

Tennessee School Improvement
Planning Process (TSIPP)

Rural Vale School

Tellico Plains, TN
Stanley Shadden, Principal
May, 2008



Tennessee Department 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

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>
Missy Carter	Yes	3 rd grade teacher	Component 1b, 3, 4
Stanley Shadden	No	Principal	Component 4
Jane McNabb	No	5 th grade teacher/Asst. Prin.	Component 1b, 4
Suzanne Wilson	No	K-1 multi-age teacher	Component 2, 4
Carrrie Mobley	No	4 th grade teacher	Component 1b
Diana Richesin	No	1 st grade teacher	Component 3
Deanne Kirkland	No	1-2 multi-age teacher	Component 5
Ann Hooper	No	6-8 Read./Sci. teacher	Component 1a, 4
Madeline Lynn	No	Supplemental Assistant	Component 1
Mike Garren	No	LEA member	Component 1b
Sharon Benton	No	LEA member	
Bobbie Akins	No	Media Specialist/Librarian	Component 3
Gail Brannon	No	Parent	Component 2, 3
Kaye Hamby	No	Community member	Component 2, 3
Maya Shadden	No	Parent	Component 2
Lauren Cain	No	Student	Component 1a, 1b

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>
Ann Hooper 1a	6-8 Reading/Science teacher	Yes
Carrie Mobley 1b	4th grade teacher	Yes
Yvonna Fouts 1a	K teacher	No
Dennis Hicks 1a	6-8 math teacher	No
Sherri Raby 1a	School secretary/Comm. Mem.	No
Kaye McDaniel 1b	Supplemental Assistant	No
Traci Freeman 1b	6-8 English/History teacher	No
Jane McNabb 1b	5th grade teacher/Asst. Principal	No
Missy Carter 1b	3 rd grade teacher	No
Teresa Cook 1b	parent	No
Mike Garren 1b	LEA member	No
Sheila Lynn 1a	parent	No
Linda Hyde 1a	parent	No
Teresa Cook 1b	parent	No
Mark Mobley1b	community member	No
Wanda Belcher 1b	community member	No
Madeline Lynn 1b	Supplemental Assistant	No
Mark Mobley1b	community member	No
Lauren Cain 1a, 1b	8 th grade student	No

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

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Suzanne Wilson	K - 1 multiage teacher	Yes
Carol Webb	State Aide	No
Natalie Hackney	Counselor	No
Kay Hamby	parent	No
Gail Brannon	parent	No
Bob Wilson	community member	No
Amber Martin	8th grade student	No
Emily McDaniel	7th grade student	No
Joyce Lee	community member	No
Billie Cheetham	community member	No
Maya Shadden	Parent	No

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

YES

NO

Subcommittee 2 Chair Signature

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Diana Richesin	1st grade teacher	Yes
Cherri Schrick	2nd grade teacher	No
Michelle Hamilton	P.E. teacher	No
Missy Carter	3 rd grade teacher	No
Betty Peals	Supplemental Assistant	No
Gail Brannon	Parent	No
Kaye Hamby	community member	No
Terri Greene	School Psychologist	No
Traci Freeman	6-8th grade teacher	No
Jackie Turck	state aide	No
Regina Jones	cafeteria worker	No
Bobbie Akins	Media Specialist/Librarian	No

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jane McNabb	5th grade teacher/ Asst. Principal	Yes
Stanley Shadden	Principal	No
Missy Carter	3rd grade teacher	No
Tina McDaniel	parent	No
Trish Rymer	parent/community member	No
Yvonna Fouts	Kindergarten teacher	No
Suzanne Wilson	K-1 multi-age teacher	No
Ann Hooper	6-8 Reading & Science teach	No
Sherri Raby	School Secretary	No
Becki Powell	parent	No
James Akins	8th grade student	No
Tyler Peeler	7th grade student	No

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Deanne Kirkland	1-2 multi-age teacher	Yes
Kasey Grubb	3rd grade teacher	No
Shannon Scoggins	parent	No
Brenda Kelley	community member	No
Harry Fain	Janitor	No
Carla Hunt	School Nurse	No
Brandi Ghorley	parent	No
Kaleigha Pike	8 th grade student	No

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

YES

NO

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
National Study of School Evaluation Teacher Survey	See Teacher beliefs about school organization and structures
National Study of School Evaluation Student Survey	See Student findings about school safety, bullying, teachers and coursework
National Study of School Evaluation Parent Survey	See Parent findings regarding school facilities, sports programs, homework, and other related school issues
National Study of School Evaluation Community Member Survey	See Community results regarding school climate, physical education and technology
School Wellness Surveys	Students, parents, teachers and other stakeholders stated that our school needs to address the issues of mental and emotional health like we do physical education. Also findings stated that our school did well in safety plans, but parents would like more information on school health issues.

Data Source	Relevant Findings
Computerized Testing	See results in Component 1b of student achievement in academic areas through computerized assessments- formative assessments
AIMSweb testing	See results in Component 1b of student achievement through use of AIMSweb testing – formative assessment
Teacher evaluations	See results in Component 1b of teacher related testing (pre/post tests, oral examinations, individual assessments, six-week grading periods)
Writing Samples & Writing Assessments	See results in Component 1 b of grade level writing assessments, they show improvements from Fall to Spring and State Assessments show great scores for 5 th and 8 th grade.
Kindergarten ERSI tests	See Component 1b of student placement in the ECRIP program from test results
Special Education Tests	See Component 1a regarding special education services
Standardized TCAP tests	See Component 1b for results in various tables and narratives
TN Report Card	Results are found in Component 1b which show A's in Math, Reading/Lang., Social Studies and a B in Science
Value Added	See component 1b to show results in student performance

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:

Surveys

Rural Vale Elementary School is committed to providing a high quality education for the students to become productive citizens in the future. One avenue that our school uses in monitoring our school’s progress in achieving this mission is through surveys. Parents, teachers, students, and the community were given an instrument containing questions from the National Study of School Evaluations (NSSE). The following are the results yielded by those surveys.

Teacher Responses

All classroom teachers were surveyed in the fall, 2007. The surveys included responses from the regular classroom teachers and the special education teacher. This instrument offered opportunities for teachers to respond to questions about the curriculum, instructional time, homework, classroom management, assessment, counseling and school environment among other topics.

Most of the results were very positive and displayed the belief that the faculty is pleased with Rural Vale, the instructional time spent, as well as the environment.

Specific questions centered on the curriculum that is being taught. When asked if the content of that curriculum served as the basis for assessment and teaching, seventy-seven percent responded that this was always evident. Most of those surveyed believed that the curriculum provided opportunities for students to problem solve, make decisions, and set goals.

Following the curriculum questions were those pertaining to the instructions used at the school. Ninety-two percent of the teachers felt that the instructional techniques used usually focused on active learning, while all believed the instruction was appropriate for the developmental levels of the students. Substantial portions of the teaching time led to functional literacy, technological literacy, the ability to communicate, as well as critical thinking. A

weakness was present in the instructional time concerning healthy living. Sixteen percent of teachers believed that healthy living is somewhat evident in instructional time.

One hundred percent of those surveyed said that the homework assigned provided meaningful application opportunities for students, classroom management practices were consistent, and teaching strategies were believed to provide clear instructions, feedback to students, and reinforce good performance. That same percentage also conceded that there was adequate time allocated for teaching or instructional time at Rural Vale. Fifty-five percent said that this was always evident, thirty-six percent said almost always; while just nine percent said that there was usually enough instructional time.

One of the questions on the survey was concerned with the techniques of assessment that are used. The techniques included both performance-based and standardized criterion-reference data. It further asked about specific types. Thirty-six percent said portfolios are seldom used, while ten percent said that they were missing. Ninety-three percent believed that open-ended problem solving was used. All surveyed use teacher observations, while one hundred percent believe writing components are usually to always evident. Seventy-seven percent believed that teachers always or at least usually, use individual or group projects as a tool for assessment. Peer evaluation and student self-assessment were believed to be the least used of the assessment tools used at our school.

When asked about our facility at Rural Vale, ninety-two percent believed that both the students and the staff almost always or always share in the responsibility for the cleanliness and appearance of our school. Ninety-two percent are of the belief that our school is usually to clean, always aesthetically pleasing and functional. One hundred percent expressed the opinion that it is always evident, or almost always, that the staff is proud of its school and employees.

The learning/teaching environment of our school was another topic addressed by the NSSE survey. All surveyed found that positive morale exists among the members of this school, within the walls of Rural Vale. Ninety-two percent found that enthusiasm usually or almost always permeated the school community. Fifty-eight percent always find an atmosphere of trust existing at our school, compared to thirty-four percent who stated almost always and eight percent who stated they usually found a feeling of trust at our school.

Student Surveys

Students in grades three through eight were randomly selected to participate in this survey. The survey offered the students a chance to voice their opinion about Rural Vale School including the teachers, principal, and extra-curricular activities. The following is an overview of those results.

Some of the questions centered on the learning environment found at the school. Ninety-four percent believed it to have a positive learning environment. While ninety-four percent found a learning facility with clear rules, procedures and policies. When asked if we had a safe environment for them and their belongings, eighty-one percent agreed while nineteen percent disagreed on this question.

The Learning Environment in our School is a positive one.			
Strongly Agree	Agree	Disagree	Strongly Disagree
32%	61%	7%	0%

The questioning then focused on the student body and how the other students are perceived. Overwhelming students felt that their peers were friendly and treated each other fairly. Eighty-four percent agreed while sixteen percent disagreed on this point. The results were almost the same when asked if the students are courteous to each other and to adults. Twenty-three percent of those surveyed expressed that they do not have a voice in important issues and in solving school problems.

Most Students are Courteous to each other and to Adults.			
Strongly Agree	Agree	Disagree	Strongly Disagree
29%	58%	13%	0%

Several questions focused on the student's opinions of the teachers at the school level. One hundred percent of all surveyed believe that their teacher is willing to give additional help when it is needed. Eighty-four percent agree that they have been encouraged to develop his or her own talents and abilities at school. Ninety percent also believed that teachers test and grade fairly. This percentage remained the same, when asked if teachers and administrators treat

students fairly. However, thirteen percent of our students do not feel accepted by students and teachers at school.

Students were questioned on the topic of problems and whether or not they felt that they had someone to talk to about them. Eighty-one percent believe they have a fellow student that would listen and help with a problem. That increases to ninety-seven percent when asked if they could talk to a staff member that would listen and try to help in some way. Eighty-one percent of our students are confident, in their ability to make good decisions and solve complex problems. Ninety percent believed that they have the skills and abilities to be successful in life after school.

If I have a problem, other students are willing to listen and help me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
19%	61%	13%	7%

If I have a problem, teachers and other school personnel are willing To listen and help me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
36%	61%	3%	0%

When addressing the topic of extra-curricular activities, there were mixed results. Most, ninety percent admitted that school activities are interesting and make them want to be involved. Eighty-one percent stated that they are as involved in school activities as they want to be. Only seven percent did not believe that there existed a variety of ways that a student could find success at Rural Vale. While nineteen percent believed that only a top few are recognized for their accomplishments, rather than many students. The last questions asked if Rural Vale School was the school for them, forty-one percent strongly agreed that it was, forty-one percent agreed with this, nine percent disagreed and nine percent strongly disagreed.

Students were also given a chance to include any comments or suggestions in making our school the best it can be. The following is a list of those comments that were included in this survey.

- It rocks.

- I think it could use a new playground.
- The people who are building and making the school a better place are impressing me. They are doing a GREAT job I think.
- I think Rural Vale is a very good school and it can't get any better.
- Some teachers should take more time to observe the students to make sure none of them are being bullied or bullying.
- Have at least 15 minutes of free time to relax.
- Get better substitutes.
- I have a good time here with work, teachers and my friends.
- Get nice teachers that will help with what students need help on.

Parent Surveys

The parents at Rural Vale School, grades Kindergarten through the eighth grade were randomly selected to be a part of this survey. This instrument enabled parents to offer their opinions on topics that are school-related such as parent involvement at Rural Vale School, the teachers, principal, the studies, homework, and the environment, as well as the facility itself.

All parents surveyed agreed that the school offers sufficient opportunities for parental involvement and that they are given a good understanding of the school's policies and operations. The percentage dropped slightly (ninety-eight percent) when asked if our school actively promotes parent-teacher communication. However, one hundred percent of our parents felt welcomed when they visited. Five percent believe that parents do not take an active role in their child's education.

Parents take an active role in their child's education.			
Strongly Agree	Agree	Disagree	Strongly Disagree
51%	45%	2%	2%

Several questions were centered on the teachers. Ninety-three percent of the parents believed teachers routinely communicate with them about their children. One way this communication is accomplished is through reports sent home (progress reports, grade cards, etc).

All of the parents reported that these reports were adequate. Ninety-eight percent found it easy to set up an appointment with their child’s teacher. This increased slightly, to one hundred percent, when asked the same question pertaining to the principal.

When asked about how the children were treated by teachers, ninety-five percent believed the teachers cared for their child. Ninety-eight percent felt that teachers held high expectations for their children. The percentage remained the same when asked if the teacher was available to give additional help.

Teachers are available to give my child the help he/she needs.			
Strongly Agree	Agree	Disagree	Strongly Disagree
42%	56%	2%	0%

Eighty-eight percent reported that they are satisfied with the way teachers treat their child, while ninety-eight percent were pleased with the way the principal treated them. All believed the schools grading policies to be fair.

When asked about their child’s studies and the school’s ability to offer a good education, parents recognized that Rural Vale School does a superb job. Ninety-eight percent agreed that they were pleased with our school. Ninety-eight percent believed that the school enables students to see a relationship between their studies and everyday life. Ninety-eight percent found that the school was preparing the students for real life issues and problems they may face in the future. All but two percent thought we were doing well in preparing our students for high school. Ninety-eight percent were pleased with the quality of education their child attains at our school.

A number of questions involved the facility. Many comments were also written on this same topic. When asked if our building was adequate for our student’s learning, forty-two percent disagreed.

Our facility is adequate in our students learning experience (Computer lab, library, gym, technology, space, etc.).			
Strongly Agree	Agree	Disagree	Strongly Disagree
16%	40%	19%	25%

One hundred percent found our school to be clean and well maintained. Ninety-eight percent reported that our school offered a safe environment to the students and teachers.

The parents made additional comments. The following comments were recorded about the facility, teachers, studies, etc.

- Rural Vale is very blessed to have such a great school and to be receiving a new school.
- Would like to have more notice of when things are happening.
- The school could be more organized as to how written communication is sent home.
- I think teachers should go back to the old ways of teaching.
- Rural Vale School is amazing! I have been very pleased with my child's progress.
- The school staff should be held to the same dress code as students.
- I hope in the future there will be more PE classes during the week.
- My child, in my opinion is attending the best school in the county. The teachers are excellent-caring for the student's well-being and studies.
- Keep up the good job!

Community Surveys

Surveys were distributed through neighbors, grandchildren, nieces, nephews, etc. The instrument focused questions on information readily available about the school, the mission of our school, school board members, the principal, students, parents, teachers and the facility. The following are the results of this community survey.

Eighty-five percent of those surveyed stated that they do keep up with the news about the school. Thirty-five percent had a desire to have more information about the schools programs. Ninety-five percent stated that they do understand the mission of our School.

Questions were asked about the community and its school board members. When asked if the board members were easy to contact on any issue and attentive to community needs, fifteen percent disagreed. Eighty-five percent believe that our board members represent our community well. Only twenty-five percent thought that the board did not give high priority to getting good value to every dollar spent. Fifty percent stated that the main decisions about our school's program are the impact on their taxes.

My primary interest in decisions about our school's program			
Is their impact on my taxes?			
Strongly Agree	Agree	Disagree	Strongly Disagree
5%	45%	30%	10%

When questioned about the Rural Vale School staff, ninety five percent thought that they could easily contact the principal if they needed. Ninety percent felt that we do a good job in welcoming visitors. All expressed unanimously that the teachers at Rural Vale are respected in the community, and ninety percent considered our school to be a safe place for students and teachers. Ninety-five percent said that Rural Vale School is well regarded across the county and that they are satisfied with our community school.

On this survey, like the others, there were questions about the facility itself. The opinions here were very similar to those expressed in earlier surveys. Sixty-five percent found our school not appropriately equipped for school sports or extra-curricular activities. Eighty percent agreed that facility is adequate to support the instructional program. Eighty-five percent that a variety of resources to help students succeed in learning (technology, computer lab, and library) are offered to the students.

The school's facilities are adequate to support the instructional program.			
Strongly Agree	Agree	Disagree	Strongly Disagree
20%	60%	15%	5%

Once again there was space on the survey for community members to offer any additional comments. One comment was returned.

- I think PE is severely lacking in this school system. Physical activity supports a healthy mental attitude and is just as important as bookwork.

Indicator 1.3.2 School and Community Characteristics

School and Community History

The Rural Vale Community has a long interesting history beginning with the Indians who were uprooted and moved to the West along the Trail of Tears. As the white settlers entered the community, many became slave owners due to the geography, which allowed for large farming to take place.

The community is located in a valley surrounded by mountains. The largest is Starr Mountain, which sits west of the school and has White Cliff, a beautiful place to view the valley. The White Cliff Hotel was a historical place that brought visitors from all over the eastern United States. They would travel by train to Athens, TN, and would ride in a horse-drawn buggy to Starr Mountain's White Cliff Hotel in search of a presumed fountain of youth.

Conasauga Creek is the area's largest body of flowing water. Several springs flow into surrounding creeks, which feed the Conasauga. Once, a boiling spring flowed under the school. The water was 99% pure. The spring made so much noise that the owners then put twenty or more loads of rock in it so they could sleep at night. The current owners built a facility around the spring to bottle the water.

The original Rural Vale School was built about one mile from the present location and was a one-room building. When the building burned, another building consisting of two rooms was constructed. It stayed in operation until spring, 1956. In the fall of 1956, a new Rural Vale School located at 395 Daugherty Springs Road, just off highway 315 was opened. The building consisted of six classrooms and a gymnasium/lunchroom combination. Grades one through eight were in these classrooms. Surrounding small schools such as Holly Springs, Bullet Creek, Brown Hill, and Beaty's Chapel were consolidated into Rural Vale.

Since 1956 the school has employed six principals. The first being Glenice Hooper, (grandmother of a current teacher) and the current one being Stanley Shadden, a former Rural Vale student. Currently there are nine staff members that are former Rural Vale students the average enrollment of the school has been 250 - 265 students. The present enrollment is 255 students.

In 1974 Kindergarten began at Rural Vale, which made it a K-8 school. Through the years there has been an increase in student population whereby additional classrooms were needed. Three outside classrooms were added to accommodate the growing student population

in the community.

In May 1997, a new addition was added to Rural Vale consisting of five classrooms, a library, a computer lab, teachers' workstation and a new office. This doubled the size of the school.

In the fall of 2007, a ground breaking ceremony was held at the school to begin yet another addition to our current building. These additions will double the size of the building by adding 10 classrooms, a science lab, a computer lab, dressing rooms, concession stand, a stage and a full size gymnasium. This 31,000 square foot addition will allow our school to have more space giving a classroom to the following programs; Early Childhood Reading Intervention Program, nurse's station, a regular size special education classroom, an art and music room, a room for speech and guidance, all of which we currently have no classroom for. This construction will also include renovation of our current gym to a full service kitchen and cafeteria. Construction is expected to be complete in August of 2008, ready for the 2008-2009 school year.

Rural Vale School strives to use all our community resources, our highly qualified teachers, data, and individualized programs to produce successful students. There have been several Rural Vale students who ranked in the top ten of their graduating classes from Tellico Plains High School. Many have gone on to professional careers and successful jobs where students have become contributing members to a growing world.

Community Characteristics

Rural Vale is a small community with several local churches that support the schools in any way needed. Our school is the only school located in this community. Our students go on to Tellico Plains High School once they leave eighth grade. There is a volunteer fire department, one small grocery/deli/gas store, and a motorcycle resort located in our community. These are the only businesses located in this here. Although we get support from the Tellico Plains area business, which is a neighboring community about 8 miles away, we receive minimal monetary support annually from the small Tellico Plains community. There are no major employers, or adopting corporations located in our community therefore we have to work hard to produce needed financial support from outside communities in our county. This is a farming community made up of about 450 people. Several of our students travel from other communities to come to

our school. The following statistics are approximate numbers based on surveys of several lifetime community members. Eighty-eight percent of the Rural Vale community has school-age children. There is community participation in our school from our community members. Several members volunteer to teach after-school sporting programs. Some members give monetary support of some kind.

Facilities

Originally, Rural Vale School was built in 1956. An addition to the school was built in 1997 and in 2007 we are currently under construction to add 31,000 square feet. The school is a flat-roofed building comprised of both the “old” and “new” facilities. The new addition will have a pitched roof, 11 classrooms, library, stage, and gymnasium. Located at the anterior of the building site is the asphalt parking lot. Currently there is no playground area, but a future site has been located. Located adjacent to the building are an asphalt basketball court and a community baseball field.

Within the walls of the school, eleven classrooms, four sets of restrooms for students, a computer lab, a special education room, a library, a utility room with copiers, die-cut equipment, coke machine and telephone, one set of teacher restrooms and two janitorial closets can be found. The office includes a secretarial area, conference room, principal’s office, and nurse’s station. Due to current construction at our school we will soon be adding an additional 11 rooms, library, and full-size gymnasium with all amenities.

Currently, the largest room in the facility is the multi-purpose gymnasium. This area is also the auditorium with a stage and stage wings (used as additional storage). This room is also the cafeteria, which includes the kitchen with bleachers above the kitchen. The beginning and ending of each day is in this room since this is also the bus duty room. With this area having so many purposes, scheduling can overlap at times. The kitchen also serves as the concessions area during basketball games. Those buying refreshments find themselves in line on the basketball court. This can be a very congested area because not only does it have so many purposes, but also it is very small. This is not a regular size gymnasium, but this will change next year when the current gym will be renovated to a cafeteria and a new gymnasium will be built.

Environmental and Safety Conditions

Due to current construction going on outside the classrooms' windows and doors, we feel we are at a higher risk of accident. We limit our outside time to minimal access. Students are required to enter and exit only through two sets of front doors. Current safety concerns:

1. Construction equipment within close proximity to classroom windows
2. Construction equipment outside facility is dangerous and accessible to children
3. Bus duty is in the gym and will soon be in the hallway
4. Classrooms on posterior of the building and our gymnasium/lunchroom do not have two fire exits until construction is complete.

Improvements in safety conditions:

1. New outside doors were installed and locks have all been changed
2. New fire retardant wooden doors replaced metal classroom doors
3. Plans for a vestibule to be placed at entrance of school
4. School safety committee and crisis response team formed
5. All drink machines and ice cream machines still removed from hallways
6. Visitor sign-in procedure initiated and maintained
7. SRO officer made available to the school
8. All outside doors except by main office are inaccessible during school hours
9. Crisis evacuations procedures have been put in place
10. A camera security system has been installed in our gym, hallways, and some classrooms.

Monroe County School System

The Monroe County School System consists of one primary K-2 school, one 3-5 intermediate school, one K- 4 school, two 6-8 middle schools, one K – 5 school, one 5-8 junior high school, two K-8 schools, and three high schools. Of the two K-8 schools, Rural Vale is the larger. In the last ten years, Rural Vale has grown from 220 students to 261 students.

Financing

Monroe County allocates certain expenditures per school for specific funds. The state and federal government provide our school with monies and direct benefits come from the state and federal funding or grants.

Our counties per pupil expenditures are \$7,246. The state's expenditures of \$7,794 and the national's expenditures of \$9,134 are above that of Monroe County.

Student Characteristics

Enrollment data

The ethnic composition is 98.83% Caucasian, .39% Black, and .77% Asian. Our male to female student population is almost equal this year, with 129 males and 126 females for a total of 255 students. The breakdown is shown below for 2007-2008 school year. The duration of the school year is 180 days and the length of each school day is from 8:00 a.m. till 3:15 p.m.

Grade Distribution

Grade	Female	Male	Total
K	14	14	28
1 st	22	17	39
2 nd	15	15	30
3 rd	12	31	43
4 th	11	11	22
5 th	9	7	16
6 th	12	14	26
7 th	12	10	22
8 th	19	10	29
Total	126	129	255

Fifty-nine percent of the Rural Vale School student body are eligible for free or reduced federal lunch program. In comparison with the other Monroe County schools, Rural Vale ranks fourth highest in student eligibility for free or reduced lunch.

Table

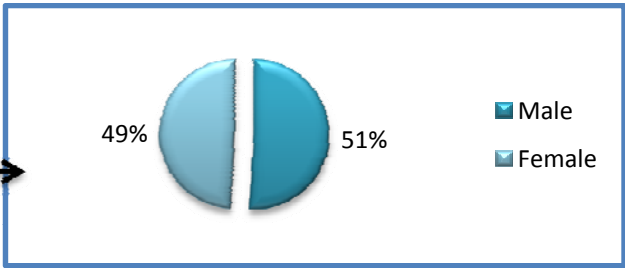
Performance Indicators	02-03	03-04	04-05	05-06	06-07	07-08
Promotion Rate	100%	N/A	98%	99%	99.2%	N/A
Retention Rate	0%	N/A	2%	1%	.8%	N/A
Transfer Rate	14.20%	N/A	11%	10%	12%	N/A
Enrollment in School						
K – 5	143	142	159	164	182	178
6 – 8	79	84	80	77	70	77
Total	222	226	239	241	252	255
Male Enrollment	112	118	133	144	137	129
Female Enrollment	110	108	106	97	115	126
Resource Students						
K – 8	25	22	24	30	21	24
Free/Reduced Lunch Rate						
K – 8	58%	65%	60%	61%	59%	57%
Post-Graduation Statistics						
High School Graduation Rate	97%	96%	100%	98%	99%	N/A
English Proficiency	100%	100%	100%	100%	100%	100%
Ethnicity Caucasian	99.60%	99.60%	98.76%	98.76%	98.82%	98.83%
Other	0%	0%	0%	1.24%	1.18%	1.17%

Attendance

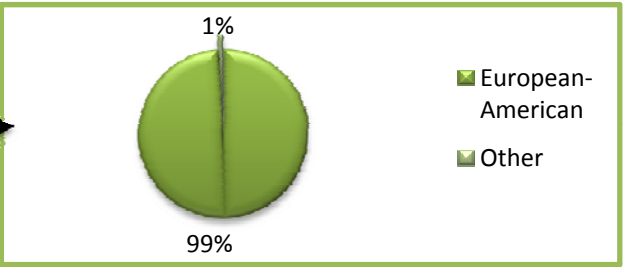
Attendance at Rural Vale School was above the goal of ninety-three percent set by both the state and county for kindergarten through sixth grade. In the 2006-2007 school year, Rural Vale's attendance was 95.10 percent. The largest number of absences occurred during the fifth and sixth month, which is a normal statistic. Attendance for the sixth and seventh month was 93.78 percent; we notice this pattern every school year. The attendance for this year thus far is 95.5.

Rural Vale School Student Demographics

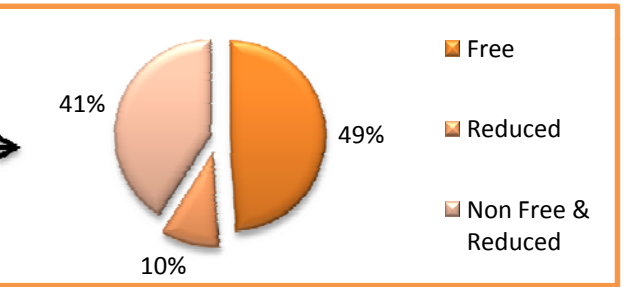
Gender	Percentage
Male	51%
Female	49%



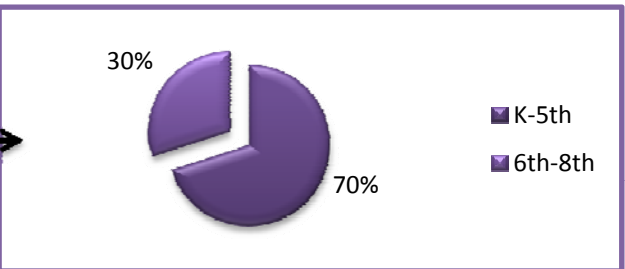
Ethnic Background	Percentage
European-American	99%
Other	1%



Free & Reduced Lunch Population	Percentage
Free	49%
Reduced	10%
Non Free & Reduced	41%



Enrollment by grade level	Percentage
K-5th	70%
6th-8th	30%



Indicator 1.3 Parent or Guardian Demographics

In our rural area of East Tennessee our community ethnic make-up is .41% Black, .83% Asian, 98.76% Caucasian. This is one reason we feel it is important we include multi-cultural lessons in our curriculum. This will allow our students to have educational information about different ethnic groups other than their own and develop an appropriate awareness for beliefs and customs of other races.

The marital status of the parent and/or guardians shows 61% of our students still live with both married biological parents. Students living in single-parent homes are 21% and those living with one biological parent and stepparent are 10%. Students living with someone other than their parents are 8%. This may include foster parents, grandparents, or other family members or friends.

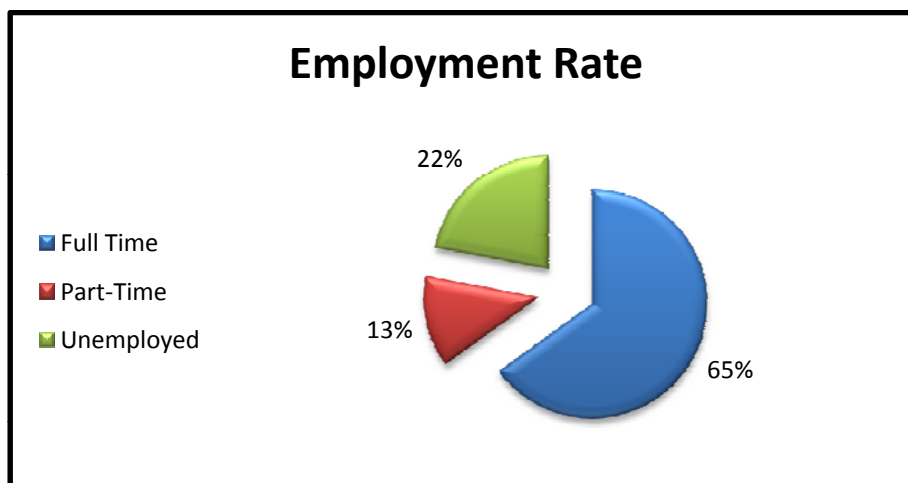
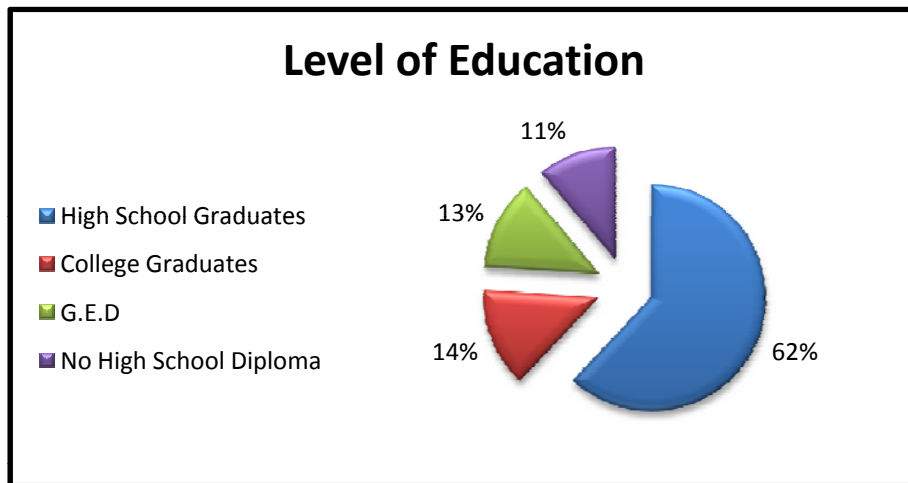
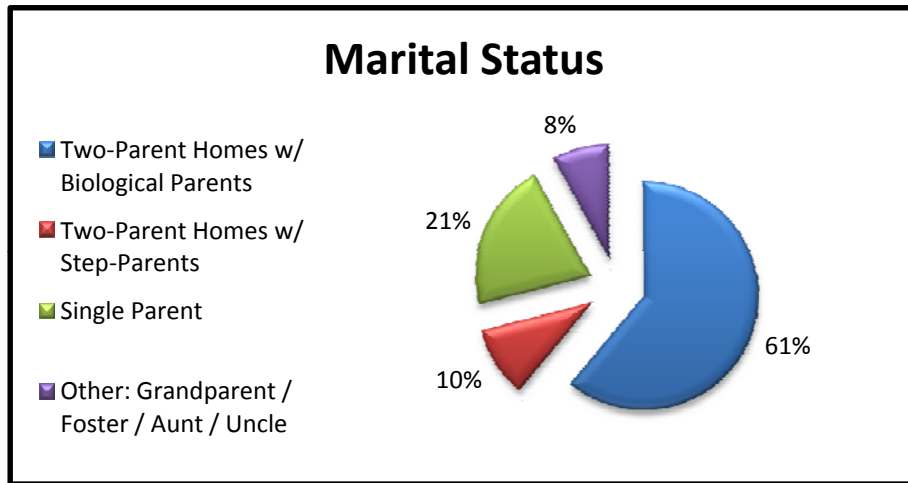
The level of education of our parents or guardians shows that 62% did finish high school to earn a high school diploma. Data also collected shows that 13% have earned their GED. Students having parents who are college graduates are 14%. Those parents who did not complete high school make up 11% of our parent population. Completing high school as the highest level of education was Rural Vale's highest parent population average, (62%).

The employment rate of our parents or guardians resulted in 65% of the group are full-time employees (29% both parents, 36% one parent), 13% are part-time employees, with 22% being unemployed. Analyzing parental demographics allows us to better understand the homes from which our students come. A graph of the statistical information in this narrative can be found on the following page.

The average income level of our parents ranges from \$25,000 to \$35,000. Which is an average range for many rural working Americans. This is slightly higher than that of our county as a whole which is \$23, 000.

Rural Vale Elementary Faculty

Rural Vale Parent / Guardian Demographics



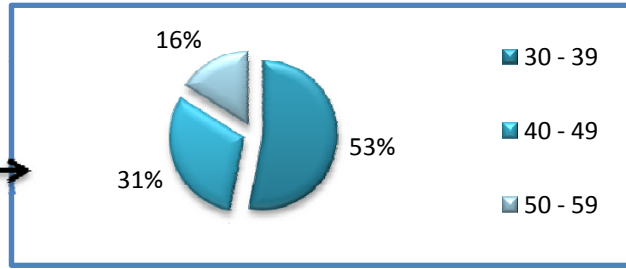
<p>Bobbie Akins BS - East Tennessee State University MLS – East Carolina University Experience - 7 years Highly Qualified</p>	<p>Library</p>
<p>Melissa Carter AA - Hiwassee College BS - Gardner Webb University MS – Tennessee Tech University EdS – Tennessee Tech University Career Ladder I Experience – 12 years Highly Qualified</p>	<p>3rd grade</p>
<p>Yvonna Fouts AA - Hiwassee College BS - Tennessee Wesleyan College MS – Tennessee Tech University Career Ladder 1 Experience - 20 years Highly Qualified</p>	<p>K grade</p>
<p>Traci Freeman BS - Tennessee Wesleyan College Elementary Certification - UTC MS – Tennessee Tech University EDS – Tennessee Tech University Career Ladder 1 Experience - 14 years Highly Qualified</p>	<p>6-8 Multi-Age Eng./History</p>
<p>Johanna Gilbert Experience – 1 year Highly Qualified</p>	<p>K – 8 Sped</p>
<p>Kasey Grubb BS – Tennessee Wesleyan College Experience – 1 year Highly Qualified</p>	<p>3rd grade</p>
<p>Natalie Hackney BS- University of Tennessee</p>	<p>Guidance Counselor</p>

<p>MS- Lincoln Memorial University Experience – 1 year Highly Qualified</p>	
<p>Michele F. Hamilton BS – University of Tennessee at Martin MS - Tennessee Tech University Experience – 7 years Highly Qualified</p>	Physical Education
<p>Teresa Harrill BS - East Tennessee State University MS- University of Tennessee Career Ladder 1 Experience - 21 years Highly Qualified</p>	Speech/ Language Pathologist
<p>Dennis Hicks BS – Lee University Experience – 1-1/2 years Highly Qualified</p>	6-8 Multi-Age Math
<p>Elizabeth Ann Hooper BS - Tennessee Wesleyan College MS - Tennessee Tech University Career Ladder 1 Experience 20 – years Highly Qualified</p>	6-8 Multi- Age Reading/Science
<p>Deanne Kirkland BS Carson Newman College BS Lee University Experience – 6 years Highly Qualified</p>	1-2 Multi-Age
<p>Jane McNabb AA - Hiwassee College BS - Tennessee Wesleyan College MS - Lincoln Memorial University EdS – Tennessee Tech University Career Ladder - 1 Experience - 29 years Highly Qualified</p>	5 th Grade Assistant Principal
<p>Carrie Mobley</p>	4 th Grade

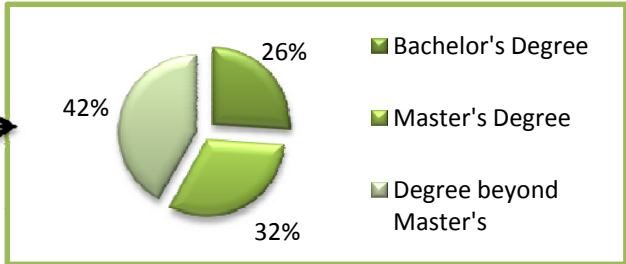
<p>BS - Maryville College MS – Tennessee Tech University Ed.S – Tennessee Tech University Experience - 12 years Highly Qualified</p>	
<p>Diana Richesin AS- Hiwassee College BS- Tennessee Wesleyan Experience – 5 years Highly Qualified</p>	1 st grade
<p>Stanley Shadden AA - Hiwassee College BS - Tennessee Wesleyan College MS - Trevecca Nazarine College Ed.S- Tennessee Technological University Experience - 29 years Highly Qualified</p>	Principal
<p>Cherri Schrick BS – Tennessee Wesleyan College Experience – 1 year Highly Qualified</p>	2 nd grade
<p>Suzanne Wilson AA - Hiwassee College BS - University of Tennessee MS - University of Tennessee EdS – Tennessee Tech University Career Ladder -3 Experience - 28 years Highly Qualified</p>	K-1 Multi-Age
<p>April “Christy” Yearwood AA - Hiwassee College BS - Tennessee Wesleyan College MS - Tennessee Tech University EdS – Tennessee Tech University Experience - 10 years Not highly qualified in Art</p>	Art
Indicator 1.3.2	Faculty/Staff Characteristics

Rural Vale School Faculty Demographics

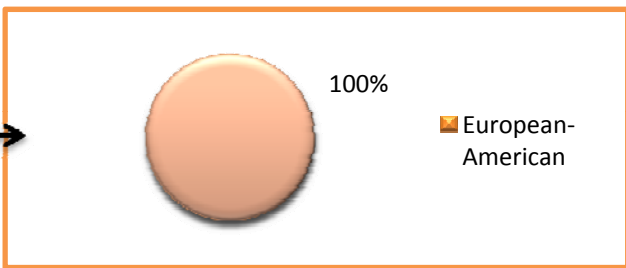
Faculty Age	Percentage
29 or less	0%
30 - 39	53%
40 - 49	31%
50 - 59	16%
60 or over	0%



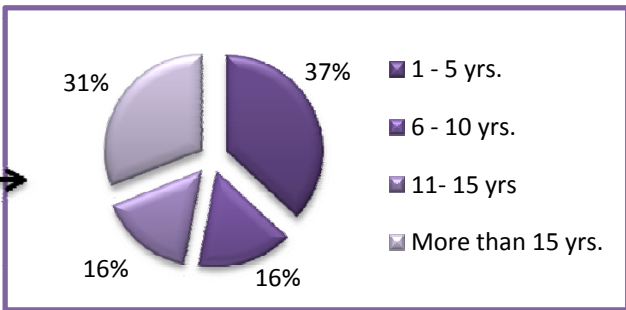
Educational Attainment	Percentage
Bachelor's Degree	26%
Master's Degree	32%
Degree beyond Master's	42%



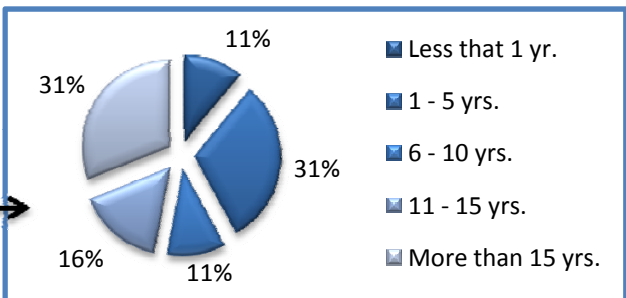
Ethnic Background	Percentage
African-American	0%
European-American	100%
Other	0%



Total Years of Teaching Experience	Percentage
1 - 5 yrs.	37%
6 - 10 yrs.	16%
11 - 15 yrs	16%
More than 15 yrs.	31%



Total years of Teaching Experience at this school	Percentage
Less that 1 yr.	11%
1 - 5 yrs.	31%
6 - 10 yrs.	11%
11 - 15 yrs.	16%
More than 15 yrs.	31%



Staffing Patterns

The faculty demographics have changed somewhat in the last three years. Our turnover rate is very low, however we have added teachers due to increased enrollment and teachers retiring or moving to a different position in the county. Due to lower free/reduced lunch numbers, we lost one Title 1 teacher and one supplemental assistant. We have three full-time supplemental assistants (state assistant, general purpose assistant/lunchroom monitor, and special education assistant). We hired a new teacher because of growth in 2006-2007, one-teacher retired and we replaced that position in 06-07. In 2007-2008 our 4th grade teacher took an art position at our school and we hired a new teacher. In the past two years we have hired three new teachers and one of our teachers changed grade levels after 11 years in a 1st-2nd multi-age. Most teachers have remained in the same grade level for many years now.

The Rural Vale staff consists of one full-time principal and twelve regular education teachers. Forty-seven percent have taught longer than 10 years. Grade level assignments are flexible year to year in order to meet state guidelines for pupil/teacher ratios. Seventy-four percent have advanced degrees beyond a Bachelor's. The music, art, resource, speech, library, and guidance teachers are shared with other schools within the county therefore they are part-time teachers. Rural Vale has a physical education teacher for three days a week. All classroom teachers are certified in their perspective teaching areas, except for our current art teacher who is seeking certification at this time. All are deemed as highly qualified, which is 99.12%, leaving .82% seeking highly qualified status and certification in art. Fifty-four percent of our faculty has advanced degrees, leaving forty-six percent without advanced degrees.

All of our paraprofessionals are highly qualified and have taken the Para-pro exam. All have passed and are deemed qualified to do the job they have been placed in. Two of our teachers are certified mentors to our new faculty members. Our staff mentors have been trained through the mentoring program.

Position	Full-time	Part-time
Principal	1	0
Teachers	12	0
Special Ed. Teacher	0	1
Guidance	0	1
Librarian	0	1
Speech	0	1
Nurse	0	1
Physical Ed. Teacher	0	1
Art	0	1
Supplemental Assistants	3	0
General Purpose Asst.	2/3	0
State Aide	1	0
Special Ed. Asst.	1	0
Custodian	1	0
Food Service Workers	3	1
Cafeteria Monitor	0	1/3
Secretary	1	0

RURAL VALE SCHOOL SUPPORT STAFF

Office Personnel: Sherri Raby...Secretary

Educational Assistants

Kaye McDaniel.....Supplemental Asst./Comp. Lab Asst.
Jackie Turck.....Supplemental Asst./General Purpose/Monitor
Madeline Lynn.....Supplemental Asst.
Betty Peals..... Supplemental Asst.
Carol Webb.....State Funded
Amy Harris..... Supplemental Asst./Special Ed.

Food Service Staff

Clara Moses, Manager
Brenda Yates
Brenda Freeman
Regina Jones

Custodial Staff: Harry Fain

Support Staff Breakdown: 100% Caucasion
9.7% Male 90.3% Female

MONROE COUNTY BOARD OF EDUCATION MEMBERS

Chairman: Regan Dalton (District 3)

Director of Schools: Mr. Mike Lowry

Members

Mr. Robert (Rusty) Vineyard (District 1)
Mr. Dewitt Upton (District 1)
Mr. Larry Stein (District 1)
Mr. Dean B. Williams (District 2)
Mrs. Jean B. Allison (District 2)
Mrs. Lisa McLemore (District 3)
Mrs. Sonya Lynn (District 3)
Mrs. Doris Davis (District 2)

Additional School Characteristics

School Programs (Including Unique Programs and Honors Programs)

Rural Vale School offers many programs, which help our students work toward their highest academic growth. These programs help develop and advance skills in all educational areas, including academics, citizenship, physical fitness, appropriate socialization, and emotional wellness.

The computer lab is highly utilized to supplement the regular educational curriculum. Students attend computer lab biweekly for forty minutes each session. Teachers also use the computer lab at other scheduled times for special class research and projects. Students use a variety of computer programs to further skills in math, reading, vocabulary, spelling, comprehension, research, and publishing. The teacher, along with help from a supplemental assistant, monitors the usage of the World Wide Web and guides students as they use the Internet to complete class assignments or pursue personal interests. Several of the computer based programs can be used as a means of pre and post testing which is beneficial to teachers in gauging the progress of students. Programs advance students through varying levels of ability so that students are always being challenged. The librarian and computer lab teacher collaborate efforts in using the Accelerated Reader Program in which students take computer generated comprehension tests over their library books. The program helps to build reading ability and improve reading comprehension among students. Students are rewarded for their individual efforts in the program and can redeem points earned for prizes. Students are also recognized school wide for outstanding performance in the program.

We have a reading program at Rural Vale School for below level readers. The Early Childhood Reading Intervention Program (ECRIP) is incorporated into the curriculum to advance struggling readers. The goal is for each student in the program to be reading on-grade level by the second grade. Students enter the program based on scores on a readiness screening. Tests are given mid-year as well as at the end of the school year to see if students are able to test out of the program. Students generally show progress throughout the school year and the percentage of students exiting the program are high. This program was implemented to assist in increasing reading scores on the TCAP test. The program consists of a teaching assistant reading

one-on-one with a student for 30 minutes a day. They work on readiness skills, reading comprehension, picture and context clues, sight word recognition, spelling, writing, decoding sounds, and word patterns. As students work through the program, the level of difficulty increases so that students are challenged daily. Over the past five years that we have used the program, there has been some increase in improved reading scores for non-readers and below average readers.

In 2003-2004, ECRIP was expanded to include Pre-ECRIP, which serves all kindergarten students. Teachers and assistants work together with students on readiness skills, alphabet sounds and recognition, word families, basic sentences, spelling, and reading comprehension. Groups consist of one adult who works with four or five students at one time. The purpose of this program is to develop readiness skills in young students so that they will be emergent readers by first grade and will not need to be in the ECRIP reading program.

Another supplemental academic program designed to enhance below average learners is the tutoring program. Students in K-8th grades are served in this program either before or after school hours. Students work with certified regular education teachers in areas of academic difficulty. Students' performances in class and on the TCAP test are monitored for improvement. Teachers incorporate computer based learning programs, manipulative, flashcards, cooperative learning groups, and other modes of differentiated instruction to help students improve academic skills.

Teachers also collaborate to provide students peer-teaching opportunities. Our peer mentors tutoring students during school and we also have a buddy reading program. For example; our third grade students partner with first grade students once a week to read their reading text stories and other books of interest. At Christmas and at the end of the school year, students work together to complete special projects. The purpose of this is to provide students with leadership opportunities and an increased self-esteem in helping younger students. In turn, the younger students build self-esteem and positive reading experiences by working with older students who provide them with encouraging feedback and help.

Another academic program that was put into action in 2005-2006 is the History Club. Students in 6th-8th grades who elect to join the History Club devote their time to community preservation and local history. They participate in a National History Day Project and

demonstrate topics of interest through dramatic interpretations of history. The program ties students to their local and national heritage as well as helps students feel a pride and allegiance to their country.

There are two different programs that serve students that exhibit outstanding academic skills for their age and grade level. The TAG (talented and gifted) program is available to students in 3rd-8th grades and is subject to teacher recommendation for admission to the club. This is an after-school program. Students participate in brain games, building skills, manipulative, math games, brainteasers, cooperative learning, educational play activities, and field trips. The Special Education teacher for grades 3rd-8th conducts a Gifted Program as well. Students have similar type activities that are conducted during the school day.

Rural Vale School also offers a Junior Beta Club to 6th-8th graders who meet high academic standards. The students must maintain requirements to remain in the club. Students take a yearly trip to the Junior Beta Club Convention.

Eighth grade students at Rural Vale who achieve high scores on the Terra Nova/TCAP can participate in Algebra I class. If students pass the course, they receive high school credit. The program is designed to meet students' needs that perform at higher academic levels.

Building self-awareness of character and emphasizing positive attitudes is a goal at Rural Vale School. In the 2006-2007 school year, a program called the FOCUS club was implemented. Students are given the opportunity to complete projects that focus on giving of oneself to the community. The FOCUS club completes projects like visiting retirement homes, collecting items for the elderly, and cleaning up a local park. Students in grade K-8 can be involved. Parents are encouraged to help and participate as well.

Our athletic department has opportunities in basketball, tennis, golf and cheerleading. Rural Vale has both Boys and Girls basketball and a cheerleading team. Tennis and golf are both taught after school by volunteers in the community who assist our school in teaching our young people a sport.

School/Business Partnerships

At the current time we have several banks and businesses that donate money on occasion. However, we haven't established an school/business partnership. We have tried on numerous occasions to have an industry adopt our school. We will continue our efforts to achieve this goal in the future. We are currently in the process of finding additional funding from Kimberly-Clark

through their community school partnership program.

Drug/Alcohol/Tobacco Incidents

In the 2005-2006 school year we have had two incidents where students had been involved in the possession or consumption of drugs on school property. Appropriate actions were taken and those students were removed from the school for 1-year expulsions. In 2006-2007 we had two people who were involved in a drug incident. Again, appropriate measures were taken. In the school year of 2007-2008 no drug related incidents have occurred.

Special Education

Services

Rural Vale provides a wide range of special education services to meet the needs of our diverse students. Special education students are serviced according to the extent to which their needs cannot be satisfactorily met in the regular education setting. The children receiving these services include those who require direct special education support in a resource setting, consultation students, and the intellectually gifted. There are currently twenty-four students in Rural Vale's special education program that fall within these categories.

Resource

Rural Vale has a half time special education teacher and a full time special education aide. The responsibilities of the special education teacher provide pullout resource services for qualifying students and consultation services for students remaining in the regular education classrooms. The special education aide assists in the resource room for half the day, and then provides one-on-one support for a specific student in his regular classroom. The resource staff supports students in need of academic remediation in a small group setting.

Consultation

There are some students at Rural Vale that receive special education services through periodic consultation between the regular classroom and the special education teachers. This service includes modifications and accommodations put in place to assist students by

simultaneously implementing their IEP and allowing them to remain in the regular classroom.

Gifted

Rural Vale's special education program also includes a gifted program designed to meet the needs of students whose abilities go beyond the scope of the regular education curriculum. The gifted students meet once a week and engage in a variety of activities such as reading and analyzing literature, conducting research, and technical writing. The gifted students are given the opportunity to participate in educational field trips.

Regular Education for Special Education Students

Rural Vale's special education program strongly advocates students' placement in the least restrictive environment. Special education students attending Rural Vale School are included to the greatest extent possible in both academic and extracurricular activities with their non-disabled peers.

Middle School Program and Guidelines

The middle grade staff at Rural Vale School is dedicated to offering students a high quality education. This objective is met by following the policy guidelines outlined by the state. Teachers have high expectations and standards for all students at all times. Through award programs, teachers and administrator consistently communicate the school's expectations and goals to the students and parents. Student folders are kept and sent home weekly. Grades in all subjects are kept on a secured internet-based website that allows student and parents full access to student performance. Two reports are sent home per six weeks. One is a mid-term report, which shows grades up to that point, and the other is the student's grade card.

An Algebra I program is offered whereby eligible eighth grade students can work towards high school credit after successfully passing the state-mandated Gateway exam. Furthermore, the majority of the eighth grade students leave Rural Vale having mastered the TCAP Writing Assessment test.

Students in the seventh and eighth grades (not involved in Algebra I) are in Pre-Algebra.

This allows the teacher to begin the firm foundation on which to build Algebra I. This also allows the staff to more adequately challenge those higher achievers in need of a more challenging math experience.

A team teaching experience for teachers is used. These teachers closely work together on the progress of each student. Students are discussed daily among teachers so as to keep up with successes and failures and notify parents immediately of the case. This also helps in Parent-Teacher conferences whereby all teachers meet at one time with parents when needed. There are three teachers in this team teaching approach. Teacher A teaches History and English; Teacher B teaches Science and Reading; and Teacher C teaches Math/Algebra I. Each teacher has their own homeroom for Spelling and Health. All teachers are highly qualified in their area of teaching.

Curriculum Offerings

Rural Vale School offers a K-8 grade curriculum. Additional curriculum accompanies the regular education classes such as speech, special education (resource and gifted), guidance counseling, art, library skills, and computer lab classes. Areas that supplement our regular academic curriculum are journalism, physical education, community awareness groups, gifted programs and many other programs discussed later in this plan. We follow state curriculum guidelines by using a newly developed curriculum map that closely follows TN Blueprint for learning. The textbooks we use cover the content areas to some degree and what is not covered in our textbooks we find materials to provide instruction with. We use the county curriculum mapping, which is based on the state curriculum when planning lessons each year.

In our curriculum, we make accommodations for our above average and below average students. Our regular educational classroom teachers will make special assignments and accommodations for individual children, while following closely with Individual Education Plans and gifted student guidelines as well.

Parental and Community Involvement

Parental and community involvement is encouraged at Rural Vale Elementary. This year we offered a special school event or opportunity for participation each month of the academic

year to increase the amount of parental involvement at our school.

In the fall of the year, we had our annual PTO bike rally held at the local community center. We offered a Veteran's Day Program highlighting parents, grandparents, and community members who served or were currently serving in our nation's armed forces. The hallways of our small school were packed with students and their families at our annual Fall Carnival and Silent Auction. There was high attendance at this fun-filled and hospitable school event. In addition to the carnival, our school cafeteria staff provided a Thanksgiving Day meal for parents and community members. Tables were arranged so that families could sit together. As a collaborative effort, the entire school collected food, toys, clothing, and money to help support needy families in our area at both Thanksgiving and Christmas. Our Parent/Teacher Organization assisted with those efforts. Our younger grades performed an annual Christmas program for parents. Our regular scheduled junior high-level basketball games were ongoing throughout the late fall and winter. Many parents and community members attended our ballgames to show their support for the students.

The Focus Club was initiated this year. This is a program that offers students, family members, and the school the opportunity to give back to the community. Several events are planned throughout the year. Events have included Indian Boundary Stomp (a lake clean up effort), caroling at area nursing homes, food drives, etc.

For the past few years a special event called the Monroe County Young Authors Conference has been held. There is a special component to the conference in March, which highlights Rural Vale School. Students work for several months writing and illustrating individual books and class books in conjunction with the writing conference. Outstanding students and their parents are recognized at a community event held at a local college. Rural Vale School hosts an author or poet for a day. A parent and community event is held that evening. Many students, parents, and community stakeholders are in attendance to view the author's presentation. Students who attend receive special recognition for the books they have written. All members of the audience, parents included, may participate in the presentation. Media coverage of both events helped to inform the community of our students' accomplishments.

Rural Vale teachers participate in several yearlong parental involvement and awareness activities. Each teacher participated in two Open House events, which were held after school in

the fall and spring. Parents were invited to the school to speak with teachers about the academic performance and overall welfare of their children. Teachers also performed on going activities throughout the school year such as PTO meetings, parent newsletters, mid-term reports, and six-week academic reports. Parents assisted with special projects or volunteered in the classroom. In conjunction with the Coordinated School Health Program, several informational health and wellness pamphlets were sent home to parents as well.

Our school year culminates with special student events in which parents, family members, and community members are honored guests. In May, students participate in Field Day events, and many parents attend as helpers or spectators. On Award's Day, teachers recognize outstanding students' efforts. Many parents, grandparents, and family members are in attendance. Kindergarten and Eighth Grade graduations are always memorable days for students and families.

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

Data Sources

Teachers collect data on students in a variety of ways. Students are continually assessed in order for teachers to better teach each objective and goal. Samples of types of assessments are listed below. Since our school covers grades K-8, not all assessments may be used at each grade level. Our teachers use the grade level objectives for each subject in order to ensure all grade level material is taught. Standards are reviewed and discussed at grade level meetings. Each six weeks a list of all objectives covered is sent home to parents. Scores from our data are analyzed and strengths and needs are determined and shared with stakeholders.

- School Surveys: parent, student, teacher, and community
- School Wellness Surveys: Online parent, student, faculty, staff, community members.
- Pre and Post Tests
- Six-week Report cards
- Observation from teacher checklist - Special Ed. and K-1 grades.
- Computerized Reading tests: Three evaluations per year are given to assess reading levels, growth, and end-of-year reading levels
- Computerized Math and Language tests: Students are given an initial placement test that consists of approximately 300 questions in reading and math. Student's work through the various levels of math and language and then an end of the year computer test is given to measure gains.
- AIMSweb testing: Three timed evaluations are given throughout the year are

given to assess reading comprehension and fluency, math computation, word recognition, and writing ability – formative assessments

- EdPerformance Testing: Three computerized math and reading tests are done throughout the school year to measure academic gains and proficiency- formative assessments
- Oral Evaluations- Teachers in grade K-3 give oral assessments to some students depending on IEP's or a specific need of each student or objective being covered.
- Writing Samples: Teachers in all grade levels assess student writings from county –wide formative writing assessments.
- Textbook chapter and unit tests: Teachers in grades 1st – 8th give chapter and unit tests from the book covering all objectives for the specific chapter or unit being taught.
- Projects: Teachers in grades K-8 assign and assess student work through various projects. Students are given the criteria to be graded upon and then a final grade once projects are complete.
- Teacher-made tests - various grade levels
- Take-home book tests - 4th – 8th grade
- Cooperative Learning group projects in mostly K-6 grades
- Standardized TCAP Tests 2nd – 8th grade
- Gateway Algebra 1 Tests - 8th graders only
- Practice Writing Assessment: Writing prompts are given to students in K-4th and 7th grades three times throughout the school year to measure writing abilities and gains.
- Writing Assessment tests- 5th – and 8th grades- state summative assessment
- Tennessee State Report Card
- Value Added Scores
- Attendance Rates
- Special Education Tests: Intelligence, achievement, and cognitive processing assessments as well as emotional-behavioral rating scales are used to identify students with special needs. Some of the most common tests used are: Brigance,

WISC- IV, Direct and indirect observations, WJ-III, TAPS-R, and TVPS-R.

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)

Daily, weekly, monthly, quarterly, and yearly assessments are given to all students in all grade levels for all subject areas. Listed above in template 1.4 is the way the assessments are given and measured. After a thorough analysis, grade level meetings occur to discuss data from the assessments. After specific grade levels have reviewed the test data and formed conclusions, the faculty comes together for several comprehensive meetings discussing strengths and weaknesses at all grade levels. The Special Education teacher and regular education teacher will conduct meetings to discuss those students in special education classes and their assessments as well. Special Education test results are also looked at between grade level teachers and the special education department to identify needs and strengths. Individualized Education Plans are monitored and followed by all teachers.

At least three times, and sometimes more throughout the year faculty meetings involving grades K-8 will be held to evaluate and assess data from not only our standardized TCAP testing results, but also formative assessments given throughout the year. Each grade level is given their particular grade in Math and Language Arts/Reading. A list of strengths and weaknesses are made at this time. Writing assessment scores are also analyzed and all grade levels are involved. Teachers see the results in a variety of ways. Performance Levels, Mean National Curve Equivalent Gains and Scores, Value-added, Disaggregated data of test results for all NCLB subgroups, State report cards, and Proficiency levels are a few of the ways that teachers will see their data from the state tests. Teachers examine the academically disadvantaged students as opposed to non-economically disadvantaged as well as male to female and special education students to non special education students. Again, a list of strengths and weaknesses is made per

grade level and then compiled to create our target goals. Many grade levels are broken down into content areas and analyzed that way as well to find areas on need.

A school data team was formed in 2007 to assess and correlate test scores. The team consists of the school principal, assistant principal, and two classroom teachers. At this time the Data Team is in the process of analyzing TCAP, ECRIP, ERSI scores, Writing assessments are all being charted. Future plans in Fall of 08 are to analyze computerized formative assessments and six week grade cards will be compared to TCAP scores to see if any gaps are evident in assessments.

Enlarged graphs and charts were created from the TCAP assessments to show all teachers, staff, parents, stakeholders and students our areas of strengths and weaknesses. Predictions and inferences were made about future increases and decreases in proficiency and non-proficiency. All faculty and staff use the data to address educational goals, objectives, and target areas.

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

Report Card Data Disaggregation

TCAP Criterion Referenced Academic Achievement

2005-2007
3rd-8th Grades

(3 year average)	2005	2006	2007	2007 State
CRT	Grade	Grade	Grade	Grade
Math	B	B	A	A
Reading/Language	C	C	B	B
Social Studies	C	C	C	B
Science	C	C	C	B

Report card data was examined for a three-year period from 2005-2007. In 2005, our scores indicated a status of a B in math, and three C's in Reading/Language, Social Studies, and Science. In the following year, the grade status remained the same. In 2007, overall grades improved from a B to an A in Math, from a C in Reading/Language to a B, and both scores remained a C in Social Studies and Science. When comparing the 2007 grade status with the 2007 State average, our grades are equivalent in Math and Reading/Language. The State average in Social Studies and Science was a B and our school's grades fell just below that with C's. In the future, our school will strive to maintain our exemplary grades of A and B in Math and Reading/Language while improving our status in Social Studies and Science. However, this will be quite a challenge as we spend the bulk of our instruction on Math, Reading, and Language (4.5 hours of the school day).

In addition to the standard TCAP Assessment, 5 eighth grade students took the Gateway test in algebra. Of the students tested, all scored 100% and received high school credit in algebra.

In addition to the TCAP Assessment, we are using two other testing programs called AIMS Web Testing and EdPerformance Testing. These tests are relatively new and we are working to establish validity of scores. In the future when we have accumulated two to three years worth of data, the scores will be compared to our TCAP data. We will correlate scores to see if similar areas of proficiency and non-proficiency are evident. EdPerformance data is reported in mean scale scores. A scale score is the percent of how many answers a student

Report Card Data Disaggregation

would get correct if they were to see all the questions on the test. When comparing the Math scale scores with Tennessee Alignments for Interquartile Plots of Item Difficulties Bases on Curriculum Alignment Guides, grades 2 and 3 scored well above the 75th percentile. In grades 4th -7th, scale scores fell above the 50th percentile. Eighth grade was the only grade level that fell below the 50th percentile. When Reading and Language Arts scale scores were compared with Tennessee Alignments, grades 2 and 3 were well above the 50th percentile. Grades 4-8 showed significant scores that were well above the 75th percentile. When all grade levels were compared with the Inter-Quartile Range for Growth Trajectories for the nation, Rural Vale scores fell between the 50th and 75th percentiles for mathematics. When Reading scores were compared to the national sample, each grade level scored closely to the 50th percentile. According to the EdPerformance computerized test, our students are showing overall gains in both math and reading/language over the period of one school year in relation to the state and national samples.

As all aspects of test score data was examined for a three-year period, there are several significant findings. When comparing our males and females, we found that typically our females out-performed the males in math and Reading/Language Arts. In Reading and Language Arts we found that six percent of our females were not proficient and eight percent of our males were not proficient. There was only a two percent Gap between male and female scores. In Math that six percent of our females were non-proficient as opposed to ten percent of our males. The four percent gap was surprising in this subject, since usually boys outscore females in math as found in past research. Our ethnic population is 98.83% Caucasian, therefore disaggregation of ethnicity data is not specially identified due to security of student races. However, the three students that are not Caucasian were all proficient in 2007 TCAP exams for all areas. All students are of utmost importance to us. We have no students who are ESL learners.

We also found that our non-economically disadvantaged students scored higher than the economically disadvantaged in Math. Data shows in Reading and Language Arts eight percent of our economically disadvantaged students scored non-proficient, as three percent of our non-economically disadvantaged were non-proficient. When comparing our regular education students to our special education students we found that in Math, we had a total of 12 non-proficient students out of 136 total tested in 2007, and eight of those were in special education classes. When looking at our Reading and Language Arts scores for 2007 a total of 12 students

Report Card Data Disaggregation

were non-proficient, six of those were special education students and six were regular education students. So there was no gap in actual numbers, but percentages gaps showed that 35% of our special education students and only 5% of our regular education students were non-proficient in Reading/Language Arts. When finding differences in our low to middle students we noted an average of 33% gap between these groups. When comparing our middle to high groups we noted a gap of only about 12% gap in 2007 and 14 % in 2006, so that gap decreased in 2007. The greatest gap was between our low to high students, which showed high achievers at 47% higher than our low achievers.

Our action steps placed in Component 4 address these groups of students who are non-proficient. In the future, we hope to close the gap that is evident between these student groupings. More data disaggregation is discussed further in this component as charts and narrative responses to those charts are clearly marked on following pages.

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

At the beginning of each school year, we prescreen our kindergarten students with alphabet recognition. The program used for this evaluation process is called the Early Childhood Reading Intervention Program. After students are screened, they are classified into ability level groups and placed in a program called Pre-ECRIP. This program consists of teachers and assistants working with students in small groups. Then in December, the students are given the Early Reading Screening Instrument (ERSI). The Pre-ECRIP program continues and the students are assessed again in May. The results are shown in a table below for the past three years.

Narrative Synthesis of Data

Table

Kindergarten ERSI results					
	DECEMBER			MAY	
	% proficient	% non-proficient		% proficient	% non-proficient
2004-2005	n=42 12%	88%	n=45	51%	49%
2005-2006	n=27 30%	70%	n=30	70%	30%
2006-2007	n=37 30%	70%	n= 41	88%	12%

n= number of students

The test results range from zero being the lowest and forty being the highest.

Proficient scores 30 and above with 29 and below being considered non-proficient.

In 2004-2005 there were 42 children tested. The non-proficient scores decreased in December from 88% to 49% in May. In 05-06 the 27 students tested showed that the non-proficient scores decreased from 70% in December to 30% in May. Again in 06-07 the 37 students tested improved on non-proficient scores from 70% in December to only 12% in May. The 06-07 year showed the biggest improvements in student scores.

As the table clearly shows, students made great improvements from the December assessment to the May assessment. **(noted strength)** The assistants file this data for the next school year. Once school resumes in August of the next school year, these same results are pulled and reviewed. Those non-proficient first graders, who took the test as Kindergartens, are considered for placement in our Supporting Achievement in Literacy (SAIL) reading program. When placing students in ECRIP, the amount of students is compared to the amount of Title 1 assistants we have at our school.

These students receive reading instruction in the classroom and then are pulled out for 30 additional minutes of one-on-one reading with the assistant. **(noted weakness)** These students are given an assessment in December and could possibly, but rarely, test out of the SAIL program at this time. They are assessed again in May and teachers are given results of student progress.

CRT Scores % of Proficient and Advanced Reading and Language Arts

Grade	Year	All Students	Male	Female	Economically Disadvantaged	Non-Econ. Disadvantaged
3	2004-05	96	94	100	93	99
	2005-06	88	86	84	83	100
	2006-07	88	87	90	82	100
4	2004-05	86	88	85	83	89
	2005-06	84	86	78	73	100
	2006-07	85	80	89	80	100
5	2004-05	85	70	94	79	91
	2005-06	90	91	90	73	100
	2006-07	100	100	100	100	100
6	2004-05	96	94	100	94	98
	2005-06	92	76	100	85	100
	2006-07	94	100	90	88	100
7	2004-05	80	78	83	79	81
	2005-06	91	85	100	91	90
	2006-07	81	80	81	80	82
8	2004-05	92	85	100	89	95
	2005-06	86	89	84	83	100
	2006-07	100	100	100	100	100

2nd grade TCAP MNCE scores for 2006-2007

Year	Language Composite	Math Composite	Total
2005-2006	49.7	53.0	51.6
2006-2007	53.4	60.8	55.4

CRT Percent Proficient and Advanced Reading and Language Arts

We disaggregated data for grades three through eight into the following areas: all students, male/female and economically disadvantaged/non-economically disadvantaged. This data covered a three-year period, 04-05, 05-06, and 06-07 school years. We analyzed the percent proficient and

Narrative Synthesis of Data

advanced in Reading and Language Arts. The following is a narrative of our findings to show our strengths and weaknesses for each grade level.

Our second grade scores increased from 2006 to 2007 in all composite scores and total scores. For Reading and Language Arts second grades increased from a 49.7 to a 53.4. The total score increased from 51.6 to a 55.4 as measured in MNCE scores. We are making increases in 2nd grade, in all composite areas.

In grade three the highest score of 96% proficient or advanced was in 2005 and declined in the following years to 88% for all students. We noted however that in 2005, 99% of our non-economically disadvantaged students scored proficient and advanced and 100% in both 2006 and 2007. It was our economically disadvantaged that made the drop from 93% in 2005 to 82% in 2007. Third grade females did better by only a one student margin. There were two males non-proficient in Reading and Language and one female male.

In grade four, our scores remained around 84% each of the three-year data periods. In 2006, our non-economically disadvantaged increased to 100% from 89 % in 2005. When comparing our fourth grade males and females we saw that our males decreased from 86% in 2005 to 80% in 2007, but our females stayed consistent around 90% for the three-year period.

For grade five, our students' proficient and advanced scores increased from 85% in 2005 to 100% in 2007. Our male students and our economically disadvantaged students made the biggest increases in scores from 2005 to 2007. Economically disadvantaged students increased from 73% to 100% and our males increased from 70% to 100%.

Grade six scores decreased from 96% in 2005 to 94% in 2007, which were still impressive scores. Our sixth grade males increased a great amount in 2007 scoring 100%, which was up from 2006 when scores were 76% proficient and advanced. Our economically disadvantaged showed a

Narrative Synthesis of Data

decrease from 94% in 2005 to 88% in 2007.

In grade seven our scores increased in 2006 but then decreased in 2007. We had 91% proficient and advanced in 2006, but dropped to 81% in 2007. Our economically disadvantaged decreased from 91% to 80% and our non-economically disadvantaged decreased from 90% to 82% in 2007. Our male and female scores decreased as well. We attributed this to the particular class that took the test in 7th grade in 2006 and the class that took it in 2007. The class of 2007 was lower on the average than that of the class of 2006.

Eighth grade scores had an overall increase for the three-year period. Students scored 86% proficient and advanced in 2006 and jumped to 100% in 2007. All categories had the same results of 100% proficient and advanced for all subgroups.

We noticed that in third, fourth, fifth, sixth and eighth grade, for the year of 2007, 100% of our students without disabilities scored proficient and advanced. Due to $n < 5$ per grade level, students with disabilities wasn't reported on the chart. Other grades had very excellent percentages with grade five being 100%, grade six being 94% and grade seven was our lowest at 81% proficient and advanced.

STRENGTHS NOTED FROM THIS DATA:

1. 2nd grade composite areas
2. Non-economically disadvantaged scored well each year.
3. 5th & 8th grade scored 100% in 2007

WEAKNESSES NOTED FROM THIS DATA:

1. 4th grade scores decreased for males
2. 7th grade scores decreased overall from 2006-to 2007.

Narrative Synthesis of Data

**CRT Scores % of Proficient and Advanced
Math**

Grade	Year	All Students	Male	Female	Economically Disadvantaged	Non-Econ. Disadvantaged
3	2004-05	88	88	89	80	94
	2005-06	87	85	89	82	100
	2006-07	84	87	100	81	89
4	2004-05	86	88	85	83	89
	2005-06	84	80	89	73	100
	2006-07	84	70	100	95	97
5	2004-05	96	90	100	95	97
	2005-06	95	100	88	89	100
	2006-07	100	100	100	100	100
6	2004-05	93	88	100	89	96
	2005-06	83	88	80	77	90
	2006-07	94	88	100	97	100
7	2004-05	83	83	83	79	87
	2005-06	96	92	100	91	100
	2006-07	92	100	88	93	91
8	2004-05	89	85	92	89	87
	2005-06	75	83	75	80	84
	2006-07	96	93	100	93	100

**CRT Percent Proficient and Advanced
Mathematics**

When reviewing our school’s math scores we found a variety of evidence throughout our grade levels. We evaluated our school and compared our economically disadvantaged and non-economically disadvantaged, our male and female, students with disabilities and those without as well as our overall student scores.

Our third grade proficient and advanced scores were above the state and system at 88% in 2005 and 87% in 2006, but dropped below the state and system in 2007 to 84%. One hundred percent of our non-economically disadvantaged students scored proficient and advanced in 2005 and

Narrative Synthesis of Data

2006 but dropped to 90% in 2007. Our third grade females scored better than our males in 2007, scoring 100% to our females 87%

Fourth grade scores also dropped in 2007 from 86% in 2005 to 84% for the 2007 school year in proficient and advanced. Again in grade four, non-economically disadvantaged students scored 100% proficient and advanced. In this grade level our females outscored the males with 100% proficient and advanced as opposed to our males who only scored 70% proficient and advanced.

Our fifth grade scores improved in 2005 from 96% to 100% proficient and advanced in 2007. All subgroups scored 100% proficient or advanced. Grade five showed the best scores for the 2007 school year.

When looking at our sixth graders, we found that there was a decrease in proficiency in 2005 from 93% to 83% in 2006. Those scores increased in 2007 to 94% proficient and advanced. Non-economically disadvantaged scores were 100% proficient in 2007. Again, in grade six our females outscored our males in mathematics in which females scored 100% to males showing 88%.

In Reading and Language, we noticed our lowest scores were in 7th grade, but found that our 7th graders showed greater achievement in math. They scored above the system and state in all three years with a 92% in 2007 as opposed to 85% for our system. Grade seven stayed on track with concurrent grades by having students without disabilities and non-economically disadvantaged students scoring 100% in 2007.

Our eighth grade scores increased in 2005 from 89% proficiency to 96% proficiency in 2007. Female, non-economically disadvantaged and students without disabilities all scored 100% proficient and advanced.

Overall, a pattern developed showing that our female students out-scored our males in mathematics, except for in grades three and seven, which was not the expected pattern.

Narrative Synthesis of Data

STRENGTHS NOTED FROM THIS DATA:

1. 2nd grade composite areas
2. Females are scoring well.
3. 5th & 8th grade scored 100% in 2007

WEAKNESSES NOTED FROM THIS DATA:

1. Economically disadvantaged scores low
2. Males are scoring lower than females in most grades
3. Students with disabilities scored low.

Performance Summary
NCLB Target Goals for 2005-2007

Once this year's 2008 scores are returned, this will be changed.

Reading and Language 83% Math 79%
in 2008 89% 86%

Rural Vale School's Proficient Levels

Grade Level	Year	Reading/Language	Math
3	2004-05	96	88
	2005-06	87	87
	2006-07	88	84
4	2004-05	85.7	85.7
	2005-06	83	84
	2006-07	84.2	84.2
5	2004-05	84.6	96.2
	2005-06	85	95
	2006-07	100	100
6	2004-05	96.4	92.8
	2005-06	92	93
	2006-07	94.4	94.4
7	2004-05	80	83.3

Narrative Synthesis of Data

	2005-06	90	96
	2006-07	80.8	92.3
8	2004-05	92.3	88.4
	2005-06	88	81
	2006-07	100	95.8

Value Added

2005-2007

**Estimated School Mean NCE Gain
Reading and Language**

Grade	3	4	5	6	7	8
State 3 Yr- Avg.		1.2	4.7	4.9	0.6	2.8
2005		7.9G	-2.1Y	7.2G	0.1G	7.8G
2006		-0.6Y	4.0G	9.7G	-1.7Y	3.4G
2007		4.0G	9.3G	0.1G	-4.0R	3.3G
3 Yr-Avg NCE Gain		3.8	3.7	5.7	-1.9R	4.8

G- estimated mean NCE gain equal to or greater than growth standard.

Y- estimated mean NCE gain below growth standard, but by less than one standard error.

R- estimated mean NCE gain below growth standard by at least one standard error, but less than two, standard errors.

R*- estimated mean NCE gain below growth standard by at least two standard errors.

**Estimated School Mean NCE Scores
Reading and Language**

Grade	3	4	5	6	7	8
State Base Year (1998)	50	50	50	50	50	50
State 3 Yr-Avg	53.7	53	55.8	57.3	54.5	55.2
2005 Mean	49.2	53.2	44.2	55.2	43.8	53.5
2006 Mean	47.9	48.6	57.2	53.9	53.4	47.2
2007 Mean	51.0	52.0	57.9	57.3	49.9	56.8

Value Added
2005-2007
Estimated School Mean NCE Gains and Scores
Reading and Language

Value Added Reading and Language scores for the 2005-2007 school years in grades three through eight are in two categories, Estimated School Mean NCE Gains and Estimated School Mean NCE Scores. The State Base Year in Mean NCE scores is 1998 with a score of 50 for all grades.

Grade three has no Gain scores, because this is the start year. A three-year State average is 53.7 for grade three. In 2005, it had a score of 49.2, and this declined to 47.9 in 2006 but increased in 2007 to 51.0.

The State's three-year average for the fourth grade was 1.2, and in 2005, the gain was greater than the State with 7.9. However, in 2006, this was a -0.6, which was below a growth standard, but by less than one standard error. Again, in 2007 a gain greater than the growth was experienced of 4.0. The three-year average NCE gain was 3.8. Scores for the Estimated School Mean NCE scores for the fourth grade began with the state three-year of 53. In 2005, Rural Vale's fourth grade score was slightly above the three-year average with a 53.2; however, this dropped in 2006 to 48.6, but rose to 52.0 in 2007.

The Estimated School Mean NCE Gain score for the State's fifth grade three-year average is 4.7. Fifth grade was well below this with -2.1 meaning the NCE gain was below a growth standard, but by less than one standard error. This increased dramatically in 2006 to 4.0 (equal to or greater than a growth standard) and all the way to 9.3 in 2007. The 3-year average for 5th grade was 3.7. The Mean NCE scores for the 5th grade began in 2005 below the state's 3-year average of 55.8, and by 2007, it was 57.9.

Narrative Synthesis of Data

The State's NCE Gain three-average is 4.9 for the sixth grade; however, Rural Vale School's 2005 was above this with 7.2. Gains continued to go above the state average in 2006 with 9.7, but dropped dramatically in 2007 with 0.1, a gain equal to or greater than a growth standard. The three-year average was above the state at 5.7. The Mean NCE Scores statistics was based on the State's three-year average of 57.3. In 2005, the score was below this at 55.2. It decreased further in 2006 at 53.9 but increased to 57.3 in 2007, the same as the State's 3-year average.

The States' 3-year average NCE Gain Score was 0.6 for the seventh grade. A 0.1 gain equal to or greater than a growth standard was evident in Rural Vale's seventh grade; however, this continued to decline in 2006 (-1.7) and more so in 2007 with -4.0, a gain below a growth standard by at least one standard error, but less than two standard errors. These three years of decline resulted in a 3-year average NCE gain of -1.9, below growth by at least one standard error, but less than two. Regarding NCE scores, seventh grade started well below the state's 3-year average of 54.5 with 43.8 and ended with a 49.9 by 2007.

Eighth grade's three-year state average for NCE Gain was 2.8, and Rural Vale School's average was above this (4.8), equal to or greater than a growth standard. This was a result of 2005 experiencing a 7.8, 3.4 in 2006, and 3.3 in 2007. After dropping below the State's 8th grade 3-year average of 55.2 the first two years, the 8th grade was above this with 56.8 in 2007.

STRENGTHS NOTED FROM THIS DATA:

1. Grades three increased scores in 07.
2. Grades four, five six, and eight all increased and were above the state in 2007.

WEAKNESSES NOTED FROM THIS DATA:

1. Seventh grade scores were below state and showed a decrease

Value Added
2005-2007
Estimated School Mean NCE Gain
Math

Grade	3	4	5	6	7	8
State 3 Yr- Avg.		2.0	2.0	1.9	1.8	1.5
2005		3.3G	4.4G	0.8G	-1.5Y	-3.0R
2006		-7.0R*	5.7G	-5.6R*	0.7G	-3.3R
2007		-4.2R	10.8G	3.9G	15.5G	10.3G
3 Yr-Avg NCE Gain		-2.6R	7.0G	-0.3Y	4.9G	1.3G

G- estimated mean NCE gain equal to or greater than growth standard.

Y- estimated mean NCE gain below growth standard, but by less than one standard error.

R- estimated mean NCE gain below growth standard by at least one standard error, but less than two, standard errors.

R*- estimated mean NCE gain below growth standard by at least two standard errors.

Estimated School Mean NCE Scores

Math

Grade	3	4	5	6	7	8
State Base Year (1998)	50	50	50	50	50	50
State 3 Yr-Avg	58.8	58.9	57.6	56.6	55.8	55.1
2005 Mean	62.0	54.0	52.3	51.4	49.0	52.2
2006 Mean	58.1	55.0	59.7	46.7	52.2	45.6
2007 Mean	61.2	54.0	65.8	63.6	62.3	62.4

Value Added
2005-2007
Estimated School Mean NCE Gains and Scores
Math

Value Added Math scores for the 2005-2007 school years in grades three through eight are in two categories, Estimated School Mean NCE Gains and Estimated School Mean NCE Scores. The State Base Year in Mean NCE scores is 1998 with a score of 50 for all grades.

Grade three has no Gain scores. A three-year State average is 58.8 for grade three. In 2005, Rural Vale's 3rd grade had a score of 62.0, and this declined to 58.1 in 2006 but increased in 2007 to 61.2, well above the state average.

The State's three-year average for the fourth grade was 2.0, and in 2005, its gain was greater than the State with 3.3. However, in 2006, this dropped significantly to a -7.0, which was below a growth standard by at least two standard errors. Again, in 2007 a negative score of 4.2 showed that growth was by at least one standard error, but less than two. The three-year period ended with a -2.6 score (gain below a growth standard by at least one standard error, but less than two standard errors). Scores for the Estimated School Mean NCE Scores for the fourth grade began with the State three-year of 58.9. In 2005, Rural Vale's fourth grade score was above the base year of 50 but below the three-year average. A 55.0 was seen in 2006, but this decreased to 54.0 in 2007, which is below the State average. Fourth grade mean gains were significantly low in 2006 and 2007.

The Estimated School Mean NCE Gain score for the State's fifth grade three-year average is 2.0. The same average for Rural Vale School was above this at 7.0. The following shows a breakdown of gains: 2005 (4.4), 2006 (5.7), and 2007 (10.8). Regarding the Mean NCE scores, the

Narrative Synthesis of Data

State's three-average for fifth grade is 57.6, and in 2005 Rural Vale School was below this with 52.3. This increased in 2006 to 59.7, and continued to rise in 2007 to 65.8, well above the state's 3-year average. Students in fifth grade showed significant gains in mathematics.

The State's NCE Gain three-average is 1.9 for the sixth grade. Rural Vale's 5th grade experienced a gain equal to or greater than growth standard of 0.8 in 2005. It was significantly below the state average in 2006 at -5.6 (at least two standard errors) and increased in 2007 to 3.9. This fluctuation resulted in -0.3 three-year average. The Mean NCE Scores statistics was based on the state's three-year average of 56.6. In 2005, the score was below this at 51.4. It decreased further in 2006 at 46.7, but a tremendous increase was made in 2007 of 63.6. This supports that achievement among groups of students from year to year results in varied results. Sixth grade students in 2006 suffered a drastic drop in gains, but made significant increases in the following year to 15.5.

Seventh grade's Mean NCE Gain for the three-year State average was 1.8. In 2005, the seventh grade scored below this with -1.5; however, this was increased to 0.7 in 2006, which is a gain equal to or greater than a growth standard. Gains continued to show improvement with an astonishing 15.5 in 2007; thus, a three-average of 4.9 resulted which was above the State of 1.8. The State showed a Mean NCE score of 55.8. In 2005, Rural Vale's 7th grade was below this with 49.0, 52.2 in 2006, and 62.3 in 2007. Seventh grade experienced a drastic increase in gain in 2007 after falling well below the growth standard the previous year.

Eighth grade's three-year average for NCE Gain was 1.5, and Rural Vale School's average was near this at 1.3. This was a result of 2005 experiencing a -3.0 and -3.3 in 2006, both below growth standards by at least one standard error, but less than two standard errors. In 2007, a sharp increase of 10.3 was seen which was equal to or greater than growth standards. The Mean NCE 3-

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year average for the state was 55.1. Rural Vale ended the 3-year period well above this with 62.4 in 2007; however, the 3-year period began below the State's average in 2005 with 52.2 and lower in 2006 with 45.6. Eighth grade scores showed impressive gains over the three-year period in mathematics.

STRENGTHS NOTED FROM THIS DATA:

1. All grades except fourth were above the state 3 year average.
2. Grades 5, 7, 8 showed positive gains

WEAKNESSES NOTED FROM THIS DATA:

1. Fourth grade showed little or no increase

Value Added
2005-2007
Estimated School Mean NCE Gain
Social Studies

Grade	3	4	5	6	7	8
State 3 Yr- Avg.		4.7	2.4	-0.5	1.4	-0.7
2005		7.5G	1.7G	3.7G	7.2G	-0.8Y
2006		-2.1Y	0.4G	-4.4R	0.7G	0.9G
2007		6.8G	6.3G	-1.0Y	10.8G	2.3G
3 Yr-Avg NCE Gain		4.0G	2.8G	-0.5Y	6.2G	0.8G

G- estimated mean NCE gain equal to or greater than growth standard.

Y- estimated mean NCE gain below growth standard, but by less than one standard error.

R- estimated mean NCE gain below growth standard by at least one standard error, but less than two, standard errors.

R*- estimated mean NCE gain below growth standard by at least two standard errors.

Estimated School Mean NCE Scores
Social Studies

Grade	3	4	5	6	7	8
State Base Year (1998)	50	50	50	50	50	50
State 3 Yr-Avg	53.3	56.7	56.4	53.1	52.7	50.8
2005 Mean	52.6	52.4	46.6	50.5	47.4	52.6
2006 Mean	47.8	50.5	52.8	42.2	51.2	48.2
2007 Mean	48.3	54.6	56.8	51.8	53.1	53.5

Value Added
2005-2007
Estimated School Mean NCE Gains and Scores
Social Studies

Value Added Social Studies scores for the 2005-2007 school years in grades three through eight are in two categories, Estimated School Mean NCE Gains and Estimated School Mean NCE Scores. The State Base Year in Mean NCE scores is 1998 with a score of 50 for all grades.

Grade three has no Gain scores. A three-year state average for mean scores is 53.3 for grade three. In 2005, there was a score of 52.6, and this declined to 47.8 in 2006 but increased in 2007 to 48.3. Third grades scores fell slightly below the mean of 50 in the three-year period.

The State's three-year average for the fourth grade was 4.7, and in 2005, the gain was greater than the State with 7.5. However, in 2006, there was a -2.1, which was below a growth standard, but by less than one standard error. Again, in 2007 a gain greater than a standard growth was experienced of 6.8. The three-year average NCE gain was 4.0. Scores for the Estimated School Mean NCE scores for the fourth grade begin with the state three-year of 56.7. In 2005, Rural Vale's fourth grade score was above the base year of 50 but below the three-year average. A 50.5 was seen in 2006, but this increased to 54.6 in 2007, which is still below the average. In fourth grade, scores show that students made gains throughout the three-year period but were unable to score higher than the mean of 50.

The Estimated School Mean NCE Gain score for the State's fifth grade three-year average was 2.4. The same average for Rural Vale School was above this at 2.8. A breakdown of gains showed the following: 2005 (1.7), 2006 (0.4), and 2007 (6.3). Regarding the Mean NCE scores, the state's three-average for fifth grade is 56.7, and in 2005 Rural Vale School was below this with 46.6.

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This increased in 2006 to 52.8 and 54.6 in 2007, both still below the state average. Fifth grade students showed gains in good standing, however the mean scores were not above the State's three-year average.

The State's NCE Gain three-average is -0.5 for the sixth grade; however, Rural Vale School's 2005 was above this with 3.7. It was below the state average in 2006 at -4.4 and increased in 2007 in less than one standard error below growth standard with a score of -1.0 . The three-year average was the same as the state at -0.5 . The Mean NCE scores statistics is based on the state's three-year average of 53.1. In 2005, the score was below this at 50.5. It decreased further in 2006 at 42.2 but increased to 51.8 in 2007. The largest area of concern was in 2006 where the gains fell to -4.4 , which is below the growth standard by at least one standard error.

Seventh grade's Mean NCE Gain for the three-year state average was 1.4. In 2005, the seventh grade scored well above this with 7.2; however, it dropped significantly to 0.7 in 2006 and showed improvement in 2007 with a score of 10.8. The three-average of 6.2 was above the state of 1.4. The Mean NCE scores were above the state's three average (52.7) in 2005 and 2007 but below it in 2006 with a score of 47.4. Overall, seventh grade students in 2007 showed the largest gains of any grade level in Social Studies.

Eighth grade's three-year average for NCE Gain was -0.7 , and Rural Vale School's average was above this (0.8). This was a result of 2005 experiencing a -0.8 , 0.9 in 2006, and 2.3 in 2007. The Mean NCE scores were also above the state's three-year average of 50.8. In 2005 the score was 52.6 and 53.5 in 2007. It decreased in 2006 to 48.2. For the most part, eighth grade mean gains and scores were in good standing and showed improvement.

STRENGTHS NOTED FROM THIS DATA:

1. seventh grade made largest gains

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WEAKNESSES NOTED FROM THIS DATA:

1. Most grades fell below the state 3 year average for gains, however did make some gains.

Value Added
2005-2007
Estimated School Mean NCE Gain
Science

Grade	3	4	5	6	7	8
State 3 Yr- Avg.		3.7	1.4	0.3	4.2	1.2
2005		-2.4Y	0.9G	1.5G	0.4G	4.6G
2006		-0.3Y	4.2G	4.2G	0.2G	-0.3Y
2007		-2.0Y	-0.0Y	-4.4R	1.4G	0.4G
3 Yr-Avg NCE Gain		-1.5Y	1.7G	0.4G	0.7G	1.6G

G- estimated mean NCE gain equal to or greater than growth standard.

Y- estimated mean NCE gain below growth standard, but by less than one standard error.

R- estimated mean NCE gain below growth standard by at least one standard error, but less than two, standard errors.

R*- estimated mean NCE gain below growth standard by at least two standard errors.

Estimated School Mean NCE Scores
Science

Grade	3	4	5	6	7	8
State Base Year (1998)	50	50	50	50	50	50
State 3 Yr-Avg	55.8	57.7	56.1	53.4	55.0	53.6
2005 Mean	52.9	52.9	42.9	49.7	44.1	50.1
2006 Mean	52.9	52.7	57.2	47.1	49.9	43.8
2007 Mean	60.2	50.9	52.7	52.8	48.4	50.3

Value Added
2005-2007
Estimated School Mean NCE Gains and Scores
Science

Value Added Science scores for the 2005-2007 school years in grades three through eight are in two categories, Estimated School Mean NCE Gains and Estimated School Mean NCE Scores. Grade three has no Gain scores. The State Base Year (1998) for Mean NCE scores is 50 for all grades.

A three-year state average is 55.8 for grade three. In 2005 and 2006, the mean gain was 52.9 for each year, which fell slightly below the three-year state average. In 2007, the mean score for third grade was 60.2, which was well above the three-year State average.

When Mean NCE Gains were examined for fourth grade, the three-year State average was 3.7. For 2005-2007, fourth grade gains fell below the average by less than one standard of error (2005; -2.4), (2006; -0.3), (2007; -2.0). The three-year average NCE Gain was -1.5, which indicates that fourth grade gains were below the growth standard, but by less than one standard of error. The Mean NCE Scores for the State three-year average for fourth grade was 57.7. In each of the three years examined, the fourth grade scores fell below the three-year average with a 52.9 in 2005, 52.7 in 2006, and 50.9 in 2007. All Mean NCE Scores were still above the State Base Year (1998) with a mean of 50. There were no significantly low gains or scores in fourth grade over a three-year period.

Mean NCE Gains were examined for fifth grade and the three-year State average was 1.4. For 2005, gains were above the State average. In 2006, gains were substantially higher than the

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State three-year average with a 4.2 showing a much higher growth standard. However, in 2007, the gain fell flat at -0.0 which was still less than one standard error. The Mean NCE Scores for the State three-year average were 56.1. In 2006, the score was higher than the state with a 57.2. In 2005 and 2007, the fifth grade scores fell below the mean score of the State. There were no significantly low gains or scores in fifth grade over a three-year period.

The State three-year average for sixth grade was 0.3 for the Estimated Mean NCE Gains. In the years 2005 and 2006, sixth grade gains were above the State's average with gains in 2006 being significant with a mean of 4.2. However, in 2007 there was a substantial drop in gains with a -4.4 . The three-year average NCE Gain for 2005-2007 for sixth grade was still in good standing with 0.4. When the Mean NCE Scores were examined, the three-year State average of 53.4 was not obtained during 2005-2007. In 2007, the scores did surpass the average mean of 50 with a rating of 52.8. The most significant area was the impressive increase in 2006 from a previous gain of 1.5 in 2005 to 4.2 in the following year. The sixth grade group of the next year was not able to maintain the gains and showed a score of -4.4 . This shows that from year to year, different groups of students produce varying results based on the overall group's ability and achievement.

Mean NCE Gains were examined for seventh grade where the three-year State average was 4.2. In the years 2005-2007, gains were above the growth standard. There were no areas of concern. When exploring the Mean NCE Scores, the State three-year average was 55.0. In each of the three years, scores fell below the state average and the State base year mean score of 50 (2005; 44.1), (2006; 49.9), (2007; 48.4). Although seventh grade students in each of the three years were making gains, the scores were not above the mean.

The Mean NCE Gains showed a State three-year average for the eighth grade of 1.2, which was surpassed in 2005 with a gain of 4.6. In 2006, there was a slight drop below the average of $-$

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0.3, but the gains increased in 2007 to 0.4. The overall three-year NCE Gain was 1.6 standards of growth. When the Mean NCE Scores were examined for eighth grade science, scores were not above the State's average of 53.6 in any of the three years. There was a dip below the mean in 2006 of 43.8. In 2005 and 2007 scores were slightly above the mean with a 50.1 and 50.3. Eighth grade students in each of the three years were for the most part making gains and showed NCE scores above the mean.

STRENGTHS NOTED FROM THIS DATA;

1. third grade scored 60, well above state average
2. 7th and 8th grades made gains in each of the three years

WEAKNESSES NOTED FROM THIS DATA;

1. fourth grade dropped in 2007

TCAP Writing Assessment

Grades 5th and 8th

3 year average	2005			2006			2007			2007 State		
Writing	Score	Grade	Trend	Score	Grade	Trend	Score	Grade	Trend	Score	Grade	Trend
5 th	4.2	A	-	4	A	NC	4.1	A	NC	4.1	A	NC
8 th	4.3	A	-	4.2	A	NC	4	A	NC	4.2	A	NC

TCAP Writing Assessment

Grades 5th and 8th

Our TCAP Writing Assessment Scores in fifth grade have been impressive for the last three years of 2005, 2006, and 2007. For all three years of this assessment, fifth grade has received an A. In 2005, fifth grade got a score of 4.2, which was an A. In 2006, fifth grade got a score of 4, which was an A. In 2007, fifth grade got a score of 4.1, which is also an A. The state's average score in 2007 was a 4.1 therefore; our students are on the mark when compared to the state's average in this area.

The eighth grade TCAP Writing Assessment Scores look much the same as the fifth grade scores. For all three years of this assessment, eighth grade has also received an A. In 2005, eighth grade got a score of 4.3, which was an A. In 2006, eighth grade received a score of 4.2, which was an A. In 2007, eighth grade earned a score of 4, which was also an A. The state's score for eighth grade was 4.2 and an A. For a three-year period, our writing assessment scores for the eighth grade have been very impressive as well. **NOTED STRENGTH** is in writing at our school.

Grades K-8 Value Added Growth Standard

3 year average	2006	2006	2007	2007	2007 State
CRT	Status	Mean Gain	Status	Mean Gain	Growth Standard
Math	D	-1.1	A	2.1	0
Reading/Language	A	2.1	A	3.2	0
Social Studies	B	0	A	2.7	0
Science	C	-0.5	B	0.6	0

Grades K-8 Value Added Growth Standard

The Value Added Growth Standards were examined for K-8th grades. The results show that we have made gains or remained the same in all areas of our Value Added Growth Standards and have made gains in all areas of our Mean Gain.

In 2006, our status in Math was a D with a -1.1 Mean Gain. In 2007 we raised that grade to an A with a Mean Gain of 2.1. In 2006, our status in Reading/Language was an A with a Mean Gain of 2.1. In 2007 we also got an A, but with a Mean Gain of 3.2. In 2006, our status in Social Studies was a B with a Mean Gain of 0. In 2007 our status had raised to an A with a Mean Gain of 2.7. In 2006, our status in Science was a C with a Mean Gain of -0.5. In 2007, our status had risen to a B with a Mean Gain of 0.6.

In summary, our Value Added Growth Standards status is three A's in Math, Reading/Language, and Social Studies. We have a B status in Science. Mean Gains have remained consistent or increased over a three-year period.

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NOTED STRENGTH FROM THIS DATA;

1. Scores improved in all areas from 2006 to 2007.

Final conclusions from data:

We have found through a careful analysis of our data that in 2007 we had 12 students, out of 136, to score non-proficient in Reading and Language Arts. Six were labeled with disabilities and six without disabilities. Five of those being economically disadvantaged and one being non-economically disadvantaged. We also found that 12 students scored non-proficient in Math, eight of those being students with disabilities and three of those being economically disadvantaged and one being non-economically disadvantaged.

Our second grade students are scoring above the average range and doing well. Our weakest areas are word meaning. Our Kindergarten and first grade students who are placed in our Early Childhood Reading Intervention Program score better on Spring assessments than in the Fall.

We also found that our females are outscoring our males in most all grade levels. Also we have noted that in grades three, four, and seven there are more advanced females than males in Reading and Language and Math. We have noted that our value added scores slightly increased overall, but there were some grades still not making the state 3-year average.

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

Performance Targets from Data Results

1. Students in grades 2-8 (all subgroups included) will score at least 89% proficient in Language Arts/Reading meeting NCLB benchmark requirements.
2. Students in grades 2-8 (all subgroups included) will score at least 86% proficient in Math meeting NCLB benchmark requirements.
3. Our male students will be targeted to increase non-proficient scores in all subject areas, by intervention, tutoring and researched-based programs.
4. Our special education and economically disadvantaged students will be targeted to increase scores to proficient in both Reading/Language Arts and Math.
5. Student attendance rates will be maintained in order to meet or exceed state requirements.
6. Parental Support will be increased through various activities and programs to ensure parental involvement, since research shows that parental involvement affects the success of schools.
7. Analyzing our survey data, a need to develop a Bullying Prevention Program will be developed, to ensure a safe environment for learning to occur in response to safe schools. This is targeted because research shows that students will perform better when learning in a safe and nurturing environment.

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)

Rural Vale Elementary School developed its beliefs, mission and vision through several meetings of the teachers, staff, administrators, parents and community members. Research shows when parents and other stakeholders share decisions and are a vital part to any school it is much more successful. We worked hard to incorporate parents into every decision in this section. Our staff collaborated many times with each other and stakeholders (parents, students and community members) in developing our beliefs, mission and vision.

We began with giving committee members, which included staff, faculty, parents, students and community members, a sample of our system's beliefs to use as a guide, as well as policies and procedures we use to guide student learning. We also researched beliefs from high-performing schools. These guides were used to generate ideas and brainstorm our own set of beliefs, mission and vision. Then we met again to lay-out what we felt was a successful Component 2.

Through our meetings we discussed successful teaching strategies, changing needs in the workplace, parental concerns, research based techniques, successful school vision, and skills needed to be a productive citizen. Our concerns reach beyond the classroom walls to encompass the child as a whole. We strived to make beliefs reach each child at our school and give ALL students a great learning environment. Through these discussions, we developed our beliefs, mission, and vision for Rural Vale Elementary.

Beliefs
<p>Rural Vale School's Beliefs</p> <ol style="list-style-type: none">1. We believe that high expectations should be set for students, while using data and research based programs to guide instruction in the classroom.2. We believe that all children can learn and should be challenged to become independent thinkers, problem solvers, and creative thinkers through successful guided instruction with high expectations from all instructors.

3. We believe every child should work toward his or her full potential in order to exercise good citizenship qualities.
4. We believe every child should be encouraged to develop a positive attitude toward the school environment, community, and peers as they develop a sense of self-worth and respect for the differences of others.
5. We believe every child is entitled to a safe and nurturing environment where all policies in place ensure maximum student achievement and success.
6. We believe the school, parents, and community stakeholders should work together, sharing decisions, to ensure each child has a positive learning environment and opportunities to succeed.
7. We believe our school and community should continue to improve parental involvement and staff development in order to provide our students with a quality education.
8. We believe that each student should have the opportunity to participate in health and physical education activities as well as extra-curricular activities of their choice.
9. We believe that continual review and assessment of students, faculty and instruction will provide a clear look at our strengths and weaknesses in order to be a guide for our future success in achievement.

Common Mission

The mission of Rural Vale School is to promote a challenging and safe learning environment, which enables each child to become a successful student, meeting all guidelines, and being a positive, productive citizen, through teachers' use of a guided curriculum and protected instruction time.

Shared Vision

Our vision for Rural Vale School is to continue to provide a strong community based learning environment, where teachers and students strive to achieve the highest levels of success.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Staff Development on curriculum	Curriculum Mapping	Grade level Meetings	Assessments	Literacy-based reading series	Instructional Supplies to enhance curriculum	TN Dept. of Education Standards
Evidence of Practice (State in definitive/tangible terms)	Teachers attend training in several different curricular areas, such as fluency, mathematics, CPI, etc..	Each teacher has a curriculum map designed from a committee and all teacher input, for each subject area in order to follow TN state standards and prioritize student instruction in Readin/Lang., Math, Science and Social Studies	Teachers discuss current curriculum activities for each grade level or consecutive grade level activities, we use the curriculum mapping to decide upon which standards will be covered each 6 weeks and share ideas in Reading/Lang. & Math	Teachers use computerized instruction to assess curriculum / standards learning from students. These assessments are reviewed and discussed to evaluate effectiveness of curriculum and instruction. We have Fall / Winter / Spring benchmarks for students	Teachers use literacy rich reading series to meet the standards of our TN Dept. of Education’s standards. Literacy Centers, high-interest text, word walls are just a few on the literacy-rich reading	Teachers purchase supplies to enhance the curriculum standards through various money supplies, especially in Math manipulatives	All teachers use TN Blueprint for Learning to guide teaching
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?	Yes, Effective	Yes, Effective	Yes, Effective	Yes, Effective & No, non-effective	Yes, Effective	Yes, Effective	Yes, Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, TVASS results, school report card	This is new practice for our county	Planning books and student achievement on AIMS, Ed Performance and TCAP	Ed Performance results, AIMS web testing, Study Island reports, Unit and chapter tests	Weekly tests, teacher checklists, ERSI, Dolch word sight recognition	Grade Cards, Unit Test, Chapter tests, TCAP	Lesson Plan books, textbooks
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Our state report card shows results for our school to be in great standing compared to other schools in our district and state	High-performing schools have proved this practice is very effective, therefore we are hoping to see the same results	Students in similar or same grade levels achieve similar results due to shared lessons, planning and teaching strategies	Student performance increases from Fall to Spring in computerized assessments as well as classroom grades. In AIMS web testing- we have found inaccuracies in the AIMS testing	Students increase in reading achievement when evaluating different benchmarks in our assessment programs. TCAP scores increased in reading last year for several grade levels	Students' scores increase, as the year progresses due in part to hands-on manipulative in mathematics, enrichment supplies in lang. reading, science and social studies. Grade card scores and retention charts kept by the principal.	Students scores in classroom exam, formative assessments on computer programs, grade cards, TCAP tests
Evidence of equitable school support for this practice	Our LEA provides financial support and bring in instructors to train teachers, sign in sheets for all training	Our LEA has provided monetary support & staff development in this area with sign in sheets. Also each teacher at	Teachers stay after-school to meet with each other, no records are kept but we will continue to keep them from 2008 on	LEA purchased these programs to use for students and teachers have records on each student in each class for	Supplies and materials are purchased for reading for each classroom. Lesson plans books are kept and reviewed	Our school, our PTO, our LEA through Title I, II and IV provide money to our school, individual teachers, and	Our county provides curriculum standards, and textbooks, STATE provides website for standards

	sessions are held at LEA building	every school was provided curriculum mapping tools to fill out and then those were correlated to produce the current map we are using		evidence of equitable support	by the principal	school programs in order to purchase teaching and learning materials for the classroom and parental involvement. Teacher records of use	
Next Step (changes or continuations)	We will continue our reading block to ensure students success in reading	We will evaluate how effective our mapping has been at the end of our first year of using the curriculum map, teacher find this to be beneficial	Teachers will continue to evaluate and work together to share ideas and plan curriculum strategies	We will further evaluate to effective curriculum practice of assessing with the AIMS web and more than likely will continue our EdPerformanc e, Study Island, and Unit assessments	A Literacy – rich reading environment will remain a part of our curriculum	We will continue to purchase materials that enhance our curriculum for student success	In 2009 standards will change somewhat and all teachers have already had an inservice (Spring 2008) on the new standards and are making preparations for these changes to take effect

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:

Our curriculum covers all TN Blueprint for Learning Objectives through our current curriculum mapping. The reading curriculum is organized into blocks of uninterrupted instruction. We have 90 minutes of reading instruction including reading strategies, skills, vocabulary, literacy centers, and content development. During this 90-minute period of time, there are no announcements, phone calls, bathroom breaks, or specialty classes. Most, but not all teachers in K-3rd grades have a supplemental assistant in the classroom during this time. The curriculum must also accommodate 90 minutes of math instruction as well. This period of time does not have to be uninterrupted, but many teachers feel this is necessary for optimum instruction. In addition to the 90 minutes of math and reading instruction, the curriculum must also include 90 minutes of language arts, which includes spelling, grammar, handwriting, and writing. The additional curriculum would include at least 30 minutes of science and social studies per day. There is approximately 5 ½ hours of instruction in curriculum areas during each school day. Students have a 30-minute lunch period and specialty classes such as physical education, computer lab, art, library, and guidance, which comprises the 7-hour school day. Specialty area classes range in time from 25 minutes to 55 minutes. At different times throughout the school year, there are special events such as science fairs, literacy fairs, assemblies, etc. which supplement the curriculum.

MONEY: Money is allocated from the federal, state, and local governments. There is a particular amount sent to individual schools from each constituent to be spent per student. Monies are allocated to schools for academic as well as non-academic programs such as school breakfast and lunches, covering the costs of economically disadvantaged students' school supplies and fees, and special field trips. Each school in the system is responsible for raising monies for the general funds, athletic departments, PTO, and operational expenditures. Our school community is substantially rural with only one local business. The school community is located about 7 miles from the closest town. Our school has a very difficult time raising additional money from outside sources to enhance the curriculum and resources.

PERSONNEL:

Teachers are under the direct supervision of the principal and/or assistant principal. A supervisor of instruction is available to provide moral support, resources, and instructional aid to teachers. The supervisor is also involved in direct observations and recommendations of tenured and non-tenured teachers. There are 12 full-time classroom teachers in grades K-8. There are two qualified teachers who teach physical education, and guidance. We have 3 full-time supplemental assistants and 2 state aids. The assistants and aids are used for intervention programs with non-proficient students and to help teachers in the classroom during instruction. Teachers in K-5 have supplemental assistants for approximately 1 to 2 hours a day with variances depending on the grade level. Teachers in 6-8th grades have no supplemental assistants. We are fortunate to have dedicated parent volunteers who offer their time and resources to assist our faculty and students.

“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: Schools should spend their time covering all curriculum standards as set forth by the federal, state and local government. Schools should follow a curriculum map to maintain consistency between grade levels and other county schools. Professional Development should

be geared toward areas of the curriculum that would be most useful to teachers. Teachers need adequate planning periods so they can review curriculum needs, and find appropriate instructional techniques to assist in delivering the curriculum effectively.

MONEY: A priority for where money should be allocated would be on curriculum needs and technology. Teachers should be afforded every opportunity to a voice allocating where school money is spent pertaining to curriculum. The curriculum should align with state standards and there should also be equitable and adequate amounts of instructional support in each classroom. Some teachers feel that our school places too much money on items such as the copier and office supplies instead of classroom needs and technology.

PERSONNEL: Personnel are extremely knowledgeable of the curriculum that they teach. Training should be made available if needed. All personnel should have the same goal, which is to cover the curriculum with exceptional instructional strategies in order to effectively teach all students. Supplemental and specialty personnel should have adequate time in the lower grades and assist teachers in covering the curriculum. All personnel should have high attendance records in order to be effective.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? In the areas of textbooks, trade books, and supplemental materials for curriculum, we feel we are providing equity for all teachers. Teachers have an opinion in what textbooks are purchased. Also, teachers were instrumental in how the curriculum map was developed. The teachers were given equitable opportunities to express their opinions about placement of objectives from the TN Blueprint for Learning into the current curriculum map.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Funding sources should be targeted to aide in our curriculum procedures. We are currently in search of funds from the Kimberly-Clark corporation to assist our needs, so teachers can cover the curriculum with more technology in each classroom. We can use more resources outside of our small community to assist teachers in effective teaching of the curriculum. Many agencies provide services and other resources

throughout the county businesses that we are not capitalizing on at this time. However, we do use our banks and neighboring Tellico Plains area, to get valuable resources such as monetary support, speakers, free supplies, career day events, and incentives that enrich our curriculum.

Based on the data, are we accurately meeting the needs of all students in our school? As stated in the instructional section of this component, we do feel we are meeting the needs of students in our school in the area of curriculum. As stated before, in grade 3-8, we only have 11 students in Mathematics that were not proficient and 12 in Reading and Language for the 2007 school year. So, although there are many challenges to our curriculum, based on our data, we feel we are meeting the overall student needs.

TEMPLATE 3.1.c: Curricular Summary Questions

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

Template 3.1.c: Curricular Summary Questions
*(Rubric Indicator 3.2)***Curriculum Summary Questions- Narrative Response Required****What are our major strengths and how do we know?**

A major strength is that we now have a curriculum mapping system designed by all teachers in our county, which follows the Tennessee Blueprint for Learning. Teachers were given mapping data and were asked to give input from their grade/class/subject. The teachers were afforded the opportunity to help produce the curriculum map, which we now are using. Our system now currently uses a curriculum technique that highly effective schools use to guide their teachers in delivering the curriculum. Also, a strength is that we share our curriculum standards with our stakeholders each six week period. We send these home, put them in our newsletters and on our web-site so stakeholders are aware of what is to be covered each six-week period.

Another strength in the curriculum is that we seriously examine which series best matches the TN standards. Teachers work very hard to use those textbooks along with technology, additional materials, and other supplies to teach the curriculum. Feedback shows that teachers benefit from using the curriculum map to guide teaching. Grade levels throughout our school and across the county are simultaneously working at similar paces and are teaching the curriculum in close comparison with each other.

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.)**

One **major** challenge is that the curriculum is too difficult and moves at a strenuous pace for some of our children that have difficulties in learning. Another challenge is that we have no textbooks to assist our K-2 teachers in delivering science and social studies curriculum. When ranking our challenges, time to cover all standards before the state assessment, would surely

rank first. The amount of time available for teaching objectives and the amount of standards requiring mastery per grade level do not seem feasible. A further strain is created when art, music, physical education, computer classes, and library must be included in a child's daily schedule, but none are tested areas, although they use instructional time. Teacher surveys reflect agreement on those challenges, even though we still feel they are extremely important to a child's education.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges? The challenges we will address are that we will continue to request for our county to purchase science and social studies materials for K-2 teachers in order to better deliver the curriculum. However, we will continue to do the absolute best job we can with the time and materials available. We will also continue to address the challenges of students with disabilities to lesson the gap between proficient and non- proficient groups. Teachers will ask special education services to assist those learners, offer tutoring, and individualize instruction in order to cover all the objectives for each grade level.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Data-driven student centered instruction	Technology Based Instruction	Peer Reading Buddies	After School Tutoring	Talented and Gifted Program	Individualized Instruction
Evidence of Practice (State in definitive/tangible terms)	Teachers use a variety of data, including TCAP, computerized assessments, daily teacher observations and classroom assessments to base instruction around student learning. A variety of techniques are used to meet student needs	Teachers use technology in the classroom and programs such as; the Internet, United Streaming, Study Island which are all aligned with TN state standards and incorporation of higher order thinking skills	K-8 grades pair with each other to allow their students 30 minutes per week to read with reading buddies using research based materials to assist in reading groups	Three teachers hold after school classes to assist those students who are at risk in Reading and Math. This provides another way to assist students who are having difficulties	A teacher sponsor holds after- school meetings for students recognized as academically talented or gifted. After school meetings and field trips occur for these students who need additional opportunities	Teachers follow IEP's for Special Education students. If needed, teachers modify instructions or assessments to meet students needs. Varied teaching strategies are used to meet all student needs and incorporating higher level thinking
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?	Yes, Effective	Yes, Effective	Yes, Effective	Yes, Effective	Yes, Effective	Yes, Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, classroom assessments, EdPerformance, AIMS web, ERSI, Brigance, sight word recognition	Computerized reports, grade cards, chapter tests	Reading scores (AIMS and EdPerformance)	TCAP scores, grade cards	TCAP scores grade progression charts	IEP, Special Ed. Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Our percentages of students who are proficient and advanced on reading and lang. and mathematics are at or above NCLB benchmarks in most grade levels and some subgroups	Increased improvements in computerized reports from Fall / Winter / Spring in Reading, Lang. and Math results	Reading results improve from fall to spring semester when reading results are analyzed. Improvements per student, per grade level vary but overall increases were recorded	Our 2 nd -8 th TCAP scores show an improvement from year to year with our at-risk students. For K-2 we use our grade cards for evidence and our students passing grades	The percentage of advanced students has slightly increased over the past three years	Some students with disabilities met their subgroups requirements for the TCAP test
Evidence of equitable school support for this practice	LEA offers guidance, develops data teams and trains them to learn how use data to guide instruction, teachers document grades daily, weekly in grade books or	Our LEA provides monies for purchase of specific programs, school leadership schedules time for technology and teachers have records of students	Purchase of assessment reading programs, personnel support to test all K-5 students. Peer Reading Buddy Schedules are evidence of practice	Our LEA provides monetary support for teachers who conduct the tutoring. Teacher keep logs of students who attend tutoring and review TCAP reports	LEA provides monetary support for materials and supplies for TAG. Dates of meetings are kept but no record of student attendance has been kept	Special Ed. Funding, materials supplies, support through training. The Special Education teacher has student schedules and how much

	computerized reports	technology use		for those students		time given in pull-out class and in inclusion
Next Step (changes or continuations)	We will continue to use data to drive our instruction and center learning around each student	Technology will continue to be a priority for our school. We are currently raising money for each classroom to have an <i>Activboard</i> and projector	We will continue to use peer tutoring in reading and develop interventions for at-risk readers	Tutoring our at-risk targeted learners is essential for success of this group of learners	Our advanced learners need to continue to be challenged and provided with opportunities to excel. We will continue this program	Although our students are not tested on an individual basis we will continue to offer individualized instruction for our students with an IEP and on occasion those without

TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

Template 3.2.b: Instructional Gap Analysis

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

We currently use our allocated time to the best of our teaching abilities. We have 180 days, from 8:00-3:15 to instruct our children. During this time we have specialty classes that use some of our instruction time. We have art 25 minutes a week, computer lab 40 minutes twice a week, physical education 35 minutes twice a week, library class 40 minutes once a week, and guidance every other week for 30-40 minutes. Although students are out of the classroom at these times and not under the direct supervision of the teacher, they are receiving curricular instruction by certified teachers in specific areas. We have events in our school that take away from instructional time, but provide much needed support to our student body as part of their overall schooling. Events such as field trips, assemblies, sporting events, field day, career day, graduation, special programs, classroom programs, and guest speakers all contribute to classroom instruction or school operations in some way. Although we are out of class at this time, we are not always missing instruction.

MONEY:

Our school operates to the best of its ability with current funding, however, additional resources would allow for better educational resources and technology. Due to our area and lack of businesses and resources, we are at a disadvantage to generate additional funds. We are supported by our LEA, donations, and school fundraisers. We spend money on books, technology, instructional materials, hands-on supplies, etc... Our county provides an adequate

amount of financial support for most needed material. Technological materials and monies have increased in our county this past year, which provides better instructional opportunities. Some teachers have received interactive boards and projectors this year. Our LEA, state, and federal funding provides many of our needs; materials, supplies, textbooks, technology and salaries. Our school fundraisers provide extras like musical supplies, risers, microphones, computer programs, library books, instructional supplies, paper, copying supplies, office supplies, safety cameras, etc... We are currently working on additional funding from the Kimberly-Clark corporation, which supplies schools with money for worker volunteer programs.

PERSONNEL:

Our school is not currently operating with an adequate staff. As explained in Component 1a we have 12 teachers, 1 principal, 5 assistants and half time personnel such as librarian, physical education teacher, speech, special education teacher, school psychologist, guidance counselor and art. The addition of a full-time physical education teacher, librarian, and special education teacher is crucial to the betterment of our educational program. We currently have no music teacher of program. We only have art instruction 1 day a week which means students receive only 25 minutes of art instruction per week. The addition of these positions would enrich the overall education of our students. Many of our special education students miss their required time for special education because our teacher is only here for three hours a day. She must schedule her meetings during part of her instruction time. We have over 250 students and a librarian and guidance are only at our school 2 ½ days a week. Our school shares a speech teacher and a school psychologist with 5 other schools and this means that their workload is overwhelming and sometimes the timeline for availability is not adequate. Our county tries to share personnel among the small schools and sometimes this creates a problem. Even though we feel that sometimes we are under-staffed, the personnel work hard to do their jobs as effectively as they can. Most all of our personnel come to school each day with a willing spirit, caring attitude and are very professional. One of our strengths is that our personnel works well together and we strive to provide the best learning environment so optimal instruction in the classroom can occur.

OTHER RESOURCES: We feel that our community resources are utilized well. Field trips

and guest speakers provide a wealth of information for students. Although we don't have any businesses in our area to help fund needed items, we make do with our available resources to provide our students with a great education.

“What Ought to Be” – How we should be using our: time, money, personnel and other resources:

TIME:

Our time should be spent wisely with activities and instruction that promote the success of students. Teachers should allocate appropriate amounts of time for classroom instruction, which should be completely uninterrupted so that students receive maximum learning opportunities. Students should be given ample times to transition between classes or lessons with additional time to take short breaks in order to give the body and brain a “time-out”. Research has proven that physical activity stimulates the brain; therefore allowing students to be active will assist in classroom instruction.

MONEY: School needs should be prioritized so that funds are well spent. However, the key is to spend money on qualified faculty and staff. Salaries should be competitive with who are compensated for their work efforts in an amount surrounding counties. Money should be spent on necessary textbooks, student materials, hands-on manipulative, instructional supplies, technology, and basic school functioning supplies. It is important to spend money on specialty areas as well as academic areas. Areas such as physical education, music, art, foreign language, performing arts, etc... are very vital to student and school success. Facilities need to be adequate and safe in order to provide appropriate instruction to the students.

PERSONNEL: The teacher-student ratio should follow BEP guidelines at all times.

Supplemental assistants are needed for offering additional help to those students who need more individual instruction. All faculty and staff should be highly qualified in their perspective areas or be working on obtaining highly qualified status. Personnel should follow rules, guidelines, and procedures set forth by the system or the school. Since educators are in contact with young children and youth on a daily basis, a caring and friendly attitude, as well as professionalism is expected from personnel at all times. Personnel should use discipline in a fair and consistent way and keep open communications with parents. The primary concern for all personnel should

be to provide a safe and nurturing learning environment for all children at the school.

Equity and Adequacy:

Are we providing equity and adequacy to all our teachers? All teachers are given equal amounts of money to spend on instructional supplies each year. All teachers are given the opportunity to turn in list of needs. Teachers are provided with instructional supplies, textbooks and manipulative to help provide instruction to students. However, available technology does not meet equity and adequacy for all teachers at our school. Some teachers do not know how to use technology; the technology placed in their classrooms is limited. Other teachers who are very capable of using technology do not have everything they would like because there is not enough money to purchase every teacher all the items requested.

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

This answer could be yes and no when answering the question about funds. Yes, we are allowing teachers to have manipulative, textbooks, copier usage, trade books, and supplies to use when instructing the class. However, we could say no, because some teachers could be more effective with their students if they had more technology with which to teach.

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

Our data has shown that for the year 2007, there were 11 students' non-proficient in Reading and 12 students non-proficient in Math. All of these children except 2 in Math and 3 in reading were in special education classes. Therefore we feel we are meeting the needs of our students. We also feel that we are meeting the needs of our special education children, but some of them are unable to pass a standardized test. Also, based on our current data, the majority of our students' needs are being met. However, there is a small populous that is not proficient or advanced and we are working to reach those students. Our male population is not performing as well as our female population across the board on all subject areas. We are working to better meet the needs of our male populous'. Our high achieving students are excelling, but they are not making significant progress as they advance from grade to grade. Our Special Education

population are as well as some of our economically disadvantage students not meeting the required NCLB benchmarks. We know that we must work harder to meet the needs of these four different populations within our school; Special Education students, males, advanced students, and economically disadvantaged.

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?

A major strength is that our dedicated faculty and staff deliver instruction that is creative and effective. The instruction is based on a strict adherence to TN Blueprint for Learning. Other major strengths are that our teachers use research based reading instruction, technology in the classroom, and a variety of teaching techniques to reach all learners. We encourage and challenge students to use higher-order thinking skills. Another strength is that we have a very supportive LEA, which strives to provide staff development, financial support, and other resources needed at our school. We also believe that as a whole, our instruction is effective because we use data to drive teaching. Teachers are continually renewing knowledge of data throughout the school year by attending regularly scheduled staff development, communicating with our LEA, and reporting of analyzed data from our data team.

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.)
When teachers were surveyed and asked to report on major challenges in instruction, they noted that interruptions in the classroom, time needed to deliver instruction in order to cover objectives, and fewer supplemental assistants to help deliver instruction were major challenges. We know these are challenges because teachers feel the effects of these everyday when trying to deliver instruction to their students with interruptions, and without adequate help from assistants.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue to work hard on eliminating distractions and interruptions during instruction.

We will value and protect teaching time to provide opportunities for success in classroom instruction. We will also develop reading and math intervention groups with our supplemental assistants and teachers to help our at-risk learners. We hope to provide all learners with many opportunities other than just the classroom to succeed.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Chapter, Unit, Pre-Post tests in the classroom Brigance, and ERSI tests for Kindergarten	Computerized assessments AR, EdPerformance	AIMS- web testing	TCAP	Writing assessments	Algebra Gateway Exams
Evidence of Practice (State in definitive/tangible terms)	<p>Teachers use daily, weekly and six-week grading periods to assess students in all subject areas. Then results are relayed to parents.</p> <p>Kindergarten students are given the Brigance test at the beginning of the year. ERSI tests are administer to K-1 students. Reports are all shared with parents if needed</p>	<p>Teachers are using Accelerated Reader as incentives to encourage reader to read and then test on comprehension</p> <p>Students use the computer to take test in Reading / Language and Math three times throughout the year. Students also take quiz type tests for different standards on the Study Island Program.</p>	<p>Teachers and Supplemental Assistants give the AIMSweb testing to evaluate student reading word counts, maze reading, math computation, and writing.</p> <p>All subgroups of students are assessed</p> <p>Professional Development was given to administer this assessment</p>	<p>Each spring students in grades 2nd – 8th take the TCAP exam and reports are sent out to school</p> <p>Reports are sent home</p>	<p>5th & 8th graders take a writing assessment test each February. Reports are shared with parents</p>	<p>Our 8th graders who are currently enrolled in our Algebra class takes the Algebra gateway exam.</p>

Is the current practice research-based?	Yes	Yes	Yes – formative assessments	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes – formative assessments	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Yes, Effective	Yes, Effective	Effective and Ineffective in some ways			Yes, Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Grade cards, weekly reports, daily grades, mid-term reports and end-of-year records, ERSI & Brigance results	Computerized print-outs and results from student use	AIMS web testing results	TCAP results	Writing Assessment Scores	Algebra Gateway test results
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Some students are successful in certain subjects on certain standards (grade card scores A, B & C) when others may not be (grade card scores D & F) Data is varied by classroom, grade and skill being taught.	Student scores increase but in varied amounts depending on grade-level and standard assessed.	Student scores are not accurately matching up with classroom performance, EdPerformance, or writing assessments. We feel this test has some validity problems, however it does estimate fluency and math computation skills well.	Grades three – eight are meeting NCLB percentage benchmarks in overall scores. Various grade levels show improvements in certain subjects while some grade levels show decreased scores in some subject areas.	Grades 5 and 8 both score A's on the state report card in writing assessment	Each year 100% or 95% of our algebra students pass the exam.

Evidence of equitable school support for this practice	Textbooks, assessment material are provided for teachers. LEA and school principal supports teacher assessment techniques and teacher keep daily records on grades.	All teachers are given adequate time to take there assigned classes to the lab in order to use these assessments.	Teachers are given instructions on how to administer the test. Teachers keep records of Fall/Spring/Winter results.	Each teacher evaluates scores for their grade level and their students in the previous year to see what adjusts need to be made in the classroom.	Teachers in grades K-8 use daily/weekly writing assignments to practice writing at every grade level.	Students practice algebra in mathematics from grade K-8. Our 8 th grade math teacher is provided time to teach this class and records/grades are kept to show student progress.
Next Step (changes or continuations)	We will continue this practice.	Computerized Assessments will continue and teacher will review results regularly.	We will research this test more and determine if it will still be used.	Teachers will continue to give the TCAP test and evaluate results	We will begin a mock assessment for every grade level on a system wide basis.	We will continue to teacher this class.

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: We spend a significant portion of our time assessing our students. We use pre-post tests, oral tests, chapter and unit tests, computerized assessments (EdPerformance, Study Island, SuccessMaker, Accelerated Reader) for both Reading/Lang. and Math. We also give writing assessments, AIMS web testing, Early Childhood Reading Intervention Program assessments, Brigante testing for Kindergarten. Our main achievement test is the Tennessee Comprehensive Assessment Program (TCAP). We feel we have a wide variety of different assessments to evaluate the success or failures of our students. We use the data from the assessments to plan and teach our lessons. This data is vital to successful teaching. We strive to continue to be a data-driven school in all areas and aspects of teaching.

MONEY: Our county spends a large amount of money on assessments. Our school does not have to financially support the testing of children because our county does a great job in the area of assessments. Our LEA provides the EdPerformance, Study Island, AIMS web, TCAP, Algebra Gateway, and writing assessments. We do purchase our AR testing system, books and tests for this program.

PERSONNEL: All teachers assess their own students on a daily or weekly basis. Our supplemental assistants help with AIMS web testing, EdPerformance and Study Island. They help give assessments, enter scores, and complete reports. Also we have site coordinator for

our EdPerformance testing that teaches other personnel how to read the test, and aspects of the program so that we can better use it for maximum success.

**“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: We feel that we should use the majority of our time teaching and a minimal amount of time assessing. We feel there should be a balance between the two. We need to assess what we have taught to see if students are retaining the information. However we are realistic about the fact that even though it has been taught and students are able to pass classroom exams over standards and objectives, they may not always be able to remember the information for a summative assessment (TCAP).

MONEY: We again feel that there is a need to spend money on assessments and programs that help our schools be more data-driven, but equal or more money should go into instructional supplies and technology.

PERSONNEL: All personnel, teachers and supplemental assistants, should work together to get the assessments complete, recorded and in a format for parents and stakeholders to understand. LEA personnel should always be supportive and readily available for questions, concerns or celebrations. Administration to play a vital role in assessments, from scheduling, monitoring, delegating, and being the leading force behind everything done at school.

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?

Our major strengths are our classroom assessments that we use on a daily basis. These tests and assessments guide our classroom instruction. Another major strength is our TCAP yearly assessment and our formative assessments throughout the school year. This data helps us get an overall look at our student achievement. We know this because these assessments give us our best information to guide our teachers. It tells us which students are not progressing in each subject at given times throughout the school year. Chapter and Unit tests provide immediate classroom results to see if students mastered the objective. Our TCAP provides us with data to help us better plan for the next school year.

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.)

One of our major challenges is teachers are very limited on time and feel they do not have enough time to accurately analyze all available data to better help them teach. We know this because we can't spend time on it like we need to. Another challenge is students do not always try their best on the TCAP test. They know this test does not affect their grades and some students don't care about putting forth effort. How we know this is by daily observation and performance of students obtaining good grades in class and producing low scores on TCAP, because of lack of effort or some other external factor, not because they are incapable to higher scores.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges? To address the challenge of time availability to analyze assessments, we could possibly use more teacher discretion or staff development days to do this. We could address the challenge on students not doing their best by offering encouragement and possibly incentives for performing proficient or advanced on the test.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Open-door policy for parents	Scheduling	Establishment of Committees	Newsletters to Stakeholders	Leadership
Evidence of Practice (State in definitive/tangible terms)	Parents are welcome to visit our school anytime without prior notification. They are welcome in all parts of our school	Teachers have a complete schedule of all specialty classes and lunch so learning can be successful	Our school establishes committees to accomplish our tasks, policies, events, etc...	Each month a newsletter goes out to our stakeholders with in depth information, about many topics	Most teachers take an active role in school leadership
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	To some extent	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Both effective and ineffective	Yes, Effective	Yes, Effective	Yes, Effective	Yes, Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	PRE-ECRIP and ECRIP data	Classroom records, grade cards	Completed policies such as TSIPP, SACS, safety plan, programs, and events-found in comp 1a faculty	Newsletters	Faculty involvement paper located in section 1b.

			leadership		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<p><u>Effectiveness:</u> We have several long time volunteers that have been very effective in classroom involvement in our Kindergarten classrooms. PRE-ECRIP and ECRIP scores increase from Fall to Spring due to extra parental support</p> <p><u>Ineffectiveness</u> : Some parents abuse the open-door policy and just hang out without being effective contributors.</p>	94% of students continue to maintain a C or better average in classroom records and grades	Teachers and students benefit from have established guidelines to follow in effective policies, programs to attend, and events to establish student interest for higher attendance rates	Parent surveys state that our school communicates well, eighty six percent of the parents surveyed feel well informed	Faculty members share the work load, learn about different aspects of school development and help other teachers learn and understand different parts of the school activities
Evidence of equitable school support for this practice	Visitor's sign-in sheets.	Teachers and are all given equal scheduling amounts of time. Schedules	Attendance records, visitors sign-in sheets, events and programs lists	Each teacher submits their info to be placed in the newsletter	Faculty meetings records where teachers are informed of activities and leaderships opportunities

Next Step (changes or continuations)	We will evaluate our current open-door policy and make a decision about effective and ineffective volunteers.	We will continue to maintain proper scheduling events.	We will strive to create and evaluate effective policies and maintain our program schedule for parent involvement.	We will continue to use our newsletters as an effective communication device.	We will continue allowing faculty to take an active roll in leadership.
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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 allocated according to schedules (both professional and paraprofessional) set at the beginning of the year by the principal. For professionals, this includes two weekly 40-minute computer lab classes, 50 minutes of library in the classrooms once a week, guidance every other week for 40 minutes, weekly 25-minute art classes, and two 35-minute P.E. classes. Computer Lab classes are to use at least half the class time working on computer programs that implement TCAP skills in Language Arts and Math. Except during Computer Lab, teachers receive planning time in their classrooms during these times. Ninety minutes daily is set for Language Arts instruction and the same for Math. In addition to scheduled P.E. classes, students are receiving daily extra physical activity time of at least ten minutes. Pairs of teachers set Reading Buddies schedules whereby older students read with and to younger and vice-versa for at least 30 minutes one day a week. At least half the professional staff stays an hour or more after the end of the school day to work in classrooms. Paraprofessionals spend time working individually with students who need extra assistance. At least three educational assistants work each morning with various students on the ECRIP (Early Childhood Reading Intervention Program). Time is allocated for several students in various grades who have been deemed as needing outside counseling sessions to be held in the school building. These students are pulled out of classes for short sessions and resume when finished. The organization of our school is established to spend our time working toward student success in all areas. The classroom

performance is of utmost importance, but it not the only part of our school. Time is spent on many different aspects of student learning. The majority of our time is spent in the classroom instructing. Students and teachers spend time in other activities such as; programs, pep rallies, fundraiser events, physical education activities, contests, 4-H events, and many numerous organized events. Volunteers come into our school and spend much of their time in the classroom or completing jobs for teachers. Our school is lacking in some areas of organization, but we place high priority on the classroom and teaching the students.

Many parents have used several teachers' class times to get the day started or end the day by being present in the classroom – many times on a daily basis. Teachers have to wait for their exit or try to begin or end the day with them in the classroom, which causes students to behave differently in many cases. Furthermore, parents come during the school day to some of the teachers for conferences or “just talk a few minutes,” which ends up being more.

Time is also in the form of the county's school calendar, which provides a sufficient amount of professional development days, breaks for both students and faculty/staff, and time to start and end the school year. For the past two years, a much needed mid-October weeklong fall break gives down time from Labor Day to Thanksgiving.

MONEY: County money is given at the end of the previous year for the next year's needed classroom supplies. A teacher's classroom/copier paper's total is deducted from this amount depending on how many boxes he/she requests for the next year. The rest is to be used for instructional supplies, i.e. ink cartridges, construction paper, index cards, etc. Additional monies are given at the beginning of the school year. These funds are supplied by the P.T.O. and BEP. These are to be used in various ways as long as either a purchase order is completed or receipts are turned in (PTO). Two school-wide fundraisers are done yearly to raise money to spend on the upkeep of the copier, office needs, and general fund. Occasional purchases of computers are made with these funds. Several teachers raise money to buy technology, games, and other “wants” for their classrooms. A few teachers have joined grants to receive such.

PERSONNEL:

Personnel consist of the following: one male and eleven female full-time classroom teachers with one of these acting as assistant principal when needed, three part-time teachers for P.E.,

library, and art, five educational assistants with one of these being the Computer Lab teacher with daily classes, one special education assistant who works mainly with one student, one part-time special education teacher, one part-time guidance counselor, one part-time nurse, one full-time secretary/bookkeeper, one custodian, four cafeteria employees, a full-time principal, and one part-time speech therapist. Several of the above have duties/responsibilities outside their assigned roles, such as the Guidance Counselor assists in administrative duties, and the Librarian has one day every other week to work on various projects.

Parent volunteers who are on the job daily are one of the school's greatest resources. At least three of these can be found at the school on a daily basis. Others only need to be asked and will gladly serve in any way needed. Other resources would be in the form of necessary teaching tools and opportunities afforded by grants. This includes technology, classroom books, hands-on learning products, and professional development opportunities several teachers have acquired.

“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: A well-organized school is extremely beneficial to the success of its students.

Leadership is a must in the area of organization. Without leadership from the administration or teachers school could not succeed. Creating schedules that work for all of your students and teachers school could not succeed. Creating schedules that work for all of your students and teachers is something that should occur with great success. Also, providing appropriate amounts of planning time for teachers and protecting that planning time at all costs is so important to the success of school. With the expansion of the school, current time restrictions will be alleviated. These include problems concerning lunch times conflicting with PE. and other classes, and outside counseling sessions conflicting with other sessions due to the same room being used for both. Furthermore, time spent in the computer lab with assistants working with students will not conflict with Computer Lab classes. Time should be spent in each person's respective place once the move is made into the new building, which will involve freeing up classrooms in the old part that will be utilized for counseling, Art, Music, Guidance, etc. Sometimes teachers are removed from their instructional time in classrooms during a school year to work on various

school-related plans. The county pays substitutes during these times. These teachers ought to receive this money and more during the summer and complete this work then instead of trying to teach, prepare lessons, prepare students for state testing, and be held accountable even though much time was missed during the school year. Surveys and information needed by parents, students, and/or community members would need to be done the year before or be the exception for an occasional day of culminating information during the school day.

Parents in and out of classes must be stopped by the principal announcing at the beginning of the school day that all parents need to exit the building before the sounding of the tardy bell. This way classes can get started on time. The building of a second entry at the office next year will eliminate much of the sporadic entering during the day. Time must be scheduled for conferences in order for teachers to have time planning, making copies, grading, etc. Parents need not be allowed to go into a classroom before the end of the day or shortly before and wait on his/her child. This interferes with some-times more than one student's behavior and causes interference in making sure students hear announcements, have all homework, if any, clarified, and/or last-minute teacher announcements.

MONEY:

Teachers should not have to pay for paper used in classrooms and use this money instead on ink cartridges, computer disks, and other computer supplies deemed necessary. More and more encouragement to use technology is given; however, the money to do such should be provided and not expected from what is already given when teachers are to continue buying ongoing needed supplies (construction paper, tape, staples, glue, glitter, etc.). Furthermore, fundraising money should be used to purchase projectors and document viewers/cameras and update computers. These will help cut down on copier paper, toner, copying machine repair, etc. Additionally, interactive boards to use in the classrooms should be purchased. Each teacher knows his/her technological abilities and ought to be able to purchase the equipment he/she will feel comfortable using or want to learn to use. Professional development would be another purchase made with fund raising monies.

PERSONNEL:

Having teaching personnel doing administrative duties ought to be eliminated. The Guidance Counselor needs to have a detailed schedule at the beginning of the year of what themes or topics he/she will be teaching. Teachers' requests ought to be sought in order to guide the counselor in getting this. The Librarian must cover the assessed library skills required in the Language Arts curriculum of each grade level. Furthermore, having this person be the computer lab teacher/librarian and turn this into a full-time position would more beneficial to students. Furthermore, the assistant who serves as the computer lab teacher would be able to do small group and individual instruction and reading intervention. Time for research for various class projects will resume in the new addition's library leaving very little time for "study hall" and more time for reading and research. Many times the computer lab and library could be utilized together for research.

OTHER RESOURCES:

Other resources that ought to be implemented are the P.T.O., guest speakers, field trip sites related to content being taught, and area industry members who are willing to adopt the school. The P.T.O. ought to investigate these resources and establish a communication system between classroom teachers and perspective school partners.

Equity and Adequacy:**Are we providing equity and adequacy to all our teachers?**

Much effort is made to be equitable and adequate, but for different reasons, such are not accomplished. The reality is that equal opportunities are not provided for some teachers. An example of this is the unequal distribution of technological equipment. All teachers have computers for themselves at their desks; however, other technological equipment, i.e. projectors, screens, etc., are provided for less than half. The majority of these teachers are new, very innovative, and "techno-literate," and would greatly use this type of equipment. To adequately reach a generation of techno-savvy students, these types of teachers must have the basic equipment, especially when funds are being generated.

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

Funds are not being targeted on the front end, and plans aren't being made for fundraisers until after the fact. A plan of action is not in place in order for long terms goals to be met. For example, the situation concerning technology to reach all students mentioned above. The county spends an adequate amount on textbooks, and teachers are very resourceful when purchasing consumable supplies for hands-on learning and other projects. Furthermore, multiple computers are in every classroom and enriching computer programs that are networked are provided. These help students reinforce skills being taught in the classrooms.

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

Our test scores portray that our school accurately meets the needs of all the students, because we are meeting NCLB benchmark requirements.

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?

Our major strength is that our faculty, staff and administration work very well together. We know this because we all are supportive of each other and very rarely have difficulties among each other. When we do, we express our concerns in a professional way and if disagreements are there, we agree that not everyone will always be on the same page. Another strength is that we are a small school and our students are very close because we know all of them very personally and have them in class sometimes several times before 8th grade graduation. Our beliefs and mission are also a great strength. Our parents and the community in which our school resides is another strength of ours.

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.)

Our major challenges are that we are limited in space, personnel and this affects scheduling, instruction and event planning and opportunities. We know this because of part-time faculty members and no or inadequate space for, (guidance, speech, playground, library, science and math lab, art, music, parental involvement, nurse station, storage, and extra-curricular activities, physical education, lunch, and resource), affects our schedules and limits many activities that could normally be made available otherwise. Another challenge is the continual challenge of getting more parents involved in school activities. We have some great parental support from a hand-full of parents and need to increase this.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We lobbied our School Board and County Commission to address the issue of space and facility updating. We are currently are in the process of a building addition to address our challenges of space. We are asking for more full time employees and less part-time to be in the 2008-2009 budget this year. So we hope that the personnel challenge will also be corrected for us in the upcoming school year, due to our requests.

Component 4 – Action Plan Development

GOAL 1 – Action Plan Development						
Template 4.1 – (Rubric Indicator 4.1)			Revised DATE: April 2008			
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 learner will achieve proficiency or advanced scores in Reading/Language Arts in all subgroups reaching the NCLB benchmark in 2009 of 89%.					
Which need(s) does this Goal address?	Prioritized Goal # 1 Students in grades 3-8 (all subgroups included) will score at least 89% proficient in Language Arts/Reading. Students in grade 2 will score in the average to above average range.					
How is this Goal linked to the system's Five-Year Plan?	Monroe County's Prioritized Goal #2 of the TCSPP plan: To ensure that all Monroe County students (all subgroups included) meet AYP in Reading/Language Arts as mandated by the state and federal guidelines.					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>			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	Performance Results / Outcomes
Action Step	Intervention reading in small pull-out groups Professional Development: assistants will be trained by teachers in intervention reading series Comm. Inv. : parents will receive intervention reports Parent Inv.: special trained volunteers can assist in Tier II intervention	August 08 –May 09	Principal, Stanley Shadden, Teachers: Wilson, Fouts, Richesin, Kirkland, Schrick, Carter, Grubb, Mobley, McNabb, Hooper, Freeman, Akins, Hicks Assistants: Lynn, Webb, McDaniel, Peels, Turck	Materials supplied in current reading series, library materials –books on specific reading levels currently in library	Textbook materials cost provided by county	Students in intervention will have same assessments as other students: EdPerformance, AIMSweb, unit and chapter tests These assessments should show growth and increase in scores for at-risk students (male, economically disadvantaged, special education students, others placed in intervention)

Action Step	90-minute uninterrupted reading block for every grade and literacy centers in grades K-4 Professional Development: Our county offers online support of our textbook series	August 07- May 09	All classroom teachers	Textbooks, leveled readers, literacy centers	Textbook series cost provided by the county	Weekly tests, TCAP results, grade cards and cumulative grades in reading	Students will progress in reading abilities and score proficient or advanced on TCAP
Action Step	Literacy Fair held every other year to coincide with math fair Parent and Community Involvement: Parents and stakeholders will be invited to our school Literacy Fair to share in student achievement and understanding of Reading/Language Arts and Literacy. Communication: Parents and Stakeholders will be notified as well as submission of literacy fair night to the local newspaper	August 08-May 09	Deanne Kirkland, Suzzane Wilson, Diana Richesin	Activities guide and guidelines developed by committee	Cost of refreshments for parent night at literacy fair \$100, school funds	Parent sign in sheets, school surveys, TCAP	Parents will visit and be more involved in learning, surveys will show positive comments about offering activities for involvement, and TCAP reading and language scores will be at least 89% proficient and advanced
Action Step	Creation of Writing Design Team and use of writing assessment probes Professional Development: Teacher attended writing workshop previously Technology: use technology in the classroom to help teach writing, united streaming Communication: Parents will be notified each writing assessment of how their child performed.	August 08-May-09	Traci Freeman Carrie Mobley Yvonna Fouts	Writing guides, rubric from state department	No –cost, lead teacher has already had professional develop in writing. She will guide other teachers in writing process	5 th and 8 th grade writing scores and practice writing assessment probes (3 per year)	Students will score proficient by the 3 rd writing assessment probe and in 5 th and 8 th grade our scores will remain A or B on the state report card
Action Step	Journal Writing Weekly to better develop language skills Technology: students will have the opportunity to publish through electronic media some of their writing	August 08- May 09	All teachers will complete this with their class, Suzzane Wilson will ensure that	Journal Books	Students purchase writing books each year, \$.50 x 250 = \$125 Teachers purchase extra for each class.	Writing assessment probes and 5 th and 8 th grade writing tests	Students writing scores will increase to proficient in the Fall and 5 th and 8 th grade writing scores will be A's or B's.

			this is being done.				County Writing samples will increase in proficiency from Fall to Spring results
Action Step	<p>After-school Tutoring in Reading to targeted students (this will help our subgroups who are not performing as well as needed – special ed., male students, and economically disadvantaged)</p> <p>Technology: students will use technology in tutoring</p>	Jan. 08-May 09	Ann Hooper, Cheri Schrick, Carrie Mobley, Stanley Shadden-monitor	Use of manipulatives, computer programs, hands-on supplies,	Cost of supplies – \$500, Title 1 funds, Tutoring Salaries - \$2000 comes from state funding	Classroom scores on chapter and unit tests, grade cards, TCAP scores	Students grades will increase within each six weeks, TCAP scores for students in tutoring will increase from previous year's scores.
Action Step	<p>Formative Assessment Programs AIMSweb and EDPerformance</p> <p>Technology: Students take Edperformance assessment on the computer. All scores from AIMSweb and EDPerformance are computerized and reports are made for teachers.</p>	Sept. 07 – May 09	<p>AIMSweb – each classroom teacher and Kaye McDaniel.</p> <p>EDPerformance – Kaye McDaniel and Carrie Mobley</p>	Computerized programs purchased by our county LEA	Funds from County fund \$15,000	Computerized test results in Fall, Winter and Spring, classroom grades on mid-term and six week grade cards, TCAP scores 08 and 09	Students' scores showed increase from Fall to Spring scores for all grade levels tested in Reading/Language Arts, Writing and Math for both programs. TCAP 08 scores should show students meeting NCLB guidelines.

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: April 2008

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

The learner will achieve proficiency or advanced scores in Mathematics in all subgroups reaching the NCLB benchmark in 2009 of 86%.

Which need(s) does this Goal address?

Prioritized goal #2 Students in grades 3-8 (all subgroups included) will score at least 86% proficient/advanced in Math.
Students in grade 2 will score in the average to above average range.

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

Monroe County's Prioritized Goal #3 of the TCSPP plan: To ensure that all Monroe County students (all subgroups included) meet AYP in Mathematics as mandated by the state and federal guidelines.

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
August 09-May 10	Dennis Hicks Jane McNabb Cherri Schrick	Math activities and guidelines guide created by committee	No cost except food for parent night math fair \$100, school funds will pay	Parent sign in sheets, school surveys, TCAP	Parents will visit and be more involved in learning, surveys will show positive comments about offering activities for involvement, and TCAP mathematics scores will be proficiency and advanced

Action Step

Creation of a Math Committee to develop a Math Fair every other year to involve students and parents in mathematics at our school

Communication: We will invite parents to the fair and this will give teachers and parents the opportunity to communicate
Parent and Community Inv.: This will be an opportunity for our school to have parent and community involvement in mathematics skills and objectives
Technology: The Math Fair will incorporate technology into many different aspects to allow students chance to show math skills in technology.

Action Step	<p>Teachers will incorporate Math games (list of activities will be developed for each teacher) into math class to help reach our male students, and special education populous</p> <p>Technology: teachers will use technology in math class</p> <p>Communication: Teacher will provide activities through six week objective for parents to do with their children at home in math</p>	August 08- May 09	Cherri Schrick, Dennis Hicks, Missy Carter	Math game activity lists for teachers	No cost, use of computers and manipulatives already purchased	EdPerformance scores, AIMS web, and TCAP	Students will show increase in scores from Fall to Spring semester in EdPerformance and AIMS testing and also met NCLB benchmarks on TCAP in Math.
Action Step	<p>After-school Tutoring in math to targeted students (this will help our subgroups who are not performing as well as needed – special ed., male students, and economically disadvantaged)</p> <p>Technology: students will use technology in tutoring</p> <p>Communication: parents will receive notification of tutoring schedules and results of student tutoring attendance</p>	Jan. 08- May 09	Ann Hooper, Cherri Schrick, Carrie Mobley, Stanley Shadden-monitor	Use of manipulatives, computer programs, hands-on supplies,	Cost of supplies – \$500, Title 1 funds, Tutoring Salaries - \$2000 from state funding	Classroom scores on chapter and unit tests, grade cards, TCAP scores	Students grades will increase within each six weeks, TCAP scores for students in tutoring will increase from previous year's scores.
Action Step	<p>Formative Assessment Programs AIMSweb and EDPerformance</p> <p>Technology: Students take EdPerformance assessment on the computer. All scores from AIMSweb and EDPerformance are computerized and reports are made for teachers.</p>	Sept. 07 – May 09	AIMSweb – each classroom teacher and Kaye McDaniel. EDPerformance – Kaye McDaniel and Carrie Mobley	Computerized programs purchased by our county LEA	Funds from County fund \$15,000	Computerized test results in Fall, Winter and Spring, classroom grades on mid-term and six week grade cards, TCAP scores 08 and 09	Students' scores showed increase from Fall to Spring scores for all grade levels tested in Reading/Language Arts, Writing and Math for both programs. TCAP 08 scores should show students meeting NCLB guidelines.

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: _____					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	The learner will achieve proficiency or advanced scores in Science and Social Studies in all subgroups reaching a school score of 86% overall.						
Which need(s) does this Goal address?	86% of our students in grades 3-8 (all subgroups included) will score proficient/advanced in Science and Social Studies. Students in grade 2 will score in the average to above average range.						
How is this Goal linked to the system’s Five-Year Plan?	Our county does not have Prioritized goals in Science and Social Studies at this time. But we want to reach the goal of 86% to be proficient or advanced in these areas.						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		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	<p>Creation of Science and Social Studies Committees to implement a Science Fair and Social Studies Fair in alternating years.</p> <p>Technology: teachers will incorporate technology into science and social studies fair</p> <p>Parent and Community Involvement: These fairs will allow for parent and community involvement in school activities.</p> <p>Communication: We will use this as a way to communicate with our parents on what we are teaching in these areas.</p>	August 08-May 10 alternating years for Science and Social Studies	Missy Carter Ann Hooper Casey Grubb Traci Freeman	Science and Social Studies activities and guidelines guide created by committee	No cost except food for parent night math fair \$100, school funds will pay	Parent sign in sheets, school surveys, TCAP	Parents will visit and be more involved in learning, surveys will show positive comments about offering activities for involvement, and TCAP Science and Social Studies scores will be proficiency and advanced
Action Step	<p>Use of United Streaming to teach Science and Social Studies objectives</p>	Jan. 08 – May 09	All teachers, Stanley	Computers, united streaming	Teachers are already equipped	Science and Social Studies scores on	Students will meet the 86%

	Technology: using united streaming will enhance technological instruction		Shadden will monitor school/teacher usage	subscription, Internet access, TV or screen and projector	with computers and Internet access, so cost is \$1000 for united streaming subscription paid by local money Technology fund	TCAP	proficiency for 09 scores. This will better reach our male population who isn't performing as well as our females.
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GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	Our school will provide activities to increase parental involvement, attendance and technology use as well as programs to decrease bullying in order to create a better learning environment which was derived from our data; including surveys and research of high-performing schools.					
Which need(s) does this Goal address?	<p>Prioritized Goal # 5 Student attendance rates will be maintained in order to meet or exceed state requirements.</p> <p>Prioritized Goal # 6 Parental Support will be increased through various activities and programs to ensure parental involvement since research shows that parental involvement affects the success of schools.</p> <p>Prioritized Goal #7 Analyzing our survey data, a need to develop a Bullying Prevention Program will be developed, to ensure a safe environment for learning to occur in response to safe schools. This is targeted because research shows that students will perform better when learning in a safe and nurturing environment.</p>					
How is this Goal linked to the system's Five-Year Plan?	Monroe County's Prioritized Goal #12 of the TCSPP plan: To provide a structured safe environment that supports the basic needs of children and their families, including health, nutrition, safety, physical and social well-being in order to improve academic performance as indicated by Coordinated School Health data.					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>			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.)			
Action Step	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
<p>Parent and Community Resource Center (Data-Driven -surveys indicated that parents wanted more involvement and notification)</p> <p>Parent and Community Involvement: we hope to highly increase our parent involvement</p>	August 08 –May 09	Stanley Shadden, Ann Hooper, Natalie Hackney, Missy Carter	Supplies, magazines check-out material, available space	Magazine subscriptions - \$50, library funds, check-out books, take-home supplies - \$650, Title 1	School Surveys, parental support of non-proficient students	On our parental surveys parents noted that we needed more opportunities

	opportunities through this resource center Communication: This is a great way to communicate with our stakeholders				funds		for parental involvement and we hope by creating this it will help parents be more involved
Action Step	Incentive field trips (Data-driven to maintain attendance rates)	Current – May 10	Stanley Shadden	Buses and money	\$2000, BEP money	Attendance records	Maintain or exceed the 93% attendance required by the state
Action Step	Monthly Programs (Data-driven -surveys indicated that parents wanted more opportunities for students to be involved in activities) Parent and Community Involvement: programs, providing positive parent involvement and school program opportunities Communication: these programs will be highlighted in the school newsletter and performances will be sent to the county paper	August 08- May 09	Classroom teachers, Fouts, Wilson, Richesin, Schrick, Kirkland, Grubb, Carter, Mobley, McNabb, Hooper, Hicks, Freeman	Students and program ideas	No cost	Class performances, attendance, school surveys	Students and Parents will attend programs, providing positive parent involvement and school program opportunities
Action Step	Technology – Promethean boards and projectors Technology: If each class can have this available technology our students will advance in many aspects of the technology field Professional Development: teachers will receive board training various times	August 08- May 09	Technology committee & chairperson: Traci Freeman, Dennis Hicks	Money, promethean boards, projectors	School PTO - \$3500, Kimberly –Clark \$2,000 Technology dept. \$5,000	Technology usage, surveys, performance on formative assessments	Students will better be able to use technology and Teachers will provide instruction through technology.

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

We designed the leadership teams and followed that with the designation of committee teams including stakeholders, throughout the process. Minutes for the meetings are on file and show that we collaborated together to complete the planning process.

Evidence of Alignment of Data and Goals – Narrative response required

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

We have held meetings, discussed data, used stakeholders in the data process, and linked strengths and weakness directly to our goals and action steps. The process has been driven by our data. We collected various types of data, including surveys, classroom reports, TVASS, TCAP, report card, local testing programs, and writing assessments. We have a prioritized list of goals that was derived from our data. We noted our weakness and strengths, choosing to continue the things that were working and make changes that were needed. Section 1b, and section 4 are evidence of this alignment, along with our data results from our data team and our goals set forth from this plan.

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 held meetings with stakeholders and the minutes on file. We placed our data, along with strengths and weaknesses, on a data wall in our hallways during parent teacher conferences. We have sent home updated mission, visions and beliefs for stakeholders to view and make comments about if needed. We have also placed this Improvement Plan and our parental involvement policy on our school website for viewing.

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?

Using our surveys, data, and stakeholder comments from meetings, we developed new beliefs, shared vision and a mission statement. We took our survey information, reviewed it, shared it equally with team members, and completed component 2. Once complete, we reviewed data, compared it to beliefs, mission and vision to develop our goals in component 4. Minutes are on file of each meeting where this was discussed.

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?

After component 3 committee members collected faculty input for this section, we then developed our “next steps” found in component 3. After reviewing each “next step” in our curriculum, instruction, assessment, and organizational process, we developed our action steps found in component 4. Each action step is related back to our goals and aligned with curriculum, instruction, assessment and organizational functions. For example, in our “next steps” we state that we will continue to assist our targeted students and in our action steps we plan to develop intervention groups for those children. We have carefully aligned Component 3 “next steps” with Component 4 action steps.

Suggestions for the Process – Narrative response required

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

We found the SIP guide, SIP rubric and SIP templates very beneficial in the development of this process. We want to improve by including more stakeholders, including students, in the entire process, communicating data clearly to parents and stakeholders, researching our programs for effectiveness, and being critical of action steps we want to implement.

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?

The first step in our plan is to ensure every employee and various stakeholders are given a copy of the TSIPP. Next, we will hold a public meeting to provide opportunities for employees or stakeholders to ask questions or voice concerns after reading the plan. Next, we will begin implementation of the action steps that have not already been implemented. School employees will follow the timelines set forth in Component 4 for the Action steps. Some parts of this SIP plan were put into action this school year and upon completion of this document. Other parts of the plan will be put into place within the first month of the 08-09 school year.

For our Reading/Language Arts action steps of intervention pull-outs, after school tutoring, and 90-minute uninterrupted reading blocks, implementation of these has already begun. We are monitoring the successes of these through EdPerformance results, classroom evaluations, and AIMS web assessments. The Action steps of; Literacy Fair, weekly journals and the writing development program will begin in August of 08. EdPerformance, AIMS web County Writing probes (formative assessments), will be given in the Fall, Winter and Spring of 08. Exact dates are set forth by our County. Study Island computer performances, classroom assessments, and special education evaluations are some types of assessments that will be given throughout the school year to evaluate whether our action plan is working and our instruction continues to be data driven.

For our Math action step of after school tutoring is currently being implemented. Implementation of Math games into regular classroom instruction will be implemented in August of 08. The school Math fair will be implemented in August of 09.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Once assessments are given they need to be carefully evaluated and analyzed. The process we will use to gather and analyze our data is as follows:

1. EdPerformance scores will be checked by our school facilitator of this program, results will be given to individual teachers for analyzing. Teachers are also asked to view computer results after each test is given in order to assist in planning for individual needs and classroom weaknesses.
2. AIMSweb and County Writing probe results will be gathered by each teacher, in the Fall, Winter and Spring. Teachers will use the Fall data as a basis for student performance levels. When Winter and Spring results are gathered teachers will look for improvements and analyze individual student results to help guide instruction for the remainder of the year.

Computerized Study Island, classroom assessments, and special education evaluations will be analyzed by each teacher on a needed basis.

Classroom assessments are done daily and chapter or unit assessments are completed weekly.

EdPerformance scores, AIMS web results, school report cards, classroom assessments, and informal evaluations will all be used to guide our daily teaching and planning of lessons. We will use our data to guide our instruction.

Evaluating data, to look for successes or failures to see where improvements can be made, is vital to the success of our students. We plan to use all data to drive instruction.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

Our TSIPP Leadership Team will meet upon evaluation of this plan from the formal committee. We will also meet in Aug/Sept 08 to review Summative assessments, our TCAP results. At this time we will analyze our data to see if implemented action steps affected student performance in a positive way. We will also ensure that the proper people are in the process of implementing action steps that are to begin in Aug.08. Our principal Stanley Shadden and our assistant principal Jane McNabb will be responsible for this process. Missy Carter our leadership chair will be responsible to informing school employees of dates, locations and times of meetings.

These are the following dates of meetings. Aug/Sept.08, Nov. 08, Jan. 09, March 09 and May 09.

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?

Our leadership team will evaluate our summative assessment in Aug./Sept. 08 to see how previously implemented action steps affected student performance. We will also ensure that the proper people (see Component 4- action steps for persons responsible) are in the process of implementing action steps that are to begin in Aug.08. We will again evaluate our TCAP scores and 08-09 formative assessments through out the school year to see if action steps needed to be changed or continued. During our Nov. 08, Jan. 09, March 09 and May 09. meetings is when we will complete this process.

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 holding leadership team meetings to monitor our plan, if it is determined that adjustment to our plan need to be made we will name person(s) responsible for that action depending on adjustments needed. For each Component of the plan there is one teacher who chairs that Component, so it would see likely that the chair of the committee in which changes must occur will be responsible for the follow through of the adjustments along with the administrator, Stanley Shadden.

Since most changes would come under Component 4, which is chaired by Jane McNabb, our assistant principal, she would be responsible for these actions, along with her committee. Any resources needed to make adjustments would be cleared by the leadership team upon final approval from the principal.

Our school data team will assist us in evaluating data to see where adjustment might need to be made. Missy Carter, Jane McNabb, Dennis Hicks and Stanley Shadden are members of the data team. Once summative assessments are reviewed and findings are shared among faculty, staff and stakeholders, adjustments will be made based upon

finding from recent research and reviewing successful schools to see what is working. The members of the school leadership team and members of Component 4 will complete this process and report back to Component 4 committee chairperson.

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?

Once data is evaluated, successes are found and/or adjustments are made, we will post all information, adjustments, successes, along with meeting dates, times and locations online. We will also use our monthly newsletters to inform or invite parents and personal letters to inform/invite community members. Our principal will ensure that stakeholders are notified and informed throughout all aspects regarding this plan, data, and any adjustments to this plan. Surveys will continue to be sent to stakeholders and documents, evaluations, and data will be delivered to stakeholders through noted information sent home with students. The School Leadership chair will work closely with the principal to ensure this occurs. Emails and website addresses are also given out to stakeholders to give them more opportunities to stay inform and offer input.

