

**Tennessee School Improvement  
Planning Process  
2007-2008**

**Stuart-Burns Elementary School**  
3201 Hwy 96  
Burns, TN 37029

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

**Component 1a – School Profile and Collaborative Process**

**1.1 SIP Leadership Team Composition**

<b>SIP Leadership Team Member Name</b>	<b>Leadership Chair?</b>	<b>Position</b>	<b>Subcommittee</b>
Misty Hodge	Yes	5 <sup>th</sup> Grade Teacher	
Melinda Fortner	Yes	3 <sup>rd</sup> Grade Teacher	
Lisa Cooper	No	Principal	
Christal Vanderpool	No	1 <sup>st</sup> Grade Teacher	Component 1a
Regina Hendrickson	No	2 <sup>nd</sup> Grade Teacher	Component 1a
Rhonda Madden	No	4 <sup>th</sup> Grade Teacher	Component 1b
Sara Pittman	No	Resource Teacher	Component 1b
Tonya Orgain	No	4 <sup>th</sup> Grade Teacher	Component 2
Ann Schlemm	No	3 <sup>rd</sup> Grade Teacher	Component 2
Julie Escue	No	Kindergarten Teacher	Component 3
Ginger Potter	No	5 <sup>th</sup> Grade Teacher	Component 3
Leslie Christy	No	5 <sup>th</sup> Grade Teacher	Component 4
Michelle Fussell	No	Pre-K Teacher	Component 4
Joy Parks	No	Kindergarten Teacher	Component 5
Teresa Fussell	No	Media Specialist	Component 5
Mickie Davis	No	Bookkeeper	
Kyle Fuqua	No	Community Member	
Jeff Bishop	No	Parent	
Mark Sullivan	No	Parent	

Dates Committee Met:

12/10/07

2/13/08

\_\_\_\_\_  
Signature of Leadership Committee Chair

\_\_\_\_\_  
Signature of Leadership Committee Chair

**1.2 SIP Subcommittee Formation and Operation**

**Component 1a School Profile and Collaborative Process**

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Christal Vanderpool	1 <sup>st</sup> Grade Teacher	✓
Regina Hendrickson	2 <sup>nd</sup> Grade Teacher	✓
Leslie Bowman	Educational Assistant	
Nancy Donegan	Kindergarten Teacher	
Laura Hadden	1 <sup>st</sup> Grade Teacher	
Mary Hunt	Resource Teacher	
Jeanette Porter	Educational Assistant	
Keith Ross	Physical Education Teacher	
Tammy Smith	Attendance Secretary	
Randall Tidwell	Assistant Principal	
Jackie Whelan	1 <sup>st</sup> Grade Teacher	
Susan Wilson	Extended Resource Teacher	
Kelly Yokley	Nurse	
Kristen Bagsby	Parent	
James Beasley	Traffic Officer	

Component 1a Subcommittee has met and minutes are on file.  
 Dates Met: 7/24/07; 10/23/07; 10/29/07; 10/31/07; 11/2/07;  
 11/5/07; 11/28/07; 12/3/07

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

\_\_\_\_\_  
 Subcommittee 1a Chair Signature

\_\_\_\_\_  
 Subcommittee 1a Chair Signature

**Component 1b**

**Academic and Non-Academic Data Analysis**

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Rhonda Madden	4 <sup>th</sup> Grade Teacher	✓
Sara Pittman	Special Education Teacher	✓
Whitney Buckelew	Speech Therapist	
Melissa Clifton	Kindergarten Teacher	
Kelly Duran	2 <sup>nd</sup> Grade Teacher	
Trevenia Jones	Technology Specialist	
Susan Maynard	4 <sup>th</sup> Grade Teacher	
Amanda Rachford	3 <sup>rd</sup> Grade Teacher	
Sheryl Ridenour	1 <sup>st</sup> Grade Teacher	
Laura Spann	4 <sup>th</sup> Grade Teacher	
Carlene Spicer	Educational Assistant	
Suzy Ringenberg	Parent	

Component 1b Subcommittee has met and minutes are on file.  
 Dates Met: 7/24/07; 9/12/07; 10/24/07; 10/29/07; 11/13/07;  
 11/19/07; 12/5/07; 12/10/07

<input type="checkbox"/> Yes
<input type="checkbox"/> No

\_\_\_\_\_  
 Subcommittee 1b Chair Signature

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 Subcommittee 1b Chair Signature

**Component 2 Beliefs, Mission, and Vision**

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Tonya Orgain	4 <sup>th</sup> Grade Teacher	✓
Ann Schlemm	3 <sup>rd</sup> Grade Teacher	✓
Leslie Easley	5 <sup>th</sup> Grade Teacher	
Emily Nelson	Kindergarten Teacher	
Risa Sims	5 <sup>th</sup> Grade Teacher	
Courtney Holland	Parent	
Angela McCarley	Community Member	

Component 2 Subcommittee has met and minutes are on file.  
 Dates Met: 9/13/07, 10/30/07, 11/1/07

<input type="checkbox"/> Yes
<input type="checkbox"/> No

\_\_\_\_\_  
 Subcommittee 2 Chair Signature

\_\_\_\_\_  
 Subcommittee 2 Chair Signature

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

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Julie Escue	Kindergarten Teacher	✓
Ginger Potter	5 <sup>th</sup> Grade Teacher	✓
Linda Daniel	1 <sup>st</sup> Grade Teacher	
Rebecca Goodwin	Speech Therapist	
Susan Humphreys	Kindergarten Teacher	
Dianne Jennette	Educational Assistant	
Cynthia Leach	Music Specialist	
Madolyn Loggins	Educational Assistant	
Daniel Nolen	Physical Education Teacher	
Melinda Peairs	3 <sup>rd</sup> Grade Teacher	
Kimberly Pierce	2 <sup>nd</sup> Grade Teacher	
Caroline Tidwell	Educational Assistant	
Paige Cooper	Parent	
Bill Joyce	Community Member	

Component 3 Subcommittee has met and minutes are on file.  
 Dates Met: 7/24/07; 9/4/07; 9/14/07; 10/25/07; 10/30/07;  
 11/5/07

<input type="checkbox"/> Yes
<input type="checkbox"/> No

\_\_\_\_\_  
 Subcommittee 3 Chair Signature

\_\_\_\_\_  
 Subcommittee 3 Chair Signature

### Component 4 Action Plan Development

Member Name	Position	Chair
Leslie Christy	5 <sup>th</sup> Grade Teacher	✓
Michelle Fussell	Pre-K Teacher	✓
Brooke Brown	4 <sup>th</sup> Grade Teacher	
Cheyenne England	2 <sup>nd</sup> Grade Teacher	
Crystal Hannah	Educational Assistant	
Michelle Harvey	Guidance Counselor	
Louella Killebrew	Educational Assistant	
Alra Maddox	1 <sup>st</sup> Grade Teacher	
Marsha Nikahd	1 <sup>st</sup> Grade Teacher	
Sarah Perrigin	Special Education Teacher	
Brenda Petty	3 <sup>rd</sup> Grade Teacher	
Sue Stringfield	Gifted Education Teacher	
Trudy Thompson	Educational Assistant	
Chuck Boyd	Parent	
Anita Fuson	Community Member	

Component 4 Subcommittee has met and minutes are on file.  
 Dates Met: 1/16/08, 2/19/08

<input type="checkbox"/> Yes
<input type="checkbox"/> No

\_\_\_\_\_  
 Subcommittee 4 Chair Signature

\_\_\_\_\_  
 Subcommittee 4 Chair Signature

**Component 5 The School Improvement Plan and Process Evaluation**

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Teresa Fussell	Media Specialist	✓
Joy Parks	Kindergarten Teacher	✓
Annie Buchanan	2 <sup>nd</sup> Grade Teacher	
Chelsa Cathey	3 <sup>rd</sup> Grade Teacher	
Nancy Frazier	Educational Assistant	
Debbie Hutcheson	Educational Assistant	
Sheila Parker	Deaf Education Teacher	
Curtis Southerland	Art Specialist	
Elisha Stevens	2 <sup>nd</sup> Grade Teacher	
Cissy Byrne	Parent	
Donald Richardson	Community Member	

Component 5 Subcommittee has met and minutes are on file.  
 Dates Met: 2/4/08, 2/13/08

<input type="checkbox"/> Yes
<input type="checkbox"/> No

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 Subcommittee 5 Chair Signature

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 Subcommittee 5 Chair Signature

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

### 1.3.1 Data Sources

Source	Relevant Findings
Parent Surveys	80% of the parents at SBES are married, with 63% having some college or technical school.
Census Data	The average income of the residents of Burns is \$49,901.
Student Database	38% of the student population is economically disadvantaged. Our attendance rate is 97% with a promotion rate of 99%.

### 1.3.2 School and Community Data

#### ***Historical Background***

The first Burns School was a log structure near the site of the current Stuart-Burns Elementary. In 1902, a new building replaced the log structure and administrators relocated the school to the center of the town of Burns. Three different structures remained in the city of Burns until 1988. At that time, students entered the present facility located on Highway 96 east of Burns in the southeast corner of Dickson County near I-40.

#### ***Facilities***

Today's facility is a large one-level school building with 35 regular classrooms, 2 extended resource, 2 full time resource, 2 speech and language, 1 hearing impaired, and 1 gifted classroom. The facility also contains a library, computer lab, gymnasium, cafeteria, and a room for Physical Therapy and Occupational Therapy as well as a room for ELL. There are administrative offices, nurse's office, guidance office, conference room, parent/teacher workroom, and separate classrooms for art and music. The school building has a capacity of 710 students. Stuart-Burns has experienced moderate growth for the last 5 years. This has resulted in the facilities being filled to capacity. All school facilities are handicap accessible.

#### ***Environmental and Safety Conditions***

The school building meets all safety codes required by the state and county. Each year, we have ten fire drills and three other drills consisting of tornado, bomb or lockdown drills. A Crisis Management Plan is in place which outlines procedures for dealing with emergency situations.

#### ***Student Enrollment***

1999-2000	671 students	2004-2005	656 students
2000-2001	678 students	2005-2006	668 students
2001-2002	648 students	2006-2007	710 Students
2002-2003	612 students	2007-2008	731 Students
2003-2004	630 students		

### ***Grade Distribution***

The grade distribution for Stuart-Burns Elementary is as follows:

<b>Grade</b>	<b>Number of Students</b>	<b>Teacher:Pupil Ratio</b>
Pre-K	20	1:20
Kindergarten	108	1:18
First Grade	129	1:18
Second Grade	129	1:22
Third Grade	122	1:20
Fourth Grade	129	1:26
Fifth Grade	94	1:24

There are five enrichment areas and guidance counseling with the following teacher/pupil ratios:

<b>Area</b>	<b>Teacher:Pupil Ratio</b>
Art	1:731
Computer Lab	1:731
Guidance	1:731
Library	1:731
Music	1:731
P.E.	2:731

### ***Length of School Year and School Day***

The present student population is 731 children in grades Pre K-5. The school year consists of 180 instructional days, August 1, 2007 – May 30, 2008. The academic school day begins at 7:55 A.M. and ends at 2:55 P.M. The teachers' day begins at 7:40 A.M. and ends at 3:10 P.M. Staff, support staff, and administration manage morning and afternoon bus duty.

### ***Operating Budget Distribution Equity***

The operational budget for Stuart-Burns is distributed as follows:

Instructional supplies	90%
Administrative Costs	3%
Educational Activities	6%
Maintenance	1%

### ***Per Pupil Expenditures***

While the statewide per pupil expenditure is \$7,794, only \$7,078 was expended on each student in Dickson Co. in 2006-2007.

## ***Curriculum Offerings***

**Classrooms:** Currently, Stuart-Burns Elementary School has 1 Pre-Kindergarten, 6 Kindergarten, 7 First Grade, 6 Second Grade, 6 Third Grade, 5 Fourth Grade, and 4 Fifth Grade classes.

**Clinic:** A registered nurse is available full-time to students and staff. Services provided include hearing and vision screenings, medication administration and monitoring, treatment of acute and chronic illnesses, health counseling and classroom instruction. The nurse also provides age and gender appropriate personal hygiene and physical development sessions providing students with a factual base for the developmental changes accompanying puberty through the Developmental Health Classes. .

**Media/Library:** The library contains resource materials to support instructional programs at Stuart-Burns Elementary. The library is equipped with a mini-computer lab supporting Internet access. The library offers a variety of media for circulation that includes: 12,495 fiction books, 4,493 nonfiction books, 405 reference books, 172 big books, 30 magazine subscriptions, 890 videos, 4 listening centers, teacher resource materials, teacher periodicals, puppets, books sets, SVGA Monitor and Computer, class sets of encyclopedias, Dukane Projector, closed caption decoder, overhead projector, TV, VCR, and DVD player. The media specialist coordinates the Accelerated Reading Program throughout the school. Classes meet once in a six day cycle for 25 minutes with an educational assistant and teachers may schedule additional time for their students throughout the week. During library sessions, students learn library skills, check out books, and engage in literature experiences. The library's circulation monitoring system (Follett) is available to teachers and students at any time during the day through our computer network system.

**Guidance:** The guidance program at Stuart-Burns Elementary teaches problem solving, coping skills, and behavior modification. The guidance counselor provides large group, individual, and small group counseling to help students with current problems. (A 6-day schedule provides each class with a 25-minute large group activity aimed at teaching age-appropriate life skills as determined by state curriculum.) The guidance counselor is also available to parents who seek assistance with problems affecting their children.

**Music:** The music teacher at Stuart-Burns Elementary offers music education to students every six days. Students learn basic music concepts as outlined in the state curriculum. Students perform in musical programs by grade level at various times during the year.

**Art:** The art program at Stuart-Burns Elementary teaches skills outlined in the state curriculum guide. Students attend art classes once every 6 days for 50 minutes. The purpose of the art program is to teach students an appreciation for the visual arts while enabling them to utilize various artistic mediums. The Little Masters Art Show is a county wide program administered by the school art teachers. The show is

sponsored by the local Renaissance Center. Student art work is selected and displayed at the center.

**Physical Education:** The physical education department at Stuart-Burns Elementary promotes a fitness program that involves all students and follows the state curriculum guide. Two certified full-time physical education instructors provide fitness activities for grades Pre K-5. An outdoor exercise circuit system was added in 2004 to provide students with circuit training in a fresh air environment. Physical education special activities include Punt, Pass and Kick Competition, Hole in One Contest, Five and Ten Mile Clubs, Bobcat Olympics, Fun Day, and Jump Rope for Heart.

### **Special Education:**

#### ***Resource/Inclusion***

Students who qualify for special education assistance receive inclusion and/or resource services for reading/language arts, math, science, and social studies. The resource program has 4 full-time teachers and 10 teaching assistants who instruct the students who need services.

#### ***Speech and Language***

The speech and language department serves students with articulation and/or language delays. Students participate in small group or pullout sessions with a speech/language pathologist for thirty minutes. The speech/language pathologists along with the school nurse conduct hearing screenings. The speech/language pathologists offer consultation services for parents and classroom teachers. Parents, teachers, or doctors refer children for testing, and screening results help determine services for the students.

#### ***Deaf Education***

Dickson County has a countywide Deaf Education program that serves students in preschool through fifth grade at Stuart-Burns Elementary. The staff consists of one part-time itinerant deaf education teacher and one full-time and one part-time teaching assistant/interpreter. These educators provide sign language interpretation and individual attention for the students with hearing impairments.

#### ***Physical Therapy (P.T.) / Occupational Therapy (O.T.)***

Stuart-Burns Elementary provides physical and occupational therapy for those students who need services relating to physical development. The staff includes one registered occupational therapist, and one licensed physical therapist. The staff provides consultation with parents and classroom teachers.

#### ***Special/Unique Programs***

**Free to Educate Program:** The “O Ambassador” and the “Free to Educate” organizations are allowing our school to partner with children in regions of the world that have extreme educational needs. Our students were able to choose to partner with the East African region. Through various communication methods the students

will be able to learn about the diversities of children in that region and the needs they face on a daily basis. The students will work to raise awareness and plan fund raisers to help raise money which will insure these students receive the education they deserve. The goal of this program is to help our students realize that they are members of the world community and each can make a difference on the global level.

**Student Council:** Two students from each 3<sup>rd</sup> through 5<sup>th</sup> grade classroom are elected by their peers to serve on the student council. The council discusses ways to improve our school and community and plans service projects. In the past years, student council has conducted school projects that include sales of old library books to purchase new books, can and paper recycling, and a car wash to buy playground equipment. They have also been involved in community projects such as a Thanksgiving can food drive for the Dickson Co. Help Center, an Imagination Library pancake breakfast at Applebee's, Christmas collection of angel tree donations for local children, and collection of personal items for Hurricane Katrina victims.

**Student Broadcast System:** Stuart-Burns Elementary School is the only school in Dickson County to have an in-house broadcast system. Fifth grade students are the producers, directors, and news team members in charge of televising morning news and announcements throughout the building. The pledge of allegiance leaders rotate throughout all grades and is led live over the system as part of the daily news. Special assemblies are recorded by a camera crew. Special broadcasts and pre-recorded classroom activities are used to enhance student learning opportunities for all grade levels. Examples include a 3<sup>rd</sup> grade Thanksgiving Reader's Theater and a special Preamble to the Constitution Reader's Theater performed by 5<sup>th</sup> grade students.

**D.A.R.E.:** The Drug Awareness Resistance Education is an important part of the educational program for the 5th grade students at Stuart-Burns Elementary. Each year the D.A.R.E. officer works to educate students about the importance of a drug-free life. The 10-week D.A.R.E. program culminates with a graduation ceremony including parents, community, and civic leaders.

**Junior Achievement:** Junior Achievement is a hands-on program that teaches children about economics and their community. The students begin the 6-week program in Kindergarten and continue through 5<sup>th</sup> grade with a culminating activity at JA BizTown where students perform jobs in a simulated community.

**Honors Classes:** The Challenge/Gifted program at Stuart-Burns Elementary involves gifted children in a weekly two and half hour pullout program. Children participate in activities that require higher level thinking skills, advanced topics, independent research, and creative thinking. The Challenge/Gifted program also provides math enrichment for second and third grades. Gifted education is a component of special education. Goals are established and monitored each year through an I.E.P. (Individual Education Plan).

**Parental Support:** Parents provide support services needed to enrich educational experiences for student needs. Stuart-Burns Elementary strives to maintain a beneficial relationship with parents and the community. The administration and faculty continuously inform and actively involve parents in many aspects of the school and learning environment. The P.T.O. is another source of active parent involvement that clearly benefits our school. They reinforce character development through the paw print program. The P.T.O. also sponsors two fundraisers (Candle Sales in the fall and the Fun Run in the spring) to help provide financial support for our school.

**School/Business Partnerships:** The Angel Tree program is a cooperative program with the SBES faculty and outside business that provides Christmas gifts for needy children at SBES. The local Mason group helps our school by providing bookshelves custom built by its members. Stuart-Burns Elementary currently has school-business partnerships with First Federal Savings and Loan, Co-Op, Tensco, A-1 Signs, Goody's, USAuto Holdings, Inc., John Fussell Design, O'Charley's, and Cracker Barrel. These school-business partnerships provide donations, materials, and human resources throughout the school year.

**Staff Characteristics:** The staff of Stuart-Burns Elementary consists of 2 administrators, 45 full time certified teachers, 7 part time certified teachers, 18 support staff, 1 registered nurse, 7 food service employees and 3 custodians. There are 4 male staff members and 79 female staff members. The ethnic makeup of our faculty and staff numbers 2 African American, 1 Asian American, and 80 Caucasian members.

**Change in Leadership:** As of 2007, Stuart-Burns Elementary School has welcomed a new principal, Ms. Lisa Cooper, after the retirement of Lila Meek. Ms. Lisa Cooper has 23 years of experience in education.

**Mobility/Longevity of Staff:** Because many members of the SBES faculty and staff live in or near the Burns community, the staff is very stable. Teachers generally stay at SBES until they retire. The rate of mobility for the 2005-2006 school year was .2% and for the 2006-2007 school year was .07%.

Teacher experience:	
1 – 3 years	12
4 - 10 years	15
11 – 20 years	12
21- 35 years	6

Stuart-Burns has 28 teachers who currently hold a Bachelors Degree, 18 teachers who hold a Masters Degree, 5 who hold a Masters Degree plus 30 hours, and one who holds an Education Specialist Degree. There are no certified staff members teaching outside their endorsement area. At Stuart-Burns 100% of classes are taught by highly qualified teachers.

**Staff Involvement in Leadership Activities:** Two full time certified teachers assist in advising the student council. Teachers provide leadership by serving as chairs on School Improvement Plan Committees, as well as on the Faculty Advisory Committee. Through the efforts of our media specialist, our school has been granted the opportunity to be an “O Ambassador”. This organization allows us to partner with children from a country in need. Through various communication methods with our chosen country of East Africa, our students will be able to learn about our partner country and the needs that face these children on a daily basis. The student leaders will plan fund raisers to help raise money to make improvements for these children.

**Trained and Qualified Mentors:** Stuart-Burns Elementary School has a panel of trained and qualified teachers to serve as mentors to beginning teachers and teachers who are new to our building. Each new teacher is assigned 2 mentors, and transfer teachers are assigned 1 mentor teacher.

***Student Characteristics***

**Demographics:** Stuart-Burns Elementary School currently enrolls 731 students. Currently, 6 students are enrolled in the English Language Learner program. 38% of the students at Stuart-Burns Elementary are on free and reduced lunch. Our attendance rate is 97%.

	Caucasian	African American	Hispanic	American Indian	Asian
2005-2006	95%	3.6%	1.2%	0	<1%
2006-2007	92%	5.5%	2.0%	<1%	<1%
2007-2008	92%	4.7%	2.5%	<1%	<1%

Our Hispanic population has been steadily growing over the past 3 years. We anticipate that this growth will continue and will result in our population of Hispanic children reaching the 45 students needed to include their data in our TCAP evaluations.

**Retention Rate:** Stuart-Burns Elementary School had a retention rate of .9% for the year 2005-2006. Our retention rate increased to 1% for the year 2006-2007.

**Transfer Rate:**

School Year	Transfers In	Transfers Out
2005-2006	129	106
2006-2007	169	116
2007-2008 (current)	99	120

**Discipline Referrals:** The following chart shows the frequency of our discipline referrals.

	2004-2005	2005-2006	2006-2007
ISS	**	276	408
Out of School Suspension		1	2
After School Detention		1	14
Saturday School		0	6

\*\*The above information for years prior to 2005-2006 was kept on a different system that can not be accessed at this time.

In looking at the discipline data, it appears that student behavior at SBES declined during the 2006-2007 school year. However, when reflecting upon that surge, it was noted that there were likely no more incidents that year than the previous years. There was a deceptively low number of referrals in 2005-2006 due to an informal administrative policy which discouraged office referrals for discipline reasons. The increase in discipline referrals for the year 2006-2007 was due to the return to prior policy.

**Special Education Disability Types**

Type	# Of Students	% of Special Education Population
Speech Impairments	37	34%
Functional Delayed	4	4%
Developmentally Delayed	3	3%
Autism	4	4%
Language Impairments	30	28%
Other-Health Impairments	5	5%
Specific Learning Disabilities	20	19%
Mental Retardation	1	.9%
Hearing Impaired	1	.9%
Orthopedically Impaired	2	1.9%
Visually Impaired	2	1.9%

**Pre-School:** The governor’s pre-K program was implemented at SBES in the 2006-2007 school year. Both last year and this year the enrollment has been 20 children. One full-time teaching assistant works alongside the classroom teacher with the students.

**Extracurricular Activities:** Fourth and fifth graders may audition for the school chorus. The chorus members present several performances and participate in choral festivals and field trips throughout the year.

***Parent/Guardian Demographics***

The following parent demographics were compiled from the 2006-2007 survey in which 338 surveys were returned containing information on 633 people.

Race		Marital Status	
Caucasian	95%	Married	80%
African American	2%	Divorced	10%
Hispanic	2%	Single	6%
All Other races	1%	Separated	2%
		Other	1%
		Widowed	1%
Level of Education		Income Level	
Some College/Technical school	37%	\$ 0 - \$10,999	22%
High School Diploma	31%	\$ 11,000 - \$19,999	10%
College Degree	26%	\$ 20,000 - \$34,999	28%
< High School Diploma	6%	\$ 35,999 - \$49,999	17%
		\$ 50,000 - \$74,999	15%
		\$ 75,000 - \$99,999	5%
		\$100,000 +	3%

In the year 2006-2007, 95% of parents with children attending Stuart-Burns were Caucasian followed by 2% African American and 2% Hispanic. The greatest percent of Stuart-Burns parents, 80%, were married, followed by 10% divorced. The majority of our parents, 37%, have some college or technical school education, followed by 31% with a high school diploma, and 26% with a college degree. The largest percentage, 28%, have an income of \$20,000-\$34,999, followed by 22% with income of less than \$10,999, 17% with \$35,000 - \$49,999, and 10% with \$11,000-\$19,999. The remaining 23% have an income of \$50,000 or greater.

***Community Characteristics***

The community of Burns, Tennessee has a population of 4,722 people, with 95% being Caucasian and 4% being African American, a demographic similar to that of Stuart-Burns Elementary School. The average income of Burns residents is \$49,901. The majority of the working residents commute to

neighboring counties to work. The largest employers in Burns are: Hickory Steele, Montgomery Bell State Park, A-1 Signs, Gauge, and King's Court Restaurant. 38% of the Burns residents have school-aged children attending public schools, Burns has no private schools. The community participates in many activities at Stuart-Burns including School Beautification Day, Fire Safety Week, Fall Festival, and the Health Fair.

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

**Component 1b - Academic and Non-Academic Data Analysis**

**1.4 Variety of Academic and Non-Academic Assessment Measures**

Stuart-Burns Elementary employs a variety of strategies to assess student achievement.

1. TCAP criterion-referenced test
2. TVAAS reports
3. Writing Assessments
4. Accelerated Reader Scores
5. Think Link Tests
6. PAMS (Personalized Assessment Management System)
7. Journal-Writing
8. Class Projects
9. Report Cards
10. Unit Tests
11. Early Success (grade 2)
12. Brigance Tests (K)
13. DRA [Diagnostic Reading Assessment] (grade 1)
14. Special Education Portfolio
15. Teacher-made tests
16. Teacher observation: Q&A, oral reports, etc.

Student performance from non-academic areas that are implemented for student success are:

1. Attendance Rates
2. Promotion Rates
3. Discipline Referrals
4. Suspensions and Expulsions
5. Character Counts
6. School Improvement

## 1.5 Data Collection and Analysis

Stuart-Burns Elementary educators employ a variety of measures to evaluate and assess students' academic and non-academic achievement. In addition to the traditional methods of student assessment, such as teacher observation, projects, quizzes, subject tests, and unit tests, TCAP and Think Link scores are used to measure student progress.

### **Data for School Wide Non-Academic Indicators:**

**Attendance/ Promotion:** Stuart-Burns Elementary School has exceeded the state goals of attendance and promotion for the last two years. The 2006 attendance rate of 95.5% fell just below the 2005 attendance rate of 95.9%, but exceeded the state attendance goal by 3%. The promotion rate of 98.9% in 2007 fell just below the 2006 promotion rate of 99.1%, but exceeded the state promotion goal of 97%.

**Character Development/ Discipline/ Suspension:** The Character Counts and Kids on the Block programs are designed to help students develop strong character. In the character counts program, the traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship are emphasized. Stuart-Burns Elementary Parent Teacher Organization initiated a Paw Print Program to promote character. Children are given paw prints when exhibiting any of the six character traits. Once each nine weeks the students are allowed to turn in their paw prints and purchase items. At the end of the school year, every child that meets the school goal receives a paw print t-shirt. Kids on the Block addresses the qualities that help students deal with each other: developing friendships, being tolerant of differences, and showing kindness to others. At Stuart-Burns Elementary School, these programs are in place to build character and help decrease problematic behavior. Success in these programs is measured by fewer suspensions and referrals to the principal's office and Quiet Room for behavior. Unfortunately, SBES suspensions and referrals to the principal's office have increased over the previous two years. For the first half of the current school year, there have been 112 referrals to the principal's office or the Quiet Room for behavior and 1 out of school suspension.

**Analysis:** Since SBES exceeds the state goals for attendance and promotion, these levels should be maintained. This achievement can be considered a strength of Stuart-Burns Elementary as it is of vital importance, since student achievement can be directly affected by attendance.

## ***Kindergarten***

**Brigance Test:** Kindergarten students at Stuart-Burns Elementary are administered the *Brigance Test* at the beginning of the year. *The Brigance Test* is a criterion-referenced measure that assesses readiness skills. It is based on a scale of 100 points. Teachers use this assessment to determine a present level of performance and set instructional objectives for each student. The skills assessed using the *Brigance* are tied closely with expected grade level outcomes. Progress for Kindergarten students is measured in terms of report card skill mastery for each nine weeks. At the end of the school year, students must attain 90% overall mastery of report card skills. There were 2 students retained in 05-06, and only one retained for the 06-07 school year.

## ***First Grade***

**Writing Assessment:** Beginning in 2005-2006, the county began mandated that first grade teachers administer three writing prompts during the school year. The writing is scored with a standardized rubric which places the children in the appropriate developmental writing stage. Data was not kept during the school years of 2005-2006 and 2006-2007; however, beginning in 2007- 2008 data will be compiled.

**Developmental Reading Assessment:** The DRA, Developmental Reading Assessment, is an oral reading test that measures both reading fluency and accuracy and is administered twice a year to students in first grade. Ninety-eight percent of study participants agree that DRA helps identify students' strengths or weaknesses to target future instruction and planning. In the fall, students should be at level 4 and by spring, they should be at level 18. A student who scores at level 18 or above is considered to be on grade level. If students score below level 18, they qualify for a remedial reading group in second grade, Early Success. The spring 2006 scores for DRA indicated that 31 scored 16 or below, 77 students scored between 18-30, and 13 of the students achieved a score higher than 30.

## ***Second Grade***

**Early Success Remedial Reading:** Reading Intervention for Early Success is a research-based program for students who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) that provides 30 minutes of daily instruction that is in addition to the core reading/language arts program. It is aligned with the 5 critical areas of reading instruction as outline in the Reading First criteria of the No Child Left Behind Legislation. When evaluating the academic levels of SBES students in the second grade, a number of factors contribute to the assessment. Students who scored below level 18 on the DRA during the first grade may be selected to participate in Early Success. This intervention class is provided in addition to the regular basal instruction given in grade 2. In 2006-2007, there were 15 students who were selected for the Early

Success program based upon their DRA scores. At the end of the program, 9 students made gains, 1 student moved before ending the program, 3 students were not present for testing, 1 student's scores remained the same, and 1 student's scores dropped. To be considered at grade level for second grade, a DRA score of 24 should be achieved; 3 students met this measure; however, it should be noted that of the 15 students in the program, 6 began receiving Special Education services at some point during the 2006-2007 school year. During the 2007-2008 school year, 11 students were selected for Early Success. Also, second grade teachers have started an additional Early Success group that serves 6 other students.

**TCAP Data:** In previous years, second grade students have taken the Terra Nova assessment. Rather than administering the Terra Nova test in the current school year, the Think Link test was given, as the district mandated that assessment for second grade students.

In April of 2005, eighty second grade students at Stuart-Burns took the TCAP assessment. Results revealed that 18% of students were advanced in reading, 21% in language, and 20% in social studies. Only 14% of students were advanced in math, and 18% scored within the advanced range in science. In addition, 41% of students scored within the proficient range in reading, 30% in language, 35% in science, 30% in math, and 43% in social studies.

In April of 2006, One-hundred nineteen second grade students were administered the TCAP assessment. Results revealed that 13% of students were advanced in reading, 17% in language, and 18% scored within the advanced range in social studies. Only 7% were advanced in mathematics and 6% in science. The percentage of students scoring within the proficient range for reading were 46%, 43% in language, 43% in science, 39% in math, and 35% in social studies.

Comparison between the two years indicates that the amount of students scoring within the proficient range or higher increased for each subject area except social studies. However, fewer students scored in the advanced range.

In April of 2007, 117 second grade students took the TCAP assessment. A change was made this year in how the scores for second grade students were reported. In prior years, scores were reported as non- proficient, partially proficient, proficient, and advanced. This year, scores were reported as below average, average, and above average. Approximately 73% of students scored within the average range in reading, approximately 72% in language, approximately 74% in math, and approximately 60% in science, and approximately 73% of students scored within the average range in social studies.

**Think Link Testing:** The Think Link tests are part of a predictive assessment series developed by Vanderbilt University. It is a scientifically research-based assessment that measures student progress. The tests are preconfigured and analyzed by Think Link experts to provide teachers the prediction of mastery, proficiency, and adequate yearly progress (AYP) that is so critical in monitoring student progress toward state

mandated goals. The benchmark tests are administered in the fall, winter, and spring. Each test is carefully constructed to align with the state test. Scores have been analyzed and show the following:

#### Fall Test 2005-2006

Approximately 65% of students tested scored in the mastery range across all areas except *analyzing statistics*. That area was noted as a weakness with only 50% of students scoring in the mastery range. Reading/language arts scores indicated strength in the area of *analyzing text*, where approximately 70% of students achieved a score of mastery. There were two areas of notable weakness, *editing* and *evaluation/extension of text*, where only 45% of students obtained a rating of mastery.

#### Fall Test 2006-2007

Nearly 70% of all 2<sup>nd</sup> grade students tested showed mastery in all areas of math except *problem solving*. Less than 10% of the students had non mastery in any area except for the area of operations. Reading/language arts tests revealed that *evaluating and extending meaning* is a strength for students with greater than 75% of students showing mastery in that area. All other areas were scored with at least 50% mastery except *reading strategies* and *editing*. *Editing* is a notable weakness with only a little over 40% of students showing mastery.

#### Fall Test 2007-2008

Scores indicate that more than 60% of the 2<sup>nd</sup> grade students tested had mastery in all areas of math except for *problem solving*. *Geometry* was a definite strength with approximately 95% of students mastering that material. *Writing strategies* is the strongest area for the students tested with nearly 64% scoring in the mastery range. Although students showed at least partial mastery in all areas with at least 75%, *editing* is a notably weaker area with approximately 30% of students showing non-mastery.

**Analysis:** A review of the data indicates that students entering the second grade are better prepared for advanced math instruction, whereas several areas of reading/language arts show a need for remediation – most notably, *editing*.

## 1.6 Report Card Data Disaggregation

### **TCAP Data Summary**

When comparing Stuart-Burns Elementary to the system and state, percentages show that overall student performance either exceeded or was within a 6% margin of the system and state's performance standards. A comparison of male and female students' percentages showed that overall performance of proficient and advanced students was above the state and aligned with the system. Limited English Proficient, Hispanic, and African American students were not reported since Stuart-Burns did not meet the number requirements for state reports.

### **Proficiency Data from 2007 TCAP Scores**

#### **Third Grade: Percent Proficient**

	Reading/Language			Math			Science			Social Studies		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
SBES	95	89	92	87	91	94	87	87	90	83	82	88
System	93	92	95	88	91	93		88	91		85	90
State	90	89	93	86	88	93		84	83		79	81

#### **Fourth Grade: Percent Proficient**

	Reading/Language			Math			Science			Social Studies		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
SBES	92	91	89	91	92	92	87	93	89	89	95	85
System	92	89	92	91	90	93		88	93		88	90
State	87	88	88	87	88	90		82	82		85	83

#### **Fifth Grade: Percent Proficient**

	Reading/Language			Math			Science			Social Studies		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
SBES	98	96	98	92	95	92	90	89	93	85	90	86
System	96	94	97	94	94	94		90	91		86	85
State	90	92	95	89	92	92		81	82		82	79

**Analysis:** Overall, SBES students performed higher than the state in most content areas. Fourth and fifth grades performed better than the state in all areas. The Dickson County system scored slightly higher in most content areas than SBES.

**Academic Growth:** The scores of the students at Stuart-Burns Elementary are compared to past performance at each grade level, to the Dickson County system, and to Tennessee. Data was analyzed in the following academic areas according to Tennessee Value Added Assessment Scores (TVAAS). This measure is significant because it indicates the amount of students' academic growth from one year to the next.

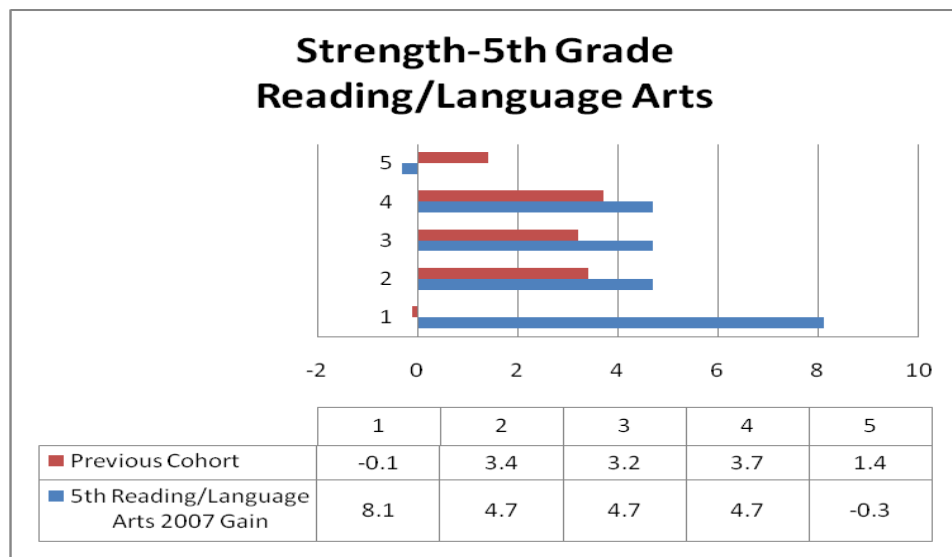
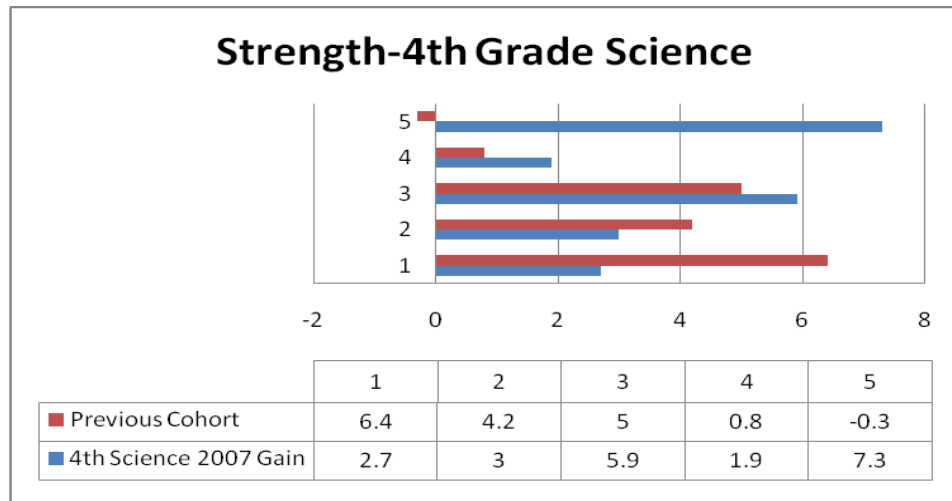
Estimated School Mean NCE Gains 2005, 2006, & 2007					
	Subject	Grade		Mean NCE Gain over Grades Relative to	
		4th	5th	Growth Standard	State
2005	Rdg/Language Arts	3.2	3.8	3.5	0.6
	Math	2.7	3.4	3.0	1.1
	Science	2.6	1.2	1.9	-0.6
	Social Studies	5.2	4.5	4.8	1.3
2006	Rdg/Language Arts	-1.3	3.4	1.0	-1.9
	Math	0.6	4.2	2.4	0.4
	Science	5.8	3.9	4.9	2.3
	Social Studies	6.7	4.5	5.6	2.1
2007	Rdg/Language Arts	0.5	3.2	1.9	-1.1
	Math	-3.5	3.0	-0.2	-2.2
	Science	4.1	3.9	4.0	1.4
	Social Studies	0.9	-1.5	-0.3	-3.9

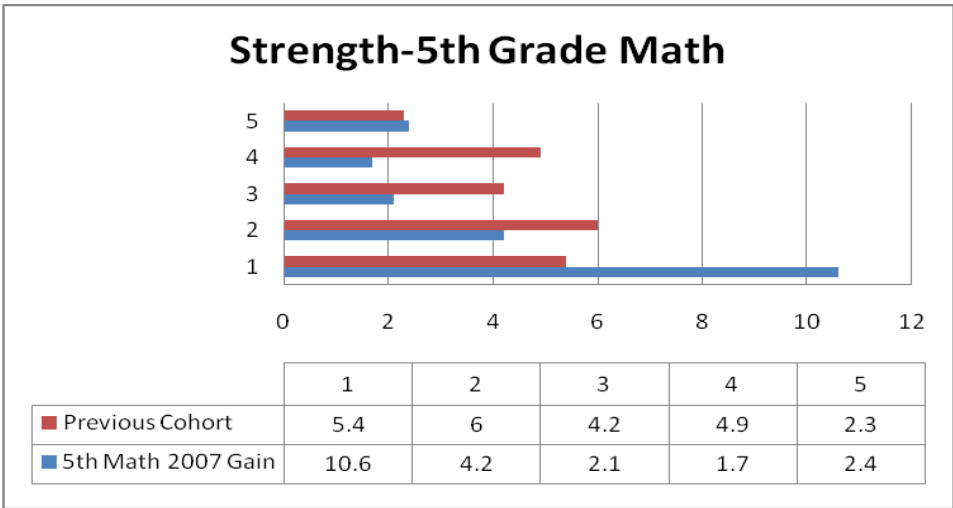
Based on TVAAS/Value Added grades for mean gain ranges, students at Stuart-Burns Elementary School have made exceptional gains across all content areas for each year of the reported three years with the following exceptions:

- In 2006, 4<sup>th</sup> grade students had a mean loss of –1.3 in reading/language arts, which resulted in deficient growth values in that content area.
- In 2006, 4<sup>th</sup> grade students had a mean gain of 0.6 in math, which maintained a growth standard similar to the range for the state.
- In 2007, 4<sup>th</sup> grade students had a mean gain of 0.5 reading/language arts, which fell below the state mean.
- In 2007, 4<sup>th</sup> grade students had a mean loss of –3.5 in math, which resulted in deficient growth values as compared to that of the state.
- In 2007, 5<sup>th</sup> grade students had a mean loss of –1.5 in social studies, which fell below the state mean for that content area.

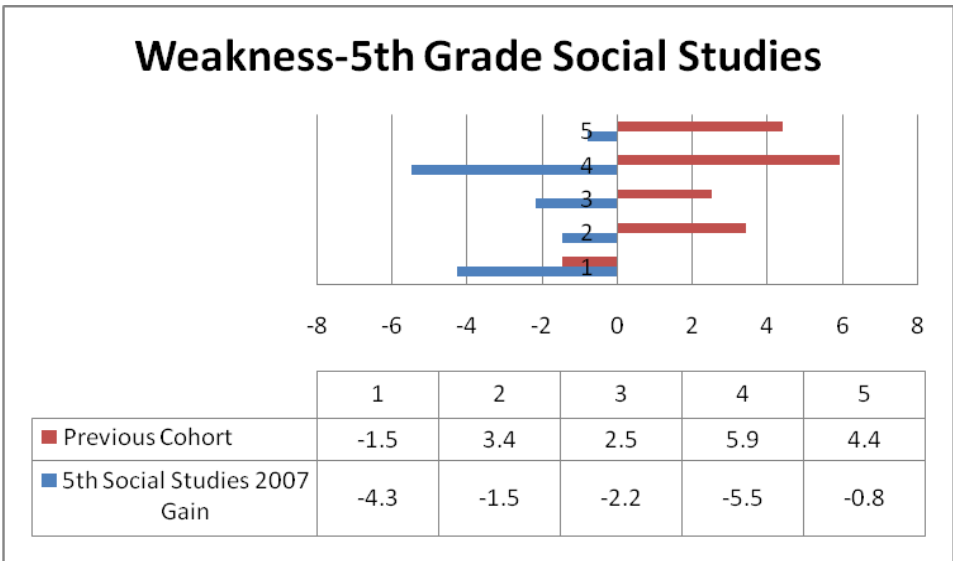
**Analysis:** In 2005, the mean gains in reading/language arts, math, and social studies indicated that growth for that year exceeded that of other students in Tennessee. In 2006, the mean gains in math, science, and social studies indicated that growth for that year exceeded growth for other students in Tennessee. Mean gains for science in 2007 indicated growth that exceeded other Tennessee students, while the other three content areas for that year reflected growth below the level of growth for other Tennessee students. Students at Stuart-Burns Elementary are showing overall gains each year in reading/language arts and science. Mean NCE losses in the areas of 4<sup>th</sup> grade math and 5<sup>th</sup> grade social studies resulted in overall losses in those content areas for 2007.

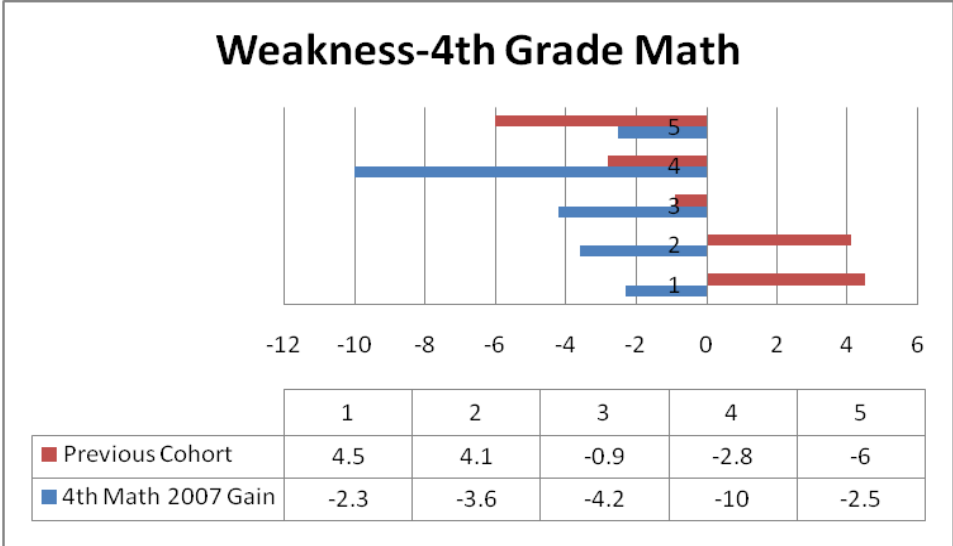
**Gains by Lowest, Middle, and Highest Prior Achievement Subgroups**





**Analysis:** An analysis of the 2007 TCAP gains indicates strengths in 4<sup>th</sup> grade science, 5<sup>th</sup> grade reading/language arts, and 5<sup>th</sup> grade math. The lowest cohort made significant gains in 5<sup>th</sup> grade math and 5<sup>th</sup> grade reading/language arts. Four of five cohorts made gains in 5<sup>th</sup> grade reading/language arts. The highest cohort made significant gains in 4<sup>th</sup> grade science. Overall, most cohorts made positive gains. The large gains in the lowest quintile in 5<sup>th</sup> grade math and reading/language arts is encouraging, as the students who scored below proficient are making progress toward proficiency.





**Analysis:** Further analysis indicates 5<sup>th</sup> grade social studies and 4<sup>th</sup> grade math are weaknesses. All cohorts showed losses in 5<sup>th</sup> grade social studies and 4<sup>th</sup> grade math. It has been suggested that the 5<sup>th</sup> grade social studies negative gains might be due to a prolonged substitute teacher during the school year that might have affected student test scores.

***Data for 2007 Writing Assessment***

Students at Stuart-Burns Elementary School have consistently scored an A in writing over the past three years. In 2005 and 2006, students obtained an average score of 4.1. In 2007, students at obtained an average score of 4.2. All three years met or exceeded the state average score.

**Analysis:** Students are performing well in writing and efforts should be made to maintain this level of proficiency.

## Disaggregate Data from 2007 TCAP Scores

### Below Proficient Percentages within Stuart-Burns

Subject Areas	All Students	Students with Disabilities	Economically Disadvantaged
3 <sup>rd</sup> Grade Reading	10.4	36.4	14.6
3 <sup>rd</sup> Grade Math	13.4	55.4	19.8
4 <sup>th</sup> Grade Reading	9.0	24.0	21.9
4 <sup>th</sup> Grade Math	10.9	37.9	20.9
5 <sup>th</sup> Grade Reading	6.7	15.0	10.4
5 <sup>th</sup> Grade Math	8.4	36.7	21.0

### Below Proficient Percentages Comparisons

Subject Areas	SBES	System	State
3 <sup>rd</sup> Grade Reading Students with Disabilities	36.4	30.1	30.0
3 <sup>rd</sup> Grade Math Students with Disabilities	55.4	44.7	50.6
4 <sup>th</sup> Grade Reading Students with Disabilities	24.0	34.5	41.1
4 <sup>th</sup> Grade Math Students with Disabilities	37.9	39.6	47.9
5 <sup>th</sup> Grade Reading Students with Disabilities	15.0	32.2	37.1
5 <sup>th</sup> Grade Math Students with Disabilities	36.7	36.9	43.5

**Analysis:** After analyzing reports for Stuart-Burns Elementary, data indicated a significant difference in two distinct subgroups: students with disabilities and economically disadvantaged. Both subgroups reported high percentages in the below proficient ranges. The greatest gap in performance was between students with disabilities and overall student performance with differences ranging from 9% - 42%. Economically disadvantaged students also reported a major increase in below proficiency percentages but not as significant as students with disabilities. Data also indicates an area of weakness in both 3<sup>rd</sup> grade Reading and Math for these two subgroups. The reports show a difference of at least 5% in each area when compared to the state. The data also indicated a 3% difference with the economically disadvantaged students in 5<sup>th</sup> grade Math. Overall, 3<sup>rd</sup> grade students with disabilities and 5<sup>th</sup> grade economically disadvantaged students show a need for intervention.

**Data from Think Link Assessment**

**Third Grade Think Link Percent Proficiency**

	Below Proficient			Proficient			Advanced		
	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.
Reading	4	0	3	42	40	24	54	60	74
Math	9	5	7	44	22	29	47	73	65

**Fourth Grade Think Link Percent Proficiency**

	Below Proficient			Proficient			Advanced		
	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.
Reading	6	5	4	34	42	37	60	53	59
Math	12	4	5	51	48	36	37	48	59

**Fifth Grade Think Link Percent Proficiency**

	Below Proficient			Proficient			Advanced		
	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.	Aug.	Dec.	Mar.
Reading	8	0	6	41	41	32	51	59	63
Math	7	7	7	46	46	35	47	46	58

**Analysis:** August data shows the majority of SBES students retain objectives from the previous grade. On the second test, which measures current grade-level standards, the majority of students showed proficiency, having fewer than 8% of students scoring in the non-proficient range. Results from the March test reveal that more students scored in the advanced range than previously. Overall, SBES students performed higher than the county and state in most content areas. Fourth and fifth grades performed better than the state in all areas.

## 1.7 Narrative Synthesis of Data

For the most part, Stuart-Burns Elementary students show progress that meets or exceeds the progress of other students in the state. The results of academic and non-academic data indicates that SBES students met federal benchmarks in all reported areas including attendance and promotion and that all goals for Annual Yearly Progress were made.

In summary, the strengths appear to be:

- NCLB benchmarks met for Annual Yearly Progress.
- Attendance and promotion rates that meet or exceed targets.
- Consistently high scores in TCAP Writing Assessment
- General increase in mean NCE scores for each grade level in all academic areas for the past 3 years.

The areas to strengthen are:

- Academic achievement in 3<sup>rd</sup> grade special education reading/ language arts and math
- Academic achievement in 5<sup>th</sup> grade math with economically disadvantaged students
- Gains for fifth grade students in social studies across all achievement subgroups
- Gains in fourth grade math across all achievement subgroups.
- 1<sup>st</sup> grade reading/language arts

## 1.8 Prioritized List of Goal Targets

The NCLB guidelines for school improvement were reviewed, and in light of those guidelines, the following goal targets were established:

- 1) Target economically disadvantaged students and special education students in K-3 in order to increase their academic achievement in reading/language arts.
- 2) Target economically disadvantaged students and special education students in K-3 in order to increase their academic achievement in math.
- 3) Increase achievement of 4<sup>th</sup> grade students in math.

## Component 2

## Beliefs, Mission, and Vision

### 2.1 and 2.2 Collaboration and Clarity

**Process:** Component 2 met to discuss and revise our current mission statement, belief statements, and vision statement. Based on recommendations from last year, we added to our mission statement to more clearly describe what students should know and be able to do. Following the committee meeting, the mission, belief, and vision statements were reviewed and approved by the staff, parents, students, and community members interested in our school.

#### **Belief Statements:**

- Responsibility for education is shared by students, parents, teachers, administrators, and community members, and on-going communication between these stakeholders is essential to the effectiveness of our school.
- Success is possible when those responsible for education communicate clear expectations that each student can learn and master state standards.
- All students are entitled to receive research-based instruction in a safe learning environment.
- Students' character counts.
- All students are individuals with unique academic needs that should be met through a challenging, differentiated curriculum.
- All stakeholders are given the opportunity to assist in data-based decision making of school policies.

#### **Mission Statement:**

Our mission at Stuart Burns Elementary is to provide varied learning experiences, increasing personal achievement for all students.

#### **Vision Statement:**

When students leave Stuart Burns Elementary School, they will be confident, self-directed learners, prepared to succeed in school, in the workplace, and in society.

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

### 3.1.a Curricular Practices

<b>Current Curricular Practices</b>	<u>School uses the Tennessee Department of Education state approved standards and provides training to staff in the use of these standards.</u>	<u>Curriculum is prioritized and mapped.</u>	<u>School has implemented formative assessment aligned with the school benchmarks.</u>	<u>Monitoring is in place for enhancing the quality of curriculum and instruction.</u>	<u>Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.</u>	<u>School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.</u>	<u>Support system is in place for enhancing the quality of curriculum and instruction.</u>
<b>Evidence of Practice</b>	* student performance indicators on lessons	* staff development to map curriculum	* Think Link * PAMS * post-tests * STAR	* principal observations * professional exchanges	* county-purchased textbook materials * staff development to align spi's to books	* homework sheets * agenda * newsletters * reports cards * progress reports	* teacher mentors * professional exchanges * in-services
<b>Is the practice research-based?</b>	Yes: US Office of Educational Research & Improvement	Yes: Collaborative Professional Learning Communities	Yes: Collaborative Professional Learning Communities	Yes: American Educational Research Association	Yes	Yes: Iowa State University	Yes
<b>Is it a practice of high-performing schools?</b>	Yes: Schools to Watch	Yes	Yes	Yes: Schools to Watch	Yes	Yes: Schools to Watch	Yes: Schools to Watch
<b>Effective or ineffective?</b>	Effective	Effective	Effective	Effective	Effective	Effective	Effective
<b>What data sources do you have that support your answer?</b>	* lesson plans * assessments	* curriculum maps	* Think Link * PAMS * post-tests * STAR	* evaluation feedback * professional exchange sheets	* math correlations * reading insert	* printouts	* minutes
<b>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</b>	* Teachers always list student performance indicators on lesson plans.	* Grade levels make available curriculum maps at the beginning of school year.	* Think Link is correlated to state standards and use to remediate. * Post-tests are modified to assess standards.	* Teachers must participate in three professional exchanges. * Principal visits each teacher at least twice each nine-weeks.	* Math and reading correlations are available to all teachers at each grade level.	* Parents are asked to comment on each print device to continue communication.	* Teachers meet with principal each month and with other teachers daily to discuss curriculum and instruction
<b>Evidence of equitable school support for this practice</b>	* All teachers turn in lesson plans each week.	* Each grade level turns in maps to principal and elementary supervisor.	* All students take Think Link.	* All teachers participate in professional exchanges three times.	* Each teacher instructs based on bluebook objectives.	* Each teacher communicates with parents through progress reports, red folders, & agendas.	* Once a month meetings are required.
<b>Next Step (changes or continuations)</b>	* to continue including spi's on plans	* to continue to follow & provide maps	* to develop grade level formative assessments	* to continue observations & exchanges	* to allow time to correlate all textbooks	* to increase availability through website	* to continue collaboration

### 3.1.b Curriculum Gap Analysis

#### Curriculum Strengths:

- Curriculum is a top priority. Planning time is utilized to align lessons with state standards. In-service time has been allotted for curriculum mapping and for enhancing instruction.
- County funds have provided for text-book materials and in-service hours.
- Monitoring by principals through observations and by other staff members through professional exchanges is in place to ensure enhancement occurs. Personnel communicate the vision through print formats. Collaboration at all grade levels provides a support system.

#### Curriculum Challenges:

- More time should be allotted before the school year starts to align all text-books to standards and pull additional resources for areas that are not addressed. Teachers should be allowed direct input into in-service topics.
- County funds should match teacher requests on text-book materials. A majority vote from a teacher panel decides the company we use. A deeper consensus at each level should be reached to decide on the brand of product purchased.
- Teachers should create formative assessments at each grade level to ensure equity of curriculum. Technology personnel should research a website that allows communication to stakeholders concerning curriculum.

**Equity and Adequacy:** Based upon the preceding evidence, we at SBES are providing equitable curriculum and are effectively targeting funds/resources to meet the needs of all of our teachers and students.

### 3.1.c Curriculum Summary

The major strengths of our curriculum are using state standards, mapping our curriculum, and monitoring and supporting faculty to enhance the quality of curriculum and instruction. The curriculum has been mapped to ensure all teachers are teaching to state standards. The faculty is required to include student performance indicators on weekly lesson plans. Principals observe teachers at least twice each quarter; teachers collaborate on a daily basis.

The major challenges of our curriculum are implementing formative assessments that are aligned with school benchmarks, communicating the visions through a variety of media formats, and correlating teaching and learning materials to state standards. We know this by our lack of common grade level assessments, underused website, and

decreased scores on professional development survey. Teachers would like in-service time before school starts to correlate textbook materials and to find other resources when needed. Our media services should be updated on a more regular basis to ensure that stakeholders are informed about student progress and curriculum expectations.

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

### 3.2.a Instructional Practices

Instructional Practices	<u>Classroom instruction is aligned with the standards based curriculum.</u>	<u>Classroom instruction is aligned with assessments.</u>	<u>Teaching process is data-driven.</u>	<u>Teachers incorporate a wide range of student centered teaching strategies.</u>	<u>Classroom organization and management techniques support the learning process.</u>
Evidence of Practice	*Think Link *TCAP *Math PAMS *English PAMS *Lesson plans	*Textbook tests *Teacher made tests	*Think Link *TCAP *Math PAMS *English PAMS *Pre and Posttest	*Differentiated Instruction *Multiple Intelligences *Cooperative Groups *Peer tutoring *Layered curriculum	*Grade level procedures *Discipline policy
Is the practice research-based?	Yes: Illinois State Board of Education	Yes: Pacific Resources for Education and Learning	Yes: Collaborative Professional Learning Communities	Yes: University of Minnesota	Yes
Is it a practice of high-performing schools?	Yes: Schools to Watch	Yes: Schools to Watch	Yes	Yes	Yes
Effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data sources do you have that support your answer?	*Results and summaries from Think Link, TCAP, Math PAMS, and English PAMS	*Assessment results *Lesson Plans	*Staff Development *Review Questions from given assessments *Remediation	*Lesson plans *Student work	*unexpected pop-ins *S-Teams
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	* Teachers always list student performance indicators on lesson plans.	*Curriculum-based instruction and materials provided along with teacher made test	*Think Link *Star *DRA *TCAP *PAMS	*Differentiated instruction and layered curriculums are used	*Classroom routines are set-up on first days of school
Evidence of equitable school support for this practice	* Teachers' lesson plans are checked weekly by the principal *Teacher survey	* Progress reports are sent home.	* Summary reports are sent home.	* Cooperative learning groups	*handbooks *class procedures *behavior charts *assign charts
Next Step (changes or continuations)	* to continue to write spi's in lesson plans	*to continue to send home weekly progress reports and nine weeks' report cards	* to continue to use summary data for instruction and send home reports	* to continue differentiated activities	* to continue to use first days procedures

### **3.2.b Instructional Gap Analysis**

#### **Instructional Strengths:**

- Planning time, personal time, staff development, in-services, and release days are used to plan lessons that are based on aligned standards.
- Funds are provided by the county and PTO fundraisers to purchase instructional materials. These materials provide help to all learners.
- Representatives from each grade level are sent to conferences and professional development activities to gain knowledge and enlighten co-workers.

#### **Instructional Challenges:**

- More planning time needs to be incorporated for instructional planning.
- More funding should be allowed to purchase additional instructional materials.
- Each grade level should have an aide available.

**Equity and Adequacy:** Based upon the preceding evidence, we at SBES are providing equitable instruction and are targeting funds/resources to meet the needs of all of our teachers and students. However, our data shows that students who are economically disadvantaged and students with disabilities are not achieving at levels equal to their peers. More efforts to address these populations will be part of our improvement plan.

### **3.2.c Instructional Summary**

The major strengths of our instructional program at SBES are: aligning instruction with state standards and assessments, teaching based on data, incorporating student-centered instruction, and organizing and managing the classroom. Teachers prepare lessons based on Tennessee State Standards and document what is being taught daily.

The major challenges of our instruction are: providing opportunities for students to receive additional assistance and supporting learning of students with different learning needs and styles. Even though we have ELL teachers available, the classroom teachers do not have enough training or experience in order to support instruction for these students in need.

One of our target goals should reflect the challenge of instructing students with special needs. This goal needs to include additional opportunities for instruction, extra support for at-risk and special education students, and training for professionals.

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

### 3.3.a Assessment Practices

<b>Current Assessment Practices</b>	<u>Assessments are aligned with Tennessee Department of Education standards.</u>	<u>Appropriate assessments are used to guide decisions relative to student achievement.</u>	<u>Assessments are used to assess all categories of students.</u>	<u>Support and technical assistance is given to teachers to develop and use appropriate assessments.</u>	<u>Assessments are communicated to stakeholders regarding student learning.</u>	<u>Professional developments are provided on the appropriate use of assessments.</u>
<b>Evidence of Practice</b>	*Think Link *TCAP *Math PAMS *English PAMS	*Pretest *Posttest *Think Link *Read/Math groups	*Accommodations for students are used as needed.	*Staff developments have included Think Link & TCAP	*Progress Reports *Report Cards	*Staff developments have included Think Link & TCAP
<b>Is the practice research-based?</b>	Yes: Pacific Resources for Education and Learning	Yes: Collaborative Professional Learning Communities	Yes	Yes	Yes: Iowa State University	Yes: American Educational Research Journal
<b>Is it a principle &amp; practice of high-performing schools?</b>	Yes	Yes	Yes	Yes: Schools to Watch	Yes	Yes
<b>Effective or ineffective?</b>	Effective	Effective	Effective	Effective	Effective	Effective
<b>What data sources do you have that support your answer?</b>	*Results and summaries from: Think Link, TCAP, Math PAMS, and English PAMS	*Assessment results *Lesson Plans	*504's *IEP's	*Staff Development *In-service *Textbook demonstrations	*Parent Survey	*Staff developments *In-service *Textbook demonstrations
<b>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</b>	* Teachers have developed lesson plans according to standards. *Teachers have created test to align with standards.	*Compare test results to see growth of students.	*Teachers look at passing status of their students.	*Teachers practice new ideas from staff developments, in-service, TCAP, and Think Link results to better asses their students.	*Teachers use communication from parents to make decisions.	*Teachers use new data and sources of information from staff developments to implement assessments in the classroom.
<b>Evidence of equitable school support for this practice</b>	* Teachers' lesson plans	* Teachers identify students' strengths or weaknesses to focus on appropriate material to teach or re-teach.	* Copies of 504's and IEP's are available for teachers to accommodate students' needs.	* Teachers use given information in the classroom.	* Input from parent survey	*The principal and county plans for 2 staff developments and 5 in-service days.
<b>Next Step (changes or continuations)</b>	* to continue to write Spi's in lesson plans	*to continue to use test data to observe student growth	* to continue to use given accommodations to meet students' needs	* to receive more assistance to ensure the most effectiveness in assessments	* to increase ways of communicating with stakeholders regarding assessment	*to continue professional development based on teacher input

### **3.3.b Assessment Gap Analysis**

#### **Assessment Strengths:**

- Time is allocated during staff developments to examine scores and data from Think Link and TCAP testing.
- School monies have been used to purchase Think Link testing and the results have been effective. County funds are used for presenters during summer in-service training.
- Central office, principals, and teachers have the goals to evaluate assessments to meet the learning needs of students and see growth of learning.

#### **Assessment Challenges:**

- More time should be allocated for teachers to research and discuss data from given assessments. All teachers in each grade level should discuss strengths and weaknesses from provided assessment data to create a school wide focus in every grade level.
- More funding should be allowed to purchase software that allows communication to stakeholders concerning assessments.
- Teachers should create additional formative assessments to access state standards so that all students could be compared across the grade levels.

**Equity and Adequacy:** Based upon the preceding data, we at SBES believe that we are providing equitable assessments. During collaborative sessions, teachers respond well to training in using assessments to form instructional plans, so these sessions will continue to be offered.

### **3.3.c Assessment Summary**

The major strengths of our assessments are aligning assessments with state standards, using appropriate assessments to guide instructional decisions, assessing all categories of students, and providing professional development on the appropriate use of assessments. The state standards are evident in informal and formal assessments.

The major challenge is communicating assessment results to stakeholders regarding student learning. Teachers do actively involve parents by newsletters, progress reports, and report cards, but the staff would like to implement a website that includes parent access to student grades.

**Component 3**

**Curricular, Instructional, Assessment, and Organizational Effectiveness**

**3.4.a Organizational Practices**

<b>Current Organizational Practices</b>	<u>School's beliefs, mission, and shared vision define the purpose and direction for the school.</u>	<u>Organizational practices and processes promote the effective time-on-task for all students.</u>	<u>School is organized to engage the parents and community in providing extended learning opportunities for children.</u>	<u>School provides continuous professional development for all school leaders.</u>	<u>School is organized to be proactive in addressing issues that might impede teaching and learning.</u>
<b>Evidence of Practice</b>	* differentiated instruction * layered curriculums	* little interruptions * literacy block * scheduling	* Family Math/Science * Health Fair * Science Fair * Book Fair	* 5 in-service days * 2 days during year * faculty meetings * conferences * common planning time	* full-time nurse * full-time guidance counselors * behavior s-teams
<b>Is the practice research-based?</b>	Yes: Southwest Educational Development Laboratory	Yes: Literacy Today	Yes: School Improvement Research Series	Yes: American Educational Research Journal	Yes: National Center for Urban School Transformation
<b>Is it a practice of high-performing schools?</b>	Yes: Schools to Watch	Yes: Schools to Watch	Yes	Yes	Yes
<b>Effective or ineffective?</b>	Effective	Effective	Effective	Effective	Effective
<b>What data sources do you have that support your answer?</b>	* lesson plans * assessments	* class schedules	* number of volunteers * newsletters	* scores on state teacher professional development questionnaire	* nurse visits * counselor visits * behavior plans * discipline referrals
<b>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</b>	* Teachers have developed lessons that provide for multiple intelligences. * Teachers have created projects that assess through multiple intelligences and interests.	* Each student receives at least 1.5 hrs. of language arts each day. * Schedules for other daily activities are scheduled with teacher input (recess, lunch, music, art, guidance, library, computer, p.e.).	* Parents volunteer for field trips, classroom activities, and fundraisers in increasing numbers (donations of time, money, & food). * Parents & community participate in the Health Fair. * Community members judge science experiments, and parents help set-up science fair. * Children are transported by parents for after-school activities (tutoring, math & science, & book fair).	* Teachers gave positive feedback on all but one professional development activities.	* nurse referrals – 3,481 * counselor referrals– 95 * behavior plans – 13  When school personnel care for our students, then students are kept in school rather than out for extended illnesses, emotional reasons, and suspensions.
<b>Evidence of equitable school support for this practice</b>	* survey taken by faculty	* teacher schedules	* attendance at special events	* in-service sign-up sheets * requests to attend conferences	* referrals by teachers to nurse, counselor, and s-teams
<b>Next Step (changes or continuations)</b>	* to continue recitations, postings, and varied lessons	* to continue teacher input at beginning of school year	* to increase availability of extended learning opportunities	* to receive professional development on lower areas	* to continue referrals to nurse, counselor, and s-teams

### **3.4.b Organizational Gap Analysis**

#### **Organizational Strengths:**

- Organization has allowed instructional time to be protected. Teachers had input on the scheduling process which provides time for a literacy block in each grade. A modified activity schedule was created to allow all teachers to have adequate planning time on those days with assemblies.
- The county has organized seven days of in-service or staff development throughout the year.
- County funds have allowed for a full-time nurse and guidance counselor at our school.
- Teachers give up free time to attend conferences, after school activities, and provide tutoring services. School funds are provided to support rewards for students to attend after-school learning opportunities and to print newsletters, handbooks, and assessments.

#### **Organizational Challenges:**

- All instructional time should be protected.
- Professional development funds should not be limited and should allow opportunities for every teacher to attend. School funds should support more extended learning opportunities for our students. The school staff should receive compensation for after-school activities. Teachers should be allowed direct input into in-service topics.
- A school day should be set aside for parent-teacher conferences. Professional development should be available on the topics of students with limited English proficiency, effective communication with parents, and children with special needs.

#### **Equity and Adequacy:**

At SBES we are providing equitable schedules and equitable opportunities for professional development. However, professional development surveys indicate that our teachers would like more planning time and a day set aside for conferences.

### **3.4.c Organization Summary**

The major strengths of our organization are: using the mission to drive our school, promoting effective time on task for all students, and addressing issues that might impede teaching and learning. We know this by our communication dedication to instructional time and our support services that are available.

The major challenges of our organization are: engaging parents and community in extended learning opportunities and providing continuous professional development. We know this by our lack of sustained after-school learning opportunities and our decrease in funds available for conferences.

## **Component 4      Action Plan Development**

### **4.1 Goals**

- To increase 3<sup>rd</sup> grade special education reading/language arts proficiency levels by 7 percent in 2009 and an additional 3 percent by 2010
- To increase 3<sup>rd</sup> grade Special Education Math proficiency levels by 9% in 2009 and an additional 1% in 2010
- To increase 4<sup>th</sup> grade math NCE gains by 4 points in 2009, and an additional point gain in 2010

### **4.2 and 4.3 Action Steps and Implementation Plan**

The following pages show the action steps and plan that will be followed to implement the action steps for each goal.

<b>Goal 1</b>		To increase 3 <sup>rd</sup> grade special education reading/language arts proficiency levels by 7 percent in 2009 and an additional 3 percent by 2010					
Needs		By grade 3, economically disadvantaged students and special education students are not performing at levels equivalent to the district or state in reading/language arts.					
Link to System Five-Year Plan		The percent of students proficient in reading for all subgroups will met or exceed national/state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.					
<b>ACTION STEPS</b>		<b>IMPLEMENTATION PLAN</b>					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Early Success program (1 <sup>st</sup> and 2 <sup>nd</sup> grade student groups of 5-7; 30 min. intervention every morning using parent/community volunteers to direct each group; targets students with lowest DRA scores)	Develop program Fall 08, Implement program Spring 09, regroup students each semester	1 <sup>st</sup> and 2 <sup>nd</sup> grade Chair persons	Parent/Community volunteers, Early Success program	Program was previously purchased- (used inconsistently in the past)	Students will be retested using the DRA mid-year in first grade. Students with no improvement will be referred.	
Action Step	Compass Learning (students work on a computer software program which enhances the previously taught classroom curriculum; once a week for 50 minutes)	Implement August 2008-May 2009	School Computer Technician	Compass program, computer lab	Purchased by county (also includes professional development training for the Compass program)	Computer assessments through the Compass program	
Action Step	Curriculum mapping between regular classroom teachers and special education teachers	Fall 2008, curriculum will be mapped each nine week period	Lisa Cooper, Principal	Curriculum standards, text books	Copies	A common assessment will be given to all students that tests curriculum standards taught each nine weeks.	
Action Step	Special education instruction will be conducted by certified special education personnel, not assistants.	Implement August-May	Lisa Cooper, Principal	Special Education Staff	County	A common assessment will be given	
Action Step	Teacher-led skill grouping within the classroom	Implement August-May	County Literacy Coordinator	Prof. Dev.	Classroom materials	Teacher created unit and chapter tests	

<b>Goal 2</b>		To increase 3 <sup>rd</sup> grade Special Education Math proficiency levels by 9% in 2009 and an additional 1% in 2010					
Needs		By grade 3, at risk students and Special Education students are not performing at levels equivalent to the district or state in mathematics.					
Link to System Five-Year Plan		The percent of students proficient in mathematics for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.					
<b>ACTION STEPS</b>		<b>IMPLEMENTATION PLAN</b>					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	P.A.M.S. (Personalized Assessment Management System) A weekly cumulative review of all previously learned skills	Implement August-May	Special Education Chairperson	Teacher made cumulative review	In house Teacher training, copies-\$20.00	Chapter and Unit test scores, 2 <sup>nd</sup> and 3 <sup>rd</sup> grade Special Education Think Link scores, and 3 <sup>rd</sup> grade Special Education TCAP scores	
Action Step	Think Link practice probes (common assessments)	Implement August-May (Each 9 weeks)	Grade level Chairperson	Think Link, computer access	Purchased by county	Think Link scores, TCAP scores	
Action Step	Compass Learning (every student works on a computer software program which enhances the previously taught classroom curriculum once a week for 50 minutes)	Implement August-May	School Computer Technician	Computer program, computer lab	Purchased by the county	Think Link scores, TCAP scores, computer assessments through Compass program	
Action Step	Referral Plan	Develop referral plan during 2008-09 school year, Implement during Spring 09	Faculty Advisory committee	After school referral meeting	0 cost	DRA scores, 3 <sup>rd</sup> grade Special Education TCAP scores	

<b>Goal 3</b>		To increase 4 <sup>th</sup> grade math NCE gains by 4 points in 2009, and an additional point gain in 2010					
Needs		Students are showing losses rather than gains in 4 <sup>th</sup> grade mathematics.					
Link to System Five-Year Plan		The percent of students proficient in mathematics for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.					
<b>ACTION STEPS</b>		<b>IMPLEMENTATION PLAN</b>					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	P.A.M.S. (Personalized Assessment Management System) A weekly cumulative review of all previously learned skills	Implement August-May	4 <sup>th</sup> grade Chair person	Teacher -made cumulative review, training (in house)	Copies-estimated \$135.00	Chapter and Unit test scores, Think Link scores	
Action Step	Compass(every student works on a computer software program which enhances the previously taught classroom curriculum once a week for 50 minutes)	Implement August-May	School computer technician	Computer program, computer lab	Program purchased by county	4 <sup>th</sup> grade math Think Link and TCAP scores	
Action Step	Problem Solving Day	Weekly, Implement August-May	Brooke Brown-4 <sup>th</sup> grade teacher	Power point in classrooms	0 Cost	4 <sup>th</sup> grade math and Think Link scores, word problem common assessments	
Action Step	Class size reduction	Fall 2007	County Director of Elementary Education	Additional teacher hired	BEP Academic Achievement Funds	4 <sup>th</sup> grade math TCAP scores	

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

### **5.1      Process Evaluation**

#### **Evidence of Collaborative Process:**

Beginning in July of 2007 all components of the SIP team met together to begin our comprehensive plan. The dates of each component's meetings are listed throughout the plan and clearly demonstrate the process was a collaborative effort shared by all stakeholders. Each component reviewed the data analysis of previous groups and worked diligently to further the knowledge of our students and school community.

#### **Evidence of Alignment of Data and Goals:**

Preceding TCAP scores reflect areas of proficient, advanced, and below proficient growth. The SIP goals set by Component 4 were based on needs shown in Component 1b. To better pursue the areas of below proficient and proficient, the goals must suggest achievable goals that will be monitored with constant data analysis throughout the school year. Teachers will examine student progress and monitor achievement based on clear, relevant data. Both formative and summative assessments will be implemented to check continuing progress and year-end AYP. Formative evaluations include Think Link testing, writing assessments, teacher developed tests, and after school programs such as tutoring. These measurements occur periodically throughout the school year. Other assessments include daily PAMS review, journal writing prompts, AR testing, and unit testing. Informally, lesson plans display objectives and SPIs, as well as differentiations to meet the needs of the targeted non-proficient and borderline students.

#### **Evidence of Communication with All Stakeholders:**

Communication with all SBES stakeholders is essential. The SIP teams have met and will continue to meet on a regular basis throughout the planning process. At all meetings discussions will take place concerning goals, plan alignment and progress toward meeting goals. Faculty meetings are held on the second Tuesday of each month. During faculty meetings, strategies and plans are developed to strengthen the areas of weakness. Teachers periodically share strategies that yield success in their classrooms based on assessment results. In addition, the principal sends out a weekly newsletter, Friday Focus, to all staff members keeping them up-to-date on the TSIPP. Parent-Teacher conferences are held in October and March of each year. During conferences, teachers discuss students' strengths and weaknesses and work with parents to create a plan for improving areas of weakness. Teachers routinely keep parents informed about student progress through notes, newsletters, phone calls, agendas, parent-teacher communicators, progress reports, report cards, Think Link scores and

STAR reports. PTO meetings and PTO Officers meetings that include teachers are held each month. Stakeholders are encouraged to attend these meetings to assist in decision-making and to receive updates on the school's progress toward goals. The Tennessee State Report Card and TVAAS scores are published in *The Dickson Herald, Tennessean* and on the internet through the school, district and state websites. Our complete School Improvement Plan will be posted on the SBES website upon completion.

### **Suggestions for the Process:**

We plan to continually improve communication to all stakeholders. Important items, such as assessment results, instructional strategies, and school improvement goals will be communicated to parents, students, and community members. A main medium for accomplishing this goal is the implementation of an interactive school website. Also, scheduled meetings of the leadership team, PTO, grade levels, parent-teacher, and students should also focus on the goals and action steps outlined in the school improvement plan.

### **Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals:**

SIP team members, staff, parents, students and community members have worked together to formulate mission, vision and belief statements that clearly reflect what our school expects students to know and be able to do. These statements in Component 2 call for all students to be successful in school and society. Component 2 further states that it is the responsibility of all stakeholders to ensure success through varied, challenging, research-based curriculum and instruction. With this belief in mind, we plan to utilize parent and community volunteers in goal 1. All goals set in Component 4 come from targets established in Component 1 and are based on NCLB guidelines. The action steps described in Component 4 are designed to increase achievement in the targeted groups and will be implemented by all groups of stakeholders. Effectiveness of the action steps will be evaluated by SIP teams, grade level teams, faculty and the leadership committee. Modifications will be made when necessary.

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

Component 3 of the SIP identified our strengths and challenges. Curriculum and assessment challenges included alignment of curriculum with textbooks and development of formative assessments. A staff development day will be set aside in the fall for each grade level to create common assessments and to align curriculum. Instructional challenges include a need for increased planning time, funding for instructional materials, and additional aides. Organizational challenges include communication with stakeholders and extended learning opportunities for students. The action plan utilizes parents

and community members to assist in early intervention programs. Newsletters and weekly reporting of assessments, as well as upgrading the school website, will continue throughout the school community to improve communication with all stakeholders.

## 5.2 Implementation Evaluation

### **Evidence of Implementation:**

To begin the implementation of our action steps, all stakeholders must know what the steps are, and who the person is that has the responsibility of monitoring those action steps. This will be done, first, by getting all teachers and administrators a final copy of the SIP. Lesson plans will reflect data driven instruction and interventions, targeted toward stated goals. Administrators will conduct informal observations that monitor teachers' focus on goals and action steps.

### **Evidence of the Use of Data:**

Several school-wide programs will be modified or implemented during the Fall of 2008 to assess progress towards our stated goals:

Curriculum mapping will take place between regular classroom teachers and special education teachers to ensure continuity between the two programs. Common assessments will be developed collaboratively and given in both programs. The results will be evaluated in grade level meetings to plan and adjust for students not performing at a proficient level.

A school-wide referral plan will be developed by the Faculty Advisory Committee to outline specific steps for identifying students as early as possible, thus reducing the number of students performing below grade level.

There will be an expansion of the current Early Success Program to target students reading below grade level. The assessment of students will occur at mid-year. The failure to make gains will flag the student for further assistance or testing.

All teachers will establish teacher-led skill grouping. Teachers will work with small groups to ensure skills are mastered. At the conclusion of each unit/chapter a common assessment will occur at each grade level. This data will assist in planning of future lessons.

Teachers in 2<sup>nd</sup> through 5<sup>th</sup> grade will use Think Link practice probes each nine week for warm-ups, reviews and quizzes to check for SPI proficiency. The results of these probes will be documented and used when planning.

The Compass Learning Program will be used by all students weekly to enhance previously taught curriculum. At the end of each semester, each teacher will evaluate the data given by the program. Through a collaborative process, teachers will use the data to improve areas showing non-proficiency and reflect them in their lesson plans.

The Personalized Assessment Management System (PAMS) will be used weekly to assess previously learned skills in 2<sup>nd</sup> through 5<sup>th</sup> grades. The data will be assessed by the teacher and shared with students and parents through progress reports sent home. Tracking of student progress and modifications of lessons will insure the curriculum is matched to student abilities.

Fourth grade teachers will implement a weekly problem-solving day. Think Link scores will provide data of students' success. Teachers will use this data to re-teach standards that were not mastered.

TCAP results will be used as summative evidence of grade-level skill mastery and will also guide adjustments to our action steps and goals.

### 5.3 Monitoring and Adjusting Evaluation

#### Evidence of Monitoring Dates:

The School Leadership Committee consists of leadership co-chairs, component co-chairs, the principal, parents, and community members. The Leadership Committee will review the reports from the SIP Advisory team at their scheduled meetings (the 3<sup>rd</sup> Tuesday of August, September, November, January, March, and May).

#### Evidence of a Process for Monitoring Plan:

The SIP Advisory team, outlined below, will monitor the action steps and report the status at the School Leadership Team meetings.

<u>Goal</u>	<u>Action Steps</u>	<u>Monitor</u>
1	Curriculum Mapping	Principal
1	Skill Grouping	Ann Schlemm
1	Early Success	1 <sup>st</sup> & 2 <sup>nd</sup> Grade Teachers
1, 2, & 3	Compass	Computer Tech
2	PAMS	Special Ed. Chairperson
2	Think Link	Grade-level Chairperson
2	Referral Plan	Faculty Advisory Committee
3	Problem-Solving Day	Brooke Brown
3	PAMS	Fourth Grade Chairperson

#### Evidence of a Process for Adjusting Plan:

Information provided by the SIP Advisory Team will be discussed at each Leadership Team meeting. The Committee will outline the steps to follow to make proper adjustments to the action plan, with a timeline for carrying out the adjustments. A review of the advisory team members' actions will occur at the following School Leadership Committee meeting.

#### Evidence of a Plan for Communicating to All Stakeholders:

Communication with all stakeholders will be accomplished through faculty meetings, Friday Focus, newsletters, school web-site, e-mail responses, and the student broadcast system.