONEY**
 - Continued support for contracted services, and professional development as stated above.
 - Professional development should focus on effective instructional practices to increase student achievement of local standards as identified in our school-wide goals.
- **PERSONNEL**
 - Full time certified interventionist to assist with Math instruction
- **OTHER RESOURCES**
 - Continuation of above practices.
 - Increase counseling services to full time.
 - Increase nursing services to more than one day each week.

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?

yes

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

Based on Component 1 data, student needs are being addressed.

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?

- Instruction is aligned with standards as indicated on the 2007 Report Card
- AYP was met in all subject areas in the third grade. (As indicated in Component 1)
- Students are provided multiple opportunities to receive additional assistance to improve learning beyond initial classroom instruction as indicated on the 2007 Report Card, and AYP was met in all reported subgroups in the third grade.
- Data from Component 1 indicates that intervention programs targeting marginal students (ELL and Special Educational students) are maintaining. Female students are doing better.
- Our professional staff is highly qualified and teaching in their area of endorsement. Many have or are pursuing advanced degrees. One teacher is Nationally Board Certified.
- Data indicates Reading is an area of strength for most subgroups, as indicated by Component 1 data.

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.)

- We need to increase the percentage of mastery for the at-risk population as required by NCLB.
- Math is an area needing additional emphasis, as indicated by Component 1 data.
- Special education students with no accommodations need targeted assistance.

Teachers do not have enough planning time for analyzing vertical and horizontal pacing guides within the curriculum, or enough allocated time for evaluating and sharing effective instructional practices.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- Teachers need more planning time to analyze vertical and horizontal pacing guides within the curriculum, as well as more allocated time to evaluate and share effective instructional practices.
- Provide professional development in the areas of differentiated instruction, higher order thinking skills, and strategies.
- Provide professional development for teachers and additional interventions for students in the area of math.
- Provide additional time for collaboration (both horizontal and vertical) among classroom teachers.
- Provide additional time for collaboration among special area teachers and classroom teachers.
- Offer additional professional development in the area of technology integration into the curriculum for all teachers in all core subject areas.
- Technology equity needs to be addressed.
- Protect instructional time to ensure productive use of allocated, instructional, engaged and academic learning time.

Part III. Assessment Practices

Principals and teachers need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data schools use makes all the difference. Most schools have mounds of data; determining which data are relevant is key (Hillcrest and Main).

Since new NCLB guidelines for state reporting require data be disaggregated by the eight subgroups, the schools needs formative data about where students and subgroups of students within schools are performing in relation to their attainment of the content standards assessed on the state tests (Hillcrest and Main).

High performing schools rely on state assessment data, participation rate, and other academic and non-academic indicators — which will tell them in what areas they met or failed to meet the AYP target. These accountability data are distributed by the state annually. Schools need to monitor their progress by determining where their students are in relation to the content standards on a continuous basis. Schools must have the capacity to determine whether they have in place the necessary monitoring system, a process for collaborative examinations of student work, and professional development to support teachers in understanding where their students are currently achieving. If not, the role of the school is to build the capacity to develop these tools.

Although much of the current emphasis on using assessment data began with data from high-stakes tests, schools that are the most effective users of assessment data have begun to recognize and capitalize on the power of classroom assessment results. Improved student achievement will only occur to the extent that each school develops and uses a monitoring system that is aligned with the state content standards and that yields timely and meaningful results for decision making and interventions.

As you begin the analysis process, you should examine the current assessment practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component. Are they utilized consistently from classroom to classroom? Has there been effective PD to assist teachers to learn how to develop and use assessments to inform instruction?

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are the assessments of student learning aligned with Tennessee Department of Education standards based curriculum?
2. Are appropriate assessment strategies and instruments used to obtain information about students and their ongoing progress and to make instructional decisions?
3. Do the assessment methods (such as forced-choice or open-ended items, essay questions, or performance tasks) accurately measure the desired results for student learning?

4. Does the formative and summative assessment system solicit and use information from a variety of sources about students' experiences, learning behaviors, needs, attitudes, and progress to make initial and ongoing instructional decisions.
5. Are assessments designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results?
6. Do assessment profiles serve to inform high stakes decisions such as promotion, placement in a special program or graduation?
7. Are schools and teachers engaging in a collaborative process to use data effectively to drive instruction?
8. Does the school invite central office to provide the staff development needed to ensure teachers develop the skills and knowledge needed to make data-driven instructional decisions?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

(Tennessee Consolidated Planning)

(Tennessee Framework for Evaluation)

To begin your analysis, please complete Template 3.3a to identify and demonstrate the effectiveness of the assessment practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.3.a: Assessment Practices

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

Current Assessment Practices	Aligned assessment	Assessment guides decisions relative to student achievement	Data points	Sub-group analysis	Professional development	Support & technical assistance	Communication of assessment data to stakeholders
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • AYP • NRT/CRT results 	<ul style="list-style-type: none"> • Classroom observations • Pre/post tests • Rubrics • ThinkLink Learning • Children’s Progress 	<ul style="list-style-type: none"> • Results from the Ingleside School 2009 Report Card, Title I • Pre/Post tests • Rubrics • Thinklink Learning • Children’s Progress 	<ul style="list-style-type: none"> • Results from 2009 School Report Card • NRT/CRT results 	<ul style="list-style-type: none"> • Agendas and evaluations from staff development activities 	<ul style="list-style-type: none"> • ThinkLink Learning • Children’s Progress 	<ul style="list-style-type: none"> • School Board reports • Individual student reports • Reports for teacher analysis (aggregated and disaggregated) • Newspaper articles • School newsletters • PTO meetings • Parent Conferences
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)	<ul style="list-style-type: none"> • AYP • NRT/CRT results 	<ul style="list-style-type: none"> • Results from classroom observations, Pre/post tests, rubrics, local standards, ThinkLink Learning, and Children's Progress 	<ul style="list-style-type: none"> • Results from the Ingleside School 2009 Report Card, Title I • Pre/Post tests • Rubrics • ThinkLink Learning • Children's Progress 	<ul style="list-style-type: none"> • Results from 2009 School Report Card • NRT/CRT results 	<ul style="list-style-type: none"> • Agendas and evaluations from staff development activities 	<ul style="list-style-type: none"> • ThinkLink Learning • Children's Progress 	<ul style="list-style-type: none"> • School Board reports • Individual student reports • Reports for teacher analysis (aggregated and disaggregated) • Newspaper articles • School newsletters • PTO meetings • Parent Conferences
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • AYP • NRT/CRT results • Analysis of data found in Component 1 	<ul style="list-style-type: none"> • ACS Results from 2009 Report Card results • NRT/CRT results • Analysis of data found in Component 1 	<ul style="list-style-type: none"> • Ingleside School's 2009 Report Card • Ongoing teacher assessments (weekly, monthly, six-week period, mid- 	<ul style="list-style-type: none"> • Results from 2009 School Report Card • NRT/CRT results • Analysis of data found in Component 1 	<ul style="list-style-type: none"> • Evaluation forms completed by staff for professional development activities in relation to objectives 	<ul style="list-style-type: none"> • Analysis of results from: <ul style="list-style-type: none"> -Children's Progress -ThinkLink Learning 	<ul style="list-style-type: none"> • Results from Component 1 • Survey results • Annual school board reports • Annual

			year, and end of year) <ul style="list-style-type: none"> Analysis of data found in Component 1 				Parent Conferences
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> Textbooks aligned with SPI's 	<ul style="list-style-type: none"> Evident in individual classrooms 	<ul style="list-style-type: none"> Evident in individual classrooms 	<ul style="list-style-type: none"> Allocation of resources school-wide 	<ul style="list-style-type: none"> Opportunities afforded to all classrooms 	<ul style="list-style-type: none"> Evident in individual classrooms 	<ul style="list-style-type: none"> Evidenced through all classrooms through school-wide newsletter
	Continuation	<ul style="list-style-type: none"> Ensure assessments are used to guide student achievement Expand the use of Thinklink Learning program 	<ul style="list-style-type: none"> Continue, reflect, and modify 	Continuation	<ul style="list-style-type: none"> Additional staff development on the use of formative assessment to guide classroom instruction 	Continuation	Continuation

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?)

- TIME
 - All assessed grade levels made AYP in 2007.
 - Staff development funds and opportunities have been provided in the area of assessment.
 - High quality formative assessment (Thinklink Learning, *Imagine It!*, *Treasures*) is used by teachers to identify weaknesses, inform instruction, and close achievement gaps.
- MONEY
 - All assessed grade levels made AYP in 2007.
 - Staff development funds and opportunities have been provided in the area of assessment.
- PERSONNEL
 - Assessment data is used to target students for interventions by support personnel.
- OTHER RESOURCES
 - Extended contract provides targeted students with additional support.

“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?)

- TIME
 - Continue to refine current assessment practices.
- MONEY
 - Continue to refine current assessment practices.
- PERSONNEL
 - Assessment teams should be formed to provide a systematic approach for placement for new and incoming students.
 - Provide additional staff development on the use of formative assessment to guide classroom instruction.
- OTHER RESOURCES
 - Continue to refine and reflect on current assessment practices.

Equity and Adequacy:

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

- Yes, our school made AYP in 2007, due to the combined efforts of our school and support personnel.

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

- The school provides staff development for teachers in all grade levels to expand the use of research-based strategies.
- Additional funds are needed to support increased student achievement in the proficient and advanced levels.
- Additional resources and training should be provided to strengthen the curriculum.

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

- Data in Component 1 indicates that additional resources and training should be provided to strengthen the instruction and on-going assessment of students not achieving proficiency.

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?

- In 2007, Ingleside Elementary scored an A in Reading, Math, and Science and one B in Social Studies. The Report Card scores for Ingleside for the year 2006 were all above the state scores and grades were all A's.
- In 2007, the percentage in Reading for all students considered proficient or advanced was 100
- In 2007, the percentage in Math for all students considered proficient or advanced was 92%.
- Annual reports of student mastery on local standards which are aligned with the SPI's.
- In 2010, all seven students in the gifted program scored in the 4th quintile of 76-100 percentiles for Reading.
- In 2010, fifty-three percent of females scored in the 3rd or 4th quintile with 33% scoring in the 4th quintile for Reading.
- In 2010, six of the seven gifted students scored in quintile 4 and 1 scored in the 3rd quintile in Math.

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.)

- Math is an area needing additional emphasis, as noted in Component 1.
- Time restraints limit teacher time for adequately analyzing and reflecting upon assessment data.
- Adopting and implementing a successful Math program with valid assessments and an effective intervention component.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- Intervention plans for math should be implemented.
- Give adequate time to reflect and analyze current assessment data.
- Provide additional academic resources (academic materials, software, field trips, and consultants).
- Continue and improve current practice.
- The district adoption committee is currently evaluating math programs to consider for the 2011-12 school year.

Part IV. Organizational Practices

Weak school level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in order for academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for schools should revolve around whether or not their organizational structures support these types of research-based best practices, and if not, why not? (MacIver and Balfanz).

Do school administrators and staff schedule their schools to create a serious learning environment and to support effective instructional programs (Legters, 1998)? Do administrators organize their staff, students, and parents into a community that supports learning (Legters, in press; McPartland, Balfanz, Jordan, & Legters, 1998)? Are procedures in place to ensure that materials and supplies are provided to teachers in a timely fashion and in sufficient quantities? While this may seem like a simple matter, in the most dysfunctional schools it almost never happens. Finally, efforts should be made to overcome the social distance that separates teachers and students in many urban schools (Balfanz, in press).

High performing schools must also develop procedures for identifying organizationally weak and disorganized practices that actively create low-student performance (Balfanz, in press) and design a system of supports and oversights to ensure sustained progress.

As you begin the analysis process, you should examine the current organizational practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Do the school beliefs, mission, and shared vision define a compelling purpose and direction for the school?
2. Do the elements of your organizational processes serve to support success in all classrooms?
3. To what extent does the organization articulate and communicate high expectations for student learning to teachers and other staff members?
4. To what extent can teachers and other staff members explain in their own words the school's expectations and reflect on student learning?
5. To what extent is coherent and consistent action taken to advance the school's expectations for student learning?
6. To what extent is the school effective in building capacity to support and improve teaching and learning in each classroom.

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)
(*Tennessee Consolidated Planning*)
(*Tennessee Framework for Evaluation*)

To begin your analysis, please complete Template 3.4a to identify and demonstrate the effectiveness of the organizational practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Beliefs, mission and shared vision define purpose and direction	Practices and processes promote effective time on task for all students	Continuous professional development for school leaders	Proactive in addressing issues that might impede teaching and learning	School is organized to support a diverse learning community through programs and practices	School is organized to engage the parents and community in providing extended learning opportunities
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> Ingleside School Mission, Vision, and Beliefs Statement in Component 2 	<ul style="list-style-type: none"> Schedules designed for blocks of uninterrupted instructional time Interruptions and announcements are limited Programs are limited, relevant, used as reinforcement of the curriculum, and approved by the staff Visitors must sign in at the office Planning times correlated for teacher collaboration 	<ul style="list-style-type: none"> Ongoing, sustained professional development Regularly-scheduled teacher-leader meetings Professional organization meetings 	<ul style="list-style-type: none"> Development and implementation of programs for at-risk students Continuous school self-evaluation Defined processes for school procedures at all levels ELL Kids Connection tutoring Extended Contract programs Family Engagement Committee Highly Qualified staff at both the professional and para-professional levels 	<ul style="list-style-type: none"> Family engagement policy and practices ELL Multicultural RIF day Black History month Native American history Multicultural texts in reading and social studies curriculum School programs and performances Field trips 	<ul style="list-style-type: none"> Family engagement policy and practices PTO programs Student teachers Parent Training ELL home visits Newspapers in the Classroom Enrichment programs Field Trips AUB safety, electricity, and water conservation programs Parent volunteers in the classroom Library programs – RIF, Book Fair Athens Area Council for the Arts Fire Department Safety program Arbor Day Competition Recycling program Kids Connection

						tutoring and enrichment <ul style="list-style-type: none"> Grandparents' Day
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)	<ul style="list-style-type: none"> Ingleside School Mission, Vision, and Beliefs Statement in Component 2 	<ul style="list-style-type: none"> Master schedule for school Classroom schedules- posted outside doors Office sign-in records 	<ul style="list-style-type: none"> Ongoing, sustained professional development Professional organization memberships Staff in-service information Student assessment data 	<ul style="list-style-type: none"> ELL Kids Connection tutoring Extended Contract programs Family Engagement Committee Highly Qualified staff at both the professional and para-professional levels 	<ul style="list-style-type: none"> Results from 2007 School Report Card NRT/CRT results 	<ul style="list-style-type: none"> Family Engagement Committee ELL School Calendar Newsletters School Handbook Community handouts Ingleside School Website SchoolCast Channel 95

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • SACS reaffirmed mission statement in 2007 	<ul style="list-style-type: none"> • Results from 2007 School Report Card • NRT/CRT results 	<ul style="list-style-type: none"> • Staff development evaluations • Staff development information • Student assessment data 	<ul style="list-style-type: none"> • Results from 2007 School Report Card • NRT/CRT results • At-risk student assessment data 	<ul style="list-style-type: none"> • Parent survey information 	<ul style="list-style-type: none"> • Parent survey information • Attendance Logs
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Statement was developed by stakeholders of the school. 	<ul style="list-style-type: none"> • Applies to all staff and stakeholders in school 	<ul style="list-style-type: none"> • Available to all leaders through budget request process 	<ul style="list-style-type: none"> • At-risk programs available for identified students 	<ul style="list-style-type: none"> • Family Engagement policies 	<ul style="list-style-type: none"> • Family Engagement Coordinator • PTO Budget • All classrooms receive information concerning events • All classrooms are asked to participate in special events
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Publish on school website • Distribute to all families. • Post in each classroom. 	<ul style="list-style-type: none"> • Continue current practices and evaluate the effectiveness 	<ul style="list-style-type: none"> • Continue to provide local school funding for staff development and professional leave based on data to improve student achievement 	<ul style="list-style-type: none"> • Continue providing programs for students considered at-risk and expand programs to reach more children 	<ul style="list-style-type: none"> • Continue current practices and research more ways to increase cultural diversity 	<ul style="list-style-type: none"> • Continue current practices and evaluate the effectiveness

TEMPLATE 3.4.b: Organizational Gap Analysis

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

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

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

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

- **TIME**
 - Time is spent communicating with stakeholders.
 - The school facility is utilized during non-school hour for Cub Scouts, basketball, etc.
 - Time is spent collecting and analyzing data to identify high-priority student needs.
- **MONEY**
 - School’s funds are a combination of general purpose funds, federal funds, grants, and PTO. These monies are used to provide high quality, on-going assistance to Ingleside.
- **PERSONNEL**
 - The current budget process provides an adequate and equitable allocation of staff and support personnel to each school.
- **OTHER RESOURCES**
 - Parent and community volunteers, community programs and resources, and local agencies/ organizations provide assistance to Ingleside.
 - Collaborations with area colleges and universities, utilizing student teachers, tutors, and mentors, are also in place.

“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 organizational practices?)

- **TIME**
 - There needs to be more collaborative time among staff to address targeted areas.
- **MONEY**
 - Current funding allocations, as noted above, will continue to be available. Hopefully, increases in local, state, and federal funds will be forthcoming.
- **PERSONNEL**
 - An increase in local, state and federal funds is needed to facilitate ongoing and high quality instructional programs.
- **OTHER RESOURCES**
 - Continuation and expansion of current programs in place.

Equity and Adequacy:

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

- There is a clearly defined budget process that provides an equitable allocation of monies to support student learning.
- Staff development days are used to address state and federal mandates and the challenges identified by school/system data.

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

- [School wide Title I](#) provides continuity of services within the school.
- A part time ELL teacher is provided.
- [Our three part time interventionists assist our teachers in being effective with all their students.](#)

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

- School Report Card reflects we are adequately meeting their needs.
- Based on the data identified in Component 1, there is a need to increase achievement in math.

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 provision of research based programs for at-risk students and the school based consultative support to maintain them.
- High quality, sustained staff development activities to increase student achievement
- All professional staff as well as instructional assistants, meets NCLB highly qualified employment standards.

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.)
- All special education students would benefit from additional services in the areas of Math and Reading.
- The data also shows a school-wide need for improvement in Math.
- Special Education students with no accommodations need targeted assistance.
- Improved communication among school stakeholders.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

- Explore ways to improve special education student achievement.
- Increase and maintain percentage of students in the proficient and advanced levels of content area.
- Improve school-wide communication at all grade levels.

COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

In the process of analyzing your current practices around curriculum, instruction, assessment and organization, it is critical to complete a thorough self-assessment of each area in order to determine how you might strengthen the educational process in your school. You will note the redundancy in the questions about each area; this is purposeful.

I. Current Practice Analysis

As you answer the questions in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a, please consider:

- ◆ Current Curricular Practices
 1. List all of the curricular practices you are currently implementing in your school.
- ◆ Evidence of Practice (state in definitive/tangible terms)
 1. What tangible document, report, log, etc., can you show that indicates this practice is being implemented every day in every classroom. Example: Standards Based Teaching – show your curriculum standards guide that all teachers have and use.
- ◆ Is the current practice research-based?
 1. This is usually a yes or no answer.
- ◆ Is it a principal and practice of high performing schools?
 1. Compare your practices to research on what curricular practices are prevalent in high performing schools. Example: “90-90-90” schools or “High Schools that Work” or “Schools to Watch” schools.
- ◆ Has the current practice been effective or ineffective?
 1. This is usually a yes/effective or no/ineffective answer.
- ◆ What data source(s) do you have that support your answer? (identify all applicable sources)
 1. This could include data sources identified/collected and analyzed in component one that are applicable to this particular practice. Example: Standards Based Curriculum would be assessed by what? _____
That would be your data source for that practice.
- ◆ Evidence of Effectiveness or Ineffectiveness (state in terms of quantifiable improvement)
 1. What percentage (%) of increase or decrease has been demonstrated by the data source listed above?
 2. Is there growth, decline or no detectable difference (NDD)?
 3. Scores are flat or limited changes occurred?
- ◆ Evidence of equitable school support for this practice
 1. The key word is equitable. What logs, sign-in sheets, distribution process, etc., can you use to demonstrate that all teachers in all grades received equitable and sufficient support for their assigned students based on the students’ needs?

COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

- ◆ Next Steps (changes or continuations)
 1. How will you change, will you change the entire practice or make adjustments, and why based on the effectiveness or ineffectiveness.
 2. This answer should correspond to the challenges identified in template 3.1.c; 3.2.c; 3.3.c and 3.4.c and will also serve to help you develop your action steps in component 4.

II. Gap Analysis

As you complete your Gap Analysis on Templates 3.1.b; 3.2.b; 3.3.b and 3.4.b, your focus is on continuing to identify opportunities to both celebrate and improve the work of your school as you carry out the mission and vision of your school based on your beliefs as stated in component 2.

III. Summary Questions

In completing Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, you will use the information from the two previous sections, practice analysis and gap analysis, to answer three major questions.

- ◆ What are our strengths and how do we know?
 1. What are the strengths of your current practices?
 2. What practices do we do well that are really having a positive impact on our students in the aggregate or you may see certain practices are really benefiting a subgroup of your students.
 3. You will answer the same two questions about curricular strengths, instructional strengths, assessment strengths and organizational strengths.
- ◆ What are our major challenges and how do we know?
 1. Likewise, what practices are not effective and from your gap analysis, what areas (time, money, personnel, other resources) are not being optimized to support student needs around your practices?
 2. Remember to take those same questions into consideration about your curricular challenges, instructional challenges, assessment challenges and organizational challenges.
- ◆ How will we address our challenges?
 1. As you identify ways to address your challenges in Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, revisit the “Next Steps” row in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a.
 2. What changes do you need to make to strengthen the curriculum, the instruction, the assessment and the school organization?
 3. Now in component 4, these needed changes become your “Action Steps” to address student learning needs identified in component 1, prioritized goal targets.

Guide for TSIPP Component 4

Action Plan Development

Introduction to

Component 4 – Action Plan Development

Part I. Introduction

You have completed the first three components of the Tennessee School Improvement Planning Process (TSIPP). Your findings direct you to the development of your school's action plan. "The incorporation of the findings from the three components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)."

As you begin the process of developing your Action Plan, it is imperative that the process is collaborative; your school's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that school personnel must collaborate for the plan to be successful.

In addition to establishing goals, your school personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of school effectiveness pertaining to instructional practices and organizational procedures in Component 3. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

To assist you in your work, the following definitions are given (TCSPP).

1. **Goal** – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. **Action Steps** – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the administrator, teacher, or other responsible adult does and are written in educator terms. "The administrator, teacher, other responsible adult, etc. will..."
3. **Timeline** – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.

4. Person(s) Responsible – Much thought should be given to naming the person or persons, including position title, responsible for ensuring the timely and complete work schedule of each action step.
5. Projected Cost(s)/Required Resources – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school personnel must address availability of funding for conducting the action plan.
6. Funding Sources – Various revenues available for conducting the specific action steps.
7. Evaluation Strategy – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step. Describe process to be used to evaluate each action step.
8. Professional Development – Many of the action steps will require varying degrees of professional development and training. State how your school will use professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. Parent and Community Involvement – Research indicates that the support of parents, guardians, and community members is important to school improvement while parental involvement is a critical influence on the academic success of their students. Describe how your school will promote parent and community involvement.
10. Technology Plan – State how your school will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. Communication Plan – State how your school will use the communication plan to provide for effective communication between and among school personnel and all stakeholders.

Part II. Action Plan Development

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 1. Templates 4.1, 4.2, and 4.3 will be used to develop the action plan. Five templates are provided labeled “Goal 1” through “Goal 5”. However, there is not a minimum or maximum requirement for the number of goals. If you identify more than five goals, simply copy one of the templates and modify the heading to reflect the goal number.

Component 4 – Action Plan Development

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

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

(Rubric Indicator 4.1)

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

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

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

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

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 11-17-2010

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

Goal	The percentage of third grade students who are proficient on the TCAP in reading and language arts will increase from 43% to 53% by the end of SY 2010-2011.
-------------	--

Which need(s) does this Goal address?	Fifty-seven percent of all third grade students scored in the basic or below basic levels on the 2010 TCAP.
--	---

How is this Goal linked to the system’s Five-Year Plan?	The Athens City School system will review, evaluate, and revise curriculum and instructional methodology and make recommendations to the board regarding curriculum to improve student achievement
--	--

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	As provided, August 2010 to June 2011	Mrs. Becky Simpson, Director of Curriculum & Instruction	Adopted reading materials and State Standards	Funded through ACS	TCAP, Stanford 10, ThinkLink Learning, Children’s Progress, Program Assessments, Six Weeks Reports	New knowledge and/or skills will be presented to promote student achievement
Action Step	August 2008 to June 2013	Grades K-3 Classroom Teachers	Adopted reading materials	BEP	TCAP, Stanford 10, Children’s Progress, Thinklink Learning Monitoring, Program Assessments, Six weeks Reports	Increase student proficiency
Action Step	August 2009 to June 2013	Title I, SE Teachers, Intervention-ists	Adopted reading materials	Title I SE	TCAP, Stanford 10, ThinkLink Learning Monitoring, Children’s Progress Program Assessments, Daily Work Performance	Maximize achievement of at risk students

Action Step	Extended contract teachers will provide additional academic instruction.	Each contract has specific dates	Extended contract personnel	Will vary according to individual contracts	Extended Contract Monies	State Standards, Pre-test/Post-Test Results, Thinklink Learning Assessment	Maximize achievement of at risk students
Action Step	Mrs. Teresa Riggin will facilitate building capacity for professional learning communities where teachers analyze data and investigate instructional strategies to improve indentified areas of need.	August 2009 to June 2012	Mrs. Teresa Riggin, Principal of Ingleside Debbie Harrison, Academic Consultant Jessica Cherry Academic Coach – Ingleside Elementary	Team Building Materials	Building Level Funds	TCAP, Stanford 10, ThinkLink Learning Monitoring, Children's Progress Program Assessments, Daily Work Performance	New knowledge and/or skills will be presented to promote student achievement

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 11-17-2010

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

Goal	The percentage of third grade students who are proficient on the TCAP in math will increase from 42% to 52% by the end of SY 2010-2011.
------	---

Which need(s) does this Goal address?	Fifty-eight percent of all third grade students scored in the basic and below basic levels on the 2010 TCAP.
---------------------------------------	--

How is this Goal linked to the system’s Five-Year Plan?	The Athens City School system will review, evaluate, and revise curriculum and instructional methodology and make recommendations to the board regarding curriculum to improve student achievement
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	As provided, August 2010 to June 2011	Mrs. Becky Simpson, Director of Curriculum & Instruction	Grade Level Samples from various math publishers	Funded through ACS	Teacher Evaluations/Surveys	New knowledge and/or skills will be presented to promote student achievement
Action Step	August 2008 to August 2011	Mrs. Becky Simpson, & Classroom Teachers	Adopted math materials	BEP	TCAP, Stanford 10, Thinklink Learning Monitoring, Children’s Progress, Program Assessments, Six weeks Reports	Increase student proficiency
Action Step	August 2005 to June 2011	Title I SE Teachers Interventionists	Adopted math materials	Title I Sped BEP 2.0	TCAP, Stanford 10, Thinklink Learning Monitoring, Children’s Progress, Program Assessments, Daily Work Performance	Maximize achievement of at risk students
Action Step	Each contract has	Extended contract personnel	Will vary according to individual	Extended Contract Monies	State Standards, Pre-test/Post-test Results	Maximize achievement of at risk students

		specific dates		contracts		Thinklink Learning Assessment	
Action Step	Teachers (K-3) will collaborate within the system to establish pacing guides and common assessments.	As provided, August 2010 to June 2011	Mrs. Becky Simpson, Director of Curriculum & Instruction	Adopted reading materials and State Standards	Funded through ACS	TCAP, Stanford 10, ThinkLink Learning, Children's Progress, Program Assessments, Six Weeks Reports	New knowledge and/or skills will be presented to promote student achievement
Action Step	Mrs. Teresa Riggin will facilitate building capacity for professional learning communities where teachers analyze data and investigate instructional strategies to improve indentified areas of need.	August 2009 to June 2012	Mrs. Teresa Riggin, Principal of Ingleside Debbie Harrison, Academic Consultant Jessica Cherry, Academic Coach – Ingleside Elementary	Team Building Materials	Building Level Funds	TCAP, Stanford 10, ThinkLink Learning Monitoring, Children's Progress Program Assessments, Daily Work Performance	New knowledge and/or skills will be presented to promote student achievement

COMPONENT 4– ACTION PLAN DEVELOPMENT

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality Schools enjoy continuous improvement and increased student achievement because of their commitment to thoroughly analyze all pertinent data and follow an action plan that addresses the prioritized needs of the school through purposeful and planned changes in school and classroom practices.

Strategic Action/Results Plan

◆ **Link the action plan to:**

1. the School Board Five-Year Strategic Plan
2. the System’s systemwide planning process (TCSPP)
3. Federal Program Requirements
4. the State Board of Education Master Plan

◆ **Goals (Based on prioritized goal statements developed in Component 1)**

1. State what the student will know and be able to do (High schools must address both academic and career-technical goals).
2. Be measurable.
3. Data-driven.
4. Academic focus.
5. Be attainable within a realistic period.
6. Link each goal to the School Board Five-Year Plan/TCSPP.

◆ **Action Step/Strategy/Intervention: Identify activities that will need to take place in order to accomplish the goal. (Based on needs identified in Component 3 with a focus on curriculum, instruction, assessment and organization.)**

◆ **Timelines**

1. Establish and insert dates of periodic monitoring for informal and formal review of the action plan (i.e., 6 weeks, 3 months, semester)
2. Provide starting date and completion date for each action step.
3. Monitor and address progress within the action plan.

◆ **Required Costs/Resources**

1. Estimate cost for each activity or intervention. For example, training materials, supplies, copies, cost of consultants, release time for teachers, ...

◆ **Staff/Personnel/Person Responsible**

1. Identify who is responsible for ensuring the completion of each activity.
2. Do not use term “faculty” or “administration.”
3. Examples include a person, school improvement leadership team, grade chair, etc.

◆ **Professional Development**

1. Include professional development activities within the action steps for each goal.
2. A common mistake has been to write a general professional development paragraph that is not inextricably linked to the goals delineated in the plan.

◆ **Parent and Community Involvement**

1. Include parent and community involvement activities within the action steps for each goal.

COMPONENT 4– ACTION PLAN DEVELOPMENT

(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

2. Involve a parent (not employed by the district) and/or a community leader in the development of your plan.
3. Identify the person in your plan.
4. Recommend that you list names of persons involved in the development of your plan and the group they represent.

◆ **Means of Evaluation**

1. Include a monitoring activity for each action step.
2. Identify how you will know if each action step has been successful.
3. Identify the student behaviors or performance that will indicate the success of an action step.
4. A common mistake is to list documents.

◆ **Technology**

1. Include technology activities within the action steps for each goal.

◆ **Communication**

1. Include communication activities within the action steps for each goal.

◆ **Funding Sources**

1. Identify the various revenues available for conducting the specific action steps.
2. List the identified funding sources.

Guide for TSIPP Component 5

The School Improvement Plan and Process Evaluation

Introduction to

Component 5 – The School Improvement Plan and Process Evaluation

The Tennessee School Improvement Planning Process (TSIPP) is scientifically researched based and designed to be a continuous improvement planning process for use in all Tennessee schools. Careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process is not to simply develop a plan but to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school.³

The purpose of the process is to positively impact student achievement by thorough evaluation of the current state of the school's SIP, its implementation, and continued attention to all its components.

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?
5.1 Process Evaluation

A collaborative process was used throughout the entire planning process. The Ingleside steering committee reviewed and refined our beliefs and mission statement. The changes were presented to the stakeholders and they were given the opportunity for input. Next, the Ingleside faculty began the process of examining the relationship between our beliefs, mission, goals and related assessment data during an in-service meeting in October of 2010. We discussed expectations for children, changes in our school, curriculum needs, and related achievement data. Our mission statement was finalized and preliminary goals were established. Consensus was reached by the stakeholders.

The collaborative process is evidenced by the following: in-services, faculty and grade level meetings, and parent and community activities:

- School Based in-services
- System-wide based in-services
 - TRIAD Training
 - On Course Lesson Planner Training
 - Medication, AIDS and CPR training

³Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Evidence of Collaborative Process – Narrative response required

- Grade-level Meetings
 - Topics: planning, pacing, and strategies related to goals and assessment
- Team-teaching
 - Multi-grade instruction
 - Departmentalizing subject areas among grade level teachers
- Parent & Community Involvement
 - utilizing parent and community volunteers' talents and expertise to support classroom instruction
 - Reading tutors
 - Parent-led art projects
 - Academic tutors
 - Storytellers
 - TCAP & Stanford 10 Proctors
 - RIF & Book Fair Volunteers
 - Inglestride & Field Day Volunteers
- Circle of Friends: Special Education extended school year
- PTO – decision making as pertains to fiscal needs (supported by their budget), coordination of parent volunteers for
 - Classroom support
 - Fundraising
 - Special programs
- Specific steps for adjusting and improving the SIP
 - Ongoing analysis of test results
 - Continue dialogue among teachers at grade level and staff meetings
 - Determine necessary changes and adjustments
 - Implement revisions with continuous monitoring

Evidence of Alignment of Data and Goals – Narrative response required

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

In showing evidence of the alignment of data and goals, the following conclusions can be drawn and reveal student needs in first through third grades. Grade one had five reading and math scores below the desired 1.05 ratio level. These objectives scored partial mastery, thus denoting learning needs in those areas. Scores for second grade students receiving special education services were lower than the overall population, which supports the trend that Special Education students are at risk and will benefit from additional intervention services. In addition to reading, first and second grade students receiving special education, Title 1, or ELL services in math continue to show lower scores than the overall population. This is evident through the analysis of TCAP scores. The analysis of data shows that third grade students have attained a proficient level of achievement and will continue this performance level in order to reach our goal of ninety-five percent.

Evidence of Communication with All Stakeholders – Narrative response required

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

We have a plethora of evidence that in a collaborative process the committees have reviewed and communicated to all stakeholders. Each member had the opportunity to provide input, and a consensus was reached among committee members, who included teachers, teaching assistants, parents, and community members as a part of each committee, which reviewed data and provided input for decision-making.

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?

Evidence shows that our beliefs, shared vision, and mission are aligned with our goals. To ensure academic proficiency, our belief is that each child will be a lifelong learner, maintaining each stakeholder's high expectations, as measured by curriculum objectives at a state, local, and national level. Our belief coincides with our mission for each child to become academically proficient in a creative atmosphere that will academically engage the learner. Our data shows that proficiency scores have increased and areas of concern are being addressed. Our vision for academic success and social responsibility is evidenced through academic and nonacademic analysis.

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?

The analysis in the area of curriculum, instruction, assessment, and organization shows a need for professional development training. The action steps state that the teachers will be offered additional opportunities for training within the school, within the system, as well as professional development experiences offered by outside sources. Classroom teachers will continue to use the adopted research based reading and math programs.

In addition to the professional development emphasis, the analysis shows a need for additional research based interventions, materials, and personnel to implement those research based programs. Furthermore, extended contracts should be developed and approved at the school level, meet state requirements and student needs, and correspond to the goals in the school improvement plan. Components 3 and 4 stated a need for improved communication among teachers as well as involved stakeholders. The need for improved communication among all stakeholders as addressed in component 3 directly relates to the action steps in component 4.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

After reviewing the current process, it was determined that committee members needed a more concise understanding of the process expectations. Additionally, more communication among committees would facilitate the process.

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?

Beginning with the 2008-2009 academic school year the action plan and timeline will be implemented as outlined in Component 4. The school leadership team will ensure that steps are implemented as outlined.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Formative assessments will be administered according to the following schedule:

- Reading series assessments will be given as outlined in the teacher's edition.
- Math series assessments will be given as outlined in the teacher's edition.
- Supplemental testing as determined by the teacher will be given as needed.
- Thinklink assessments will be given 2-3 times per year depending on grade level.
- [Children's Progress assessments will be given 3 times per year.](#)
- Intervention assessments will be administered according to the research based intervention programs.

The Tennessee Comprehensive Assessment Program will be administered to all students in grades one through three.

As formative assessments are completed throughout the year, teachers will analyze results and present concerns to stakeholders. This data will be reviewed and analyzed by the faculty to determine if appropriate gains are being made by the students. Areas of concern will be addressed and revisions to the SIP will be made and implemented as needed.

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 School Leadership Team will meet [in the fall of 2011 to review and monitor the Tennessee School Improvement Planning Process](#). The principal will be responsible for communicating the time and location of the meetings.

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 School Leadership Team will convene annually to review formative and summative data and discuss recommendations. Assessment scores, along with surveys, and daily work performance, will be compared with school improvement goals. Results of the findings will determine what changes, revisions, or necessary adjustments will need to be made.

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?

After reviewing the data as it becomes available, the School Leadership Team will evaluate strategies and the school's progress toward the goals. These results will be compared to the specific action steps and the implementation plan as outlined in component four. Results will be communicated to the appropriate committees and stakeholders. Adjustments will be made as needed.

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

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

The School Leadership Team will communicate success and adjustments of the plan to stakeholders through faculty meetings, PTO Board meetings, [the Ingleside website](#), [Family Engagement meetings](#), and written correspondence with community committee members.