

SECTION 3

Tennessee School Improvement Planning Process (TSIPP)

SIP Guide



Tennessee Department of Education
Commissioner Lana C. Seivers

January 2004



PHIL BREDESEN
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TENNESSEE 37243-0375

LANA C. SEIVERS,
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January, 2004

Dear Educators:

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

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

The Department of Education, in consultation with practitioners, has worked over the past year to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan. Due to the continuing partnership with the Southern Association of Colleges and Schools (SACS), Tennessee schools may use the one planning process for both school approval and accreditation purposes. The TSIPP is also directly aligned with the Federal Programs’ System-wide Consolidated Planning Process.

Additionally, the Department is restructuring the statewide electronic transmission system. Due to this restructuring, we delayed the electronic transmission of school improvement plans to coincide with the startup date of our new state system. In the interim, all elementary schools, with the exception of high priority schools, will submit an Executive Summary by May 15, 2004, to their Field Service Center Office. All unit, middle and high schools, with the exception of high priority schools, will submit an Executive Summary by May 15, 2005, to their respective Field Service Center Office. State identified high priority schools will submit a complete plan beginning November 1, 2004, to their Field Service Center Office. The Executive Summary Guide with Rubric is located on our state website at tennessee.gov/education. We also have provided the complete TSIPP process guide with rubric on our website for new schools and high priority schools.

I appreciate and applaud those practitioners who gave their time to assist Department staff in the TSIPP development. We are committed to involving you in this process, and your comments

and input are important. The TSIPP should be continuously reviewed and refined so that it addresses our mission to “help teachers teach and children learn.”

The 2003-04 school year holds many challenges for educators in Tennessee and throughout the country. We have a tremendous opportunity to improve education in all our classrooms and schools and an even greater responsibility to be the kind of teacher and principal we would want for our own children.

Sincerely,

Lana C. Seivers
Commissioner of Education

Overview

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

Over the past year, a task force was convened to review and revise the school improvement process used by educators in the state of Tennessee. Representatives from a cross section of school districts large and small, urban and rural, held meetings to discuss ways in which school improvement planning could help facilitate the improvement of the teaching-learning process.

One of the guiding principles of this group's efforts was to make one plan suffice for a school. The school-level plan will incorporate the current TSIPP, SACS, and other plan requirements for NCLB. Although vocational, special education, technology, and federal programs information is generally reported in a system-level plan, school data form the basis for TSIPP reporting and are included as part of the school-level plan. The System-level Consolidated Planning Process has been developed at the same time and the system-level and school-level plans are in alignment.

- Elementary schools will be asked to submit an Executive Summary by May 15, 2004 for a state review.
- Unit, middle, and high schools will be asked to submit an Executive Summary by May 15, 2005 for a state review.
- A unit school will need to submit an Executive Summary which addresses both elementary, middle, and high school student performance data and needs.
- A school currently state identified as "high priority" will be required to submit a complete SIP each November to the state for review.

Guide for TSIPP Component 1

School Profile and Collaborative Process

Introduction to

Component 1 - School Profile and Collaborative Process

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

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

The development of the profile includes four major steps: namely, the collection and management of the profile data, the analysis and synthesis of data, the communication of the data with the school's stakeholders, and the use of the data for school improvement planning. In addition, a self-assessment tool in the form of a rubric is provided to help you evaluate progress on each of the key tasks in developing your school profile.¹

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

Component 1 - School Profile and Collaborative Process

FORM 1.1 SIP Leadership Team Composition

In the School Improvement process, seven committees exist: a leadership team and six subcommittees. Establish a subcommittee for each of the six 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.

FORM 1.1: SIP Leadership Team Composition (*Rubric 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 Wade	Y	Principal	Beliefs, Mission, Vision
Jana Hillard	N	Assistant Principal	Beliefs, Mission, Vision
Ricki Corliss	N	4 th Grade Teacher	School Profile and Collaborative Process
Barbara Clabo	N	4 th Grade Teacher	Academic and Non-Academic Data Analysis
Amy Sayne	N	2 nd Grade Teacher	Curricular, Instructional, Assessment, and Organizational Effectiveness
Marsha Meador	N	Guidance Counselor	Action Plan Development
Tiffany Mull	N	Kindergarten Teacher	The School Improvement Plan and Process Evaluation
Stephanie Yoakum	N	Parent	Academic and Non-Academic Data Analysis
Kim Jenkins	N	Parent-Teacher Organization	Beliefs, Mission, Vision
Angie Elmore	N	Bookkeeper	Action Plan Development

Component 1 - School Profile and Collaborative Process

FORM 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.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Remember that students and parents should be considered appropriate members of subcommittee 5.

In completing the forms 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.

FORM 1.2: Subcommittee Formation and Operation

(Rubric 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Ricki Corliss	4 TH Grade Teaacher	Y
Emily Frederick	Kindergarten Teacher	N
Andrea Monday	3 rd Grade Teacher	N
Terry Terry	2 nd Grade Teacher	N
Vivian Powell	1 st Grade Teacher	N
Katherine Jackson	2nd Grade Teacher	N
Angie Elmore	Bookkeeper	N
Angie McMillian	Kid's Place, Inc.	N
Jama Hance	Parent	N

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Component 1 Subcommittee has met 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>
Missy Wade	Principal/Co-Chair	Y
Jana Hillard	Assistant Principal/Co-Chair	Y
Barbara Clabo	4 th Grade Teacher	N
Amy Sayne	2 nd Grade Teacher	N
Marsha Meador	Guidance Counselor	N
Ricki Corliss	4 th Grade Teacher	N
Tiffany Mull	Kindergarten Teacher	N
Jusarra Horton	Itinerate Music Teacher	N
Helen Swaggerty	Stakeholder	N
Elaine Lundy	Support Staff	N
Laura Chesney	Stakeholder/Tennessee Smokey's Baseball	N

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Component 2 Subcommittee has met and minutes are on file.

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

Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis

Member Name	Position	Chair
Barbara Clabo	4th Grade Teacher	Y
Lauren Kendall	3 rd Grade Teacher	N
Ashley Wilson	2 nd Grade Teacher	N
Katie Cox	Junior Primary Teacher	N
Shalea Martin	Kindergarten Teacher	N
Melena Brackins	1 st Grade Teacher	N
Theresa Ward	2 nd Grade Teacher	N
Laura Metcalf	1 st Grade Teacher	N
Ruth Copeland	CDC Teacher	N
Jennifer Payne	Special Education Teacher	N
Stephanie Yoakum	Parent	N

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Component 3 Subcommittee has met 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 Curricular, Instructional, Assessment, and Organizational Effectiveness

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Amy Sayne	2 nd Grade Teacher	Y
Dawn Loveday	3 rd Grade Teacher	N
Bethanie Harman	4 th Grade Teacher	N
Judith Book	Kindergarten Teacher	N
Cristi Ownby	1 st Grade Teacher	N
Suzanne Branch	3 rd Grade Teacher	N
Cindy Taylor	Kindergarten Teacher	N
Traci Lauderdale	CDC Teacher	N
Wayne Anderson	4 th Grade Teacher	N
Michelle Bowman	Librarian	N

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

Component 4 Subcommittee has met and minutes are on file. YES NO

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Marsha Meador	Guidance Counselor	Y
Kelly Arwood	Kindergarten Teacher	N
Jane Carson	1 st Grade Teacher	N
Ben Yates	2 nd Grade Teacher	N
Linda Granstrom	3 rd Grade Teacher	N
Rita Grindstaff	1 st Grade Teacher	N
Paula Barnes	Kindergarten Teacher	N
Sherry Moore	4 th Grade Teacher	N
Doug LeDoux	Special Education Teacher	N
Robert Curry/Anne Ramsey	Art Teachers	N
Allen and Suzanne Stanifer	Parents	N

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

Component 5 Subcommittee has met and minutes are on file.

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

Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Tiffany Mull	Kindergarten Teacher	Y
Tammie Gillespie	3 rd Grade Teacher	N
Kevin Debow	4 th Grade Teacher	N
Jennifer Jones	Kindergarten Teacher	N
Cynthia Lampkin	1 st Grade Teacher	N
Mandon McCarter	1 st Grade Teacher	N
Lori Clingner	2 nd Grade Teacher	N
Karen Latham	1 st Grade Teacher	N
Donna McCarter	Speech and Language Teacher	N
David Floyd	Physical Education Teacher	N
Eric Ardouin	Physical Education Teacher	N

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

Component 6 Subcommittee has met and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 6 Chair Signature

Component 1 - School Profile and Collaborative Process

FORM 1.3 Collection of Demographic Data and Analysis

(Student Performance Data presented in Component 3)

FORM 1.3.1: 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.

FORM 1.3.1: School and Community Data

(Rubric 1.3)

Narrative and analysis of relevant school and community factors:

Component 1 - School Profile and Collaborative Process

FORM 1.3 Collection of Demographic Data and Analysis

(Student Performance Data presented in Component 3)

FORM 1.3.1: 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.

FORM 1.3.1: School and Community Data

(Rubric 1.3)

Narrative and analysis of relevant school and community factors:

COLLECTION OF DEMOGRAPHIC DATA AND ANALYSIS

School Characteristics

Historical Background

Northview Elementary School (NVE) is located at 3293 Douglas Dam Road, Kodak, TN approximately three miles from Interstate 40's 407 exit-the gateway to the Great Smoky Mountains. The northern part of Sevier County borders Jefferson and Knox counties and is the fastest growing community in the county. The former agricultural community is now tourist based. Large, family farms have been sold and divided into subdivisions, mobile home parks, and businesses.

Ten years ago, county officials predicted a large anticipated growth and their prediction has reached fruition as Highway 66 has become congested with new businesses. Exit 407 has gained eighteen directional lights in 2005-2006. Anticipation of more commercial, tourist-based businesses are predicted. With the new businesses, population is expected to grow which affects

the growth of the school The tourist-based economy has impacted NVE with a high student seasonal transfer rate, an increase of new students, and additions to the faculty and building.

Facilities

The growth spurt accelerated in 1997-98 when Northview Elementary School had an enrollment of over 900 students in grades kindergarten through eight with a population that had more than doubled in six years. The school split in the spring of 1998 when Northview Middle School was formed and grades six through eight moved into the new building. The following year the fifth grade moved to the middle school due to continued increase in enrollment at the elementary school. As of February 2006, the student population of Northview Elementary School is 682. The building has been renovated several times over the years. The last renovation was completed in 2004 when 6 new classrooms and student rest rooms were added. Despite renovations, there are no vacant classrooms, and special area teachers must travel from classroom to classroom.

Environment and Safety Conditions

A school resource officer, whose position is funded jointly by the school system and the sheriff's department, is on campus daily. Surveillance cameras were installed in 1999 and monitor locations throughout the campus. Visitors and staff wear identification badges, and visitors must use a registration log in the office. All doors are locked except the front entrance. An emergency plan and code system is available for emergencies. Students practice fire, disaster, and lock down drills under the direction of the staff.

Grade Distribution

As of 2005-2006, Northview Elementary School has thirty-eight regular education classrooms and one CDC class distributed as follows:

- Kindergarten 8 Classes
- First Grade 8 Classes
- Junior Primary 1 Class
- Second Grade 8 Classes
- Third Grade 7 Classes
- Fourth Grade 6 Classes
- CDC Class 1 Class

NVE has resource and inclusion classes and a Comprehensive Development Classroom (CDC) for K-4th grade. The two resource teachers also provide a gifted program for students. Students in grades one through four receive art, music, and guidance once a week from specialists who come to their classroom. Physical Education classes are provided two times per week for students K-4 by one full time and one part time instructor in the gym. Library classes are provided weekly for K-4 in the school library/media center.

Parent teacher conferences are scheduled four times a year. Teachers communicate with parents by telephone, mail, email, notes home, midterms, and weekly assignment sheets. A school web page is maintained to inform parents about school events.

Length of the School Day and Year

Students in grades 1-4 attend school seven hours per day. Kindergarten students attend school four hours and thirty minutes per day. To be counted present for a full day, kindergarten students must be in school for a minimum of two hours sixteen minutes daily, and students in grades one through four must be in school for a minimum of three hours thirty-one minutes daily. If a student is not present for these minimum times, they are counted absent for the day. The school year is composed of one hundred and eighty student days with thirteen days built in the calendar for inclement weather. Faculty members and the assistant principal work a two hundred day/10-month contract. The bookkeeper and clerical support staff work a ten and a half-month contract and the principal and custodial staff work 12-month contracts.

Operating Budget Distribution Equity

Revenue is received from various sources including the state (BEP funding), local supplements, grants, the parent-teacher organization, school sponsored fund raisers, a faculty drink machine, building use fees from an after school day care program, and the Federal Government. Two major school wide fund-raisers are allowed per year. This does not include royalties received from the sale of school pictures. Each spring, a needs survey is completed by the staff for the following year. In the fall, a committee meets to determine what items are essential and necessary and if the school has sufficient funds to purchase. This committee, whose membership rotates each year, also recommends expenditures from Title I and library funds as well as the school's general fund. Title I funds have been used over the past few years for staff development, technology, reading and math intervention programs, and materials for the 4 Blocks Literacy Program.

Per Pupil Expenditures

According to the 2004-2005 State Report Card, Sevier County's expenditure is \$6,801 per pupil. The state per pupil expenditure is \$6,970. The national per pupil expenditure is \$8,554. Per pupil expenditures per ADA is as follows: Sevier County School system \$7,143, state of Tennessee \$7,366, National \$9,102.

Administration, Faculty, and Staff Demographics

Northview Elementary School currently has 96 staff members - one from India, one from Brazil, and all others are Caucasian. Full-time certified members include the following: two administrators, 40 regular education classroom teachers, one librarian, one guidance person, one full time and two half time physical education teachers, one full time speech teacher (and two part time staff from Project Teach), one music teacher, two art teachers, one part time ESL teacher, two part time school psychologists, and one school nurse who spends half time at NVE and half time at NMS. Northview also has a vision specialist, a classroom behavior specialist, a physical therapist, an occupational therapist, and a special education consultant available on an as-needed basis. Non-certified members include one bookkeeper, one full time and one part-time secretary, two full time and three part-time custodians, seven cafeteria personnel, eight half-day kindergarten assistants, and seventeen full time assistants (including five CDC assistants). There are twelve males and eighty-four females on staff.

Years of Experience of Staff

Northview Elementary School has certified staff members with an average of over eleven years

total teaching experience, and with over eight years experience at NVE.

The average number of years for non-certified staff members is approximately eight years. Turn over among non-certified staff is approximately five percent. In 2004, the assistant principal, with almost 40 years of experience, retired. In 2005, the cafeteria manager, who had served in this position for approximately 25 year, also retired. Before the 2006 school year began, our principal of fifteen years left. Our vice principal of two years became principal at the beginning of 2006. Jana Hillard became our vice principal in 2006. Our physical education teacher, with 30 years of experience, 20 at our school, died of cancer at the beginning of the 2005 school year. One of our resource teachers was diagnosed with cancer and died in 2006.

Percentage of faculty and Staff Who Hold Advanced Degrees

All certified staff members hold Bachelor’s Degrees. Twenty-one (21) have earned Master’s Degrees, nineteen (19) have earned Educational Specialist Degrees. Currently, seventy-four (74) percent of Northview Elementary School’s staff members have advanced degrees, and twelve (12) percent are pursuing advanced degrees. We seek to attract high quality, highly qualified teachers by holding an annual job fair in June for applicants for elementary positions, posting the jobs on the web-site, and intensive screening at the central office along with the interview process with the principal and staff.

Percentage of Faculty Teaching Outside Their Area of Certification

There are no teachers at Northview Elementary School teaching outside their area of certification. All staff members will have met the requirements of *No Child Left Behind* by the end of the current school year.

Enrollment Data

Student/teacher ratios vary among grades with the average being 18 to 1. Kindergarten classes average 18.63 students. First grade classes average 16.44 students. Second grade classes average 18.66 students. Third grade classes average 13.33 students. Fourth grade classes average 23.16 students. The student population of 682 students is divided as follows:

NVE 2006-2007 Enrollment Data

Grade Level	Kind.	First	Second	Third	Fourth	CDC	Total
Number of Students	123	150	127	119	128	20	667
Males	65	76	65	64	68	11	349
Females	58	74	62	55	60	9	318
African-American	0	2	0	4	2	0	8
Hispanic	0	4	5	4	2	0	15
Caucasians	122	144	121	111	124	20	642
Other	1	0	1	0	0	0	2

Curriculum Offerings

The Northview Elementary staff follows the state and Sevier County curricula for all subjects including reading, Language Arts, mathematics, social studies, science, and health. Each subject area's performance indicators have been aligned with the Tennessee State Curriculum Framework and national standards including *No Child Left Behind*.

Unique Programs

Northview Elementary School provides unique programs to provide students with opportunities to excel. Some of these programs are listed below:

Beginning in 2005, NVE has incorporated the 4 Blocks Literacy Program into the curriculum.

Character Counts is a school wide program implemented in 1999, which is used to develop six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Staff member throughout the facility reinforces these life skills.

Young Author's conference is a first through fourth grade program, which allows the students who are chosen, to create a book and participate in a countywide experience.

The library/media center maintains STAR and Accelerated Reader as school wide programs.

The librarian developed and maintains the school website. She and another teacher are responsible for tech support, repairs, and technology training in the building.

The guidance program includes instruction in character, violence prevention, anti-bullying, and "talking about touching."

Community Service is encouraged for all grade levels and includes fund-raisers for March of Dimes, the American Heart Association, St. Jude Children's Hospital, and participation in Kids Vote. Recycling newspapers, aluminum cans, printer cartridges, and cell phones is school wide as well as special relief efforts such as a peanut butter drive for Hurricane Katrina victims. Students visit area nursing homes during holidays and make care packages and cards for troops in Iraq and Afghanistan. A Christmas Angel tree provides gifts for needy children in the school and community.

The Singing Cougars is the school chorus composed of 80-90 third and fourth grade students who practice at 7:30 a.m. twice a week. They maintain a repertoire of patriotic and character development songs and with four performances annually. The 2005 Veteran's Day performance had a "Yellow Ribbon Welcome" for the parents of Northview students who were returning from Iraq with the 278th Infantry Division.

Kids Place is an after school and summer care program for the students of Northview Elementary and Middle School. The program provides tutoring by a certified teacher and teaches the importance of volunteering and helping the community. Fund-raisers include a bike-a-thon for the Ronald McDonald House and for the local animal shelter. Cards and cookies have been made for the local ambulance and fire departments. Care packages were sent to the troops in Iraq, and bird feeders and environmental cleanup are all part of the summer program. In cooperation with the school, Kids Place promotes character in dealing with the children as well as the Character Counts Program.

Academically, there are several unique programs in place as follows:

In kindergarten, we administered the DIBELS test to all students at the beginning of the school year and then again in the spring. This identified the specific areas of weakness and provided the teachers with feedback identifying which students were still at-risk after six months of instruction.

We have a Junior Primary between kindergarten and first grade. Their kindergarten teachers recommended these students because they were not quite ready for first grade, but were too advanced to repeat kindergarten. This class uses the Wilson Reading Program as well as Touch Math to prepare the students for a successful first grade experience.

In second grade, we have integrated the Wilson Reading Program into select classes along with Touch Math as a supplement to the regular math program. We are also integrating technology into the classroom in assessment and evaluation.

In third grade, we have identified those at-risk students in reading/language through DIBELS testing (along with TCAP scores and teacher recommendations) and provided intervention services. These include an online research based reading program (Reading Upgrade) along with intensive phonetic instruction (Saxon Phonics Intervention Program). These students receive intensive one-on-one instruction in reading and language.

In fourth grade, students who are weak in reading/language are identified through their third grade TCAP scores. These students receive intervention services through Scholastic's Read 180 program. All ESL students in fourth grade are also enrolled in this program. 4H is offered to all fourth grade students on a monthly basis.

Honors Classes

Children with Special Abilities, CSA, classes are provided for students who are qualified as gifted. The class is for students in the second, third, and fourth grades who have three standardized test scores in the 90's and teacher observations of their achievements. The CSA class is designed to develop student creativity and academic knowledge. For example, the CSA students participate in a system wide exposition where students conduct research, develop an individual project, and then meet and discuss their projects. Another example is the Wax Museum which is a history research project where each student dresses and presents a historical character of their choosing, much like a wax museum. These honors classes meet three hours weekly.

Parental Support

Northview Elementary School parents provide volunteer support as well as financial support. PTO organizes fund raisers, provide concessions, collect Box Tops for Education, participate in Scholastic Book Fair fund raisers, volunteer in the classroom, attend school board meetings, chaperone field trips, and regularly communicate with school personnel.

Drug, alcohol, or tobacco incidents or arrests

There have been no drug or alcohol incidents at the school during the last five years and only two incidents of possession of tobacco. Both of these resulted in juvenile petitions filed in accordance with state law.

School-business partnerships

Businesses which have partnered with Northview Elementary School are McDonalds, Cracker Barrel, Pizza Place Plus, Tennessee Smokies, Sevier County Bank, and Citizens National Bank. These businesses provide incentives and rewards for students, provide personnel to teach, provide rewards to teachers, provide personnel to judge contests, and participate in special events (such as DARE day at the ball park). The Seymour Herald provides free newspapers designed for children to the third and fourth grade.

Student Population Data**Number of Students**

The number of students as of December 2006 was 667. This number fluctuates daily due to the transient population served.

Student demographics

The student population consists of the following: as of February 2006 there are 318 girls and 349 boys. There are 642 Caucasian students, 8 African American students, 15 Hispanic students, and 2 students classified as "other".

English proficiency

There are thirteen ESL students. Kindergarten has five, first grade has two, second grade has three, and fourth grade has four. These ESL students are 1.9% of our total student population.

Free and reduced lunch rate

According to the 2004-2005 school profile from the state of Tennessee, there were 62.3% of economically disadvantaged students at Northview Elementary School.

Northview Elementary School currently has sixty-four (64%) percent of students participating in the free and reduced-price lunch program.

Students scheduled in classes without a certified teacher

There are no students in classes at NVE without a certified teacher.

Attendance rate

The student membership was 667 in December 2006. The average daily attendance rate was 93%. On a daily average 2.9% of the students left early, 1.45% were tardy, and 6.5% were absent.

Discipline referrals

Office referrals for 2003-2004 were 181. In 2004-2005, there were 193 office referrals. As of February 2005-2006, there have been 76 office referrals. Bus problems, hitting, inappropriate behavior, classroom disruptions, and stealing are the five most common offenses.

Retentions, Promotions, and Transfers

The retention rate was 2.75% for the 2004-2005 school year. Kindergarten retained 10 students, first grade retained 7 students, second grade retained 1 student, and third and fourth grade retained no students.

Promotion rate

The promotion rate for 2004-2005 was 97.3% with 640 students. The rate for 2003-2004 was 97.4%. The promotion rate for 2002-2003 was 96.6%. The state goal is 97%.

Parent or Guardian Demographics

Race and Ethnicity

There are 642 Caucasian students, 8 African American students, 15 Hispanic students, and 2 other students at Northview Elementary School.

The demographics of our area have been supplied by the 2000 Census. For the purpose of this document, statistics have been used for the area in a ten-mile radius of the school. The race or ethnicity of that population is as follows:

- 97% Caucasian
- 1% Black or African American
- 1% Hispanic or Latino
- 1% Other

Marital status

According to the parent survey given at the beginning of the 2005-2006 school year the following information was provided:

- 58% of students live with both parents
- 18% live with one parent and a step-parent
- 12% live with a single parent
- 4% live with an extended family member

Level of education

According to the parent survey given at the beginning of the 2005-2006 school year the following information was provided:

- 1% of fathers and 2% of mothers have an 8th grade education only
- 16% of fathers and 10% of mothers did not complete high school
- 37% of fathers and 32% of mothers graduated from high school
- 21% of fathers and 26% of mothers have some college
- 13% of fathers and 14% of mothers are college graduates
- 2% of fathers and 4% of mothers have graduate degrees.

Income level

According to the 2005 survey's the following information was provided:

- 12% had incomes under \$10,000
- 28% had incomes between \$10,000-\$30,000
- 21% had incomes between \$30,00-\$50,000
- 26% had incomes over \$50,000

Community Characteristics

Size of community

According to the 2000 census, the number of people living in the Kodak community was 14,762 with a 2004 estimate of 15,982. The demographic breakdown is as follows:

14,432 Caucasians

77 African Americans

39 American Indians and Native Alaskans

33 Asians

2 Native Hawaiians and Other Pacific Islanders

46 of another race

133 biracial

Demographic breakdown of the populous

According to an informal 2006 teacher survey administered to the students (92% response rate), the types of housing is as follows:

26% (178) live in a single wide mobile homes,

12% (80) live in double wide mobile homes,

2% (16) live in apartment/complex

52% (355) live in houses

1% (3) live in other

Average income or economic level

The median income is \$34,911 and the average household income is \$46,398. Per capita income is \$18,051.

Number of private schools in the area

There is one private school, Kodak Christian Academy, in the immediate Kodak area offering preschool through second grade. There are other private schools in Sevier County outside of the Kodak area.

Major employers

With the growth of the community, new businesses have developed since 2003. The employers are as follows: Advanced Auto Parts, A&W Concrete, Bass Pro Shop, BB&T Bank, Christmas Place, Citizens National Bank, Cracker Barrel, Goforth Tires, Huddle House, McDonalds, Quality Plumbing, Tennessee RV's, Tennessee Smokies Baseball Park, TVA Douglas Dam Power House, and Tennessee State Bank. Future employers include Turkey Creek Development, Chop House Restaurant, Heritage Log Homes, and Shops at Brook Side. These anticipate opening soon. The complexion of the community is constantly changing with each new business. Other major employers in Sevier County are Swaggerty's with 70-80 employees and 75 temporary employees who are Hispanic, Sevier County Schools (2,237), Dollywood (1,800), Collier Foods (700), Dan River, Inc. (475), and Fort Sanders Sevier Medical (388).

Residents with school-age children

According to the 2000 census, there are 2,147 household with school-age children from a total of 5,661 households.

Community involvement or participation in school activities

The churches in the Kodak community work closely with and support Northview Elementary School. Kodak Methodist Church has a WOW program where students receive tutoring each Wednesday evening. It sponsors various welcome back activities for the teachers including a meal at the church. French Broad Valley Baptist Church and Beech Springs Baptist Church both provide school supplies for needy children and sponsor various back to school events. All three churches have helped in providing gifts for children at Christmas.

Northview Youth Athletes Association sponsors sports such as basketball, cheerleading and football for students in the community, using school facilities. They also have donated money to the school for athletic equipment and improvements to the gym and playground.

Local businesses and churches donate shoes, glasses, and clothing for students with a need. Awards programs are sponsored by the Cracker Barrel Restaurant and McDonalds which have given incentive meals to the students who make honor roll.

Citizens National Bank has a teacher of the month award program. Swaggerty's Sausage, Citizen's National Bank, Pizza Place, and the Tennessee Smokies provide money, materials, and awards for Northview's students.

School Climate Survey

According to a Parent Engagement Activities Survey by Title 1 presented at orientation night of the 2005-2006 school year, parents were interested in the following: 203 helping their child succeed in school, 191 were interested in building responsibility, 155 were interested in helping their child with reading, 153 self esteem, 143 math, 142 getting organized for schoolwork and homework, 123 discipline. Six parents needed school communication translated.

Surveys with eighteen questions were sent at the beginning of 2005's school year and had 42 teachers' surveys returned. The top three strengths listed were as follows: The principals are accessible and listen to staff concerns. The principals appreciate and value the staff. All staff is working to achieve goals in reading and language arts. There was an overwhelmingly positive response where teachers feel supported by all stakeholders.

Areas that need to be strengthened are effectiveness of teaching assistants and the custodians keeping the school clean and orderly.

Of 680 surveys sent at the beginning of 2005, 330 (48.5%) of the parent surveys were returned. The 26 questions showed the following strengths: Northview Elementary School maintains high academic standards; Northview Elementary maintains high behavior standards; and the students feel safe at Northview Elementary School. The one area that concerns parents is the students do not feel safe on the bus.

The guidance counselor gave student surveys with 21 questions to all students (609 returned). 62% of the students were satisfied with Northview Elementary School. According to the survey results, students are excited about learning, have friends at school, and like their principal and teachers. Areas of concern for the students included: "feeling safer on the bus", "longer recess and improved playground equipment", and "longer lunches with improved lunch menus."

Assessment of Student Performance

A variety of both formal and informal student assessment methods are used at Northview

Elementary School. With the adoption Saxon Math at the beginning of the 2005-2006 school year, teachers have daily math meetings with students where the teacher can assess student performance. Journal writing, portfolios, individual projects, “living” book reports, student discovery projects, and teacher observations are all methods of student assessment currently in use. In addition, the teachers also use formal written tests, both teacher developed and commercially developed as well as TCAP scores in determining the academic needs of the individual students.

The 2005 TCAP results for academic achievement indicate 3rd and 4th graders scored at the 58th percentile in reading/language, earning a grade of C; both groups scored at the 52nd percentile in math, earning a grade of B; both scored at the 50th percentile in science, earning a grade of C; and both groups scored at the 49th percentile in social studies, earning a grade of C.

The TVAAS (Value-Added) scores averaged over a three year period (2003-2005) resulted in Northview Elementary School receiving a B in reading and language arts and an A in all other subject areas. The individual student TCAP scores are one of the tools used in making instructional decisions and student placements.

Conclusion

Northview Elementary School started a growth spurt in 1991 and has continually reached capacity despite attempts to enlarge the facility. Opening Northview Middle School in 1998 allowed two separate schools to grow and thrive, but the reality is that another school will be needed to alleviate the impact of the enormous growth in the student population. The Sevier County school system has taken a proactive approach and has plans for a new primary school in their current building program (which will be presented to the county commission for funding within the next few months).

Despite the tremendous growth over the past ten years in Kodak and at Northview Elementary, the high transient rate, and the influx of ESL students, the staff, students, parents, and community feel that it is a safe environment that offers a quality education.

FORM 1.3.2: Other Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine the 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).

FORM 1.3.2 Other Data Sources (including surveys)

(Rubric 1.3)

Data Source Relevant Findings

FORM 1.3.2: Other Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine the 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).

FORM 1.3.2 Other Data Sources (including surveys)
(Rubric 1.3)

**COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE
PROCESS**

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

COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE PROCESS

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

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

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

- ◆ Members of the team are the stakeholders within the community. Depending on the school configuration the representatives might include, key academic teachers, career/technical teachers, administrators, guidance counselors, student, parents/guardians, community members, business partners, industry representatives, and post-secondary professors.
- ◆ Subcommittees are formed to address components and break the work into manageable units. The chair of the subcommittees would be standing members of the SIP Leadership Team.
- ◆ Collect and review student, parent or guardian, and community data
- ◆ Collect and review material and environmental data
- ◆ Survey of stakeholders
- ◆ Address the following critical domains school characteristics, student population, parent or guardian demographics and community characteristics.
 - ◆ **School Characteristics:**
 1. Historical background
 2. Facilities
 3. Environmental and safety conditions
 4. Grade distribution
 5. Length of school year
 6. Length of school day
 7. Operating budget distribution equity
 8. Per pupil expenditures
 9. Administration, faculty, and staff demographics (race, gender, ethnicity)
 10. Years of experience of faculty and administration
 11. Percentage of faculty and staff who hold advanced degrees
 12. Percentage of faculty teaching courses outside their area of certification
 13. Enrollment data
 14. Curriculum offerings
 15. Unique programs
 16. Honors classes
 17. Parental support
 18. Drug, alcohol, or tobacco incidents or arrests

**COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE
PROCESS**

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

19. School-business partnerships

◆ **Student Population Data such as:**

1. Number of students
2. Student demographics (race, gender, ethnicity)
3. English proficiency
4. Free and reduced lunch rate
5. Students scheduled in classes without a credentialed teacher
6. Attendance rate
7. Discipline referrals
8. Retention rate
9. Transfer rate
10. Drop-out rate
11. Graduation rate

◆ **Parent or Guardian Demographics:**

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

◆ **Community Characteristics:**

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

Guide for TSIPP Component 2

Beliefs, Mission and Vision

Introduction to Component 2 – Beliefs, Mission and Vision

Beliefs are statements of collective underlying values and principles that guide decisions and actions. Beliefs are the school's shared values and expectations for students' future success. Beliefs address areas such as expectations and conditions for learning; instructional interactions; ways assessments are used to improve student success; the extent of supportive, positive relationships and interactions ("the way we get along"); and ways decisions are made. A **mission statement** expresses the school's purpose for being and existing. It conveys the uniqueness of a school, what it is doing for students, and how it is being accomplished.

Take the opportunity to focus beyond where your school currently is while you revisit your beliefs and mission –what are your collective expectations for the future. These expectations for the future become your **vision**.

Schools that have articulated the philosophy, vision, and beliefs of their constituents, which have a clear mission statement focused on student achievement, make progress and continually improve the educational, instructional, and organizational environment.

The entire faculty and stakeholders need to adopt the beliefs on which your mission statement is based. Using a collaborative process is extremely important in ensuring everyone adopts these beliefs.

Reach consensus on what your beliefs are. Get direct input from all faculty members and from as many stakeholders as possible.

Component 2 – Beliefs, Mission and Vision

Use **FORM 2.1** to describe the **Collaborative Process** used.

Form 2.1: Collaborative Process

(Rubric 2.1)

The collaborative process we use(d) to develop these components is:

Northview Elementary School collaborated with parents, community members, staff, and faculty to come to a consensus in developing a belief, mission, and vision statements. Dr. Thompson, principal of Northview Elementary School, led the above listed in creating the statements. Many informal and formal discussions were held with parents and stakeholders to find out what they held to be important aspects of the school. Both academic and extra-curricular activities were taken into consideration. The faculty, staff, stakeholders, and parents reviewed the belief, mission, and vision statement from the prior School Improvement Plan. The staff kept the No Child Left Behind legislation in mind while revising the past statements. The collaboration process was very positive. The collaborative process left the community feeling united in a common effort.

Use **FORM 2.2/2.3** to present your **Beliefs**.

- State your belief statements clearly, without educational jargon. Parents and community members should have as clear an understanding and ownership of the belief statements as the school faculty and administration. (**Rubric 2.2-Clarity of Belief Statements**)
- Belief statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations (**Rubric 2.3-Comprehensive Belief Statements**). Belief statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations.

Beliefs

- ◆ Beliefs reflect values and practices in the school.
- ◆ Statements are comprehensive, clear, and brief.
- ◆ The student body, staff, and community easily understand statements.
- ◆ All stakeholders support articulated beliefs.
- ◆ Consensus gained for list of beliefs.
- ◆ Sample belief statements:
 - There is a positive correlation between learning and school attendance.
 - Schools are inviting places for children.
 - Every child has a success experience every school day.
 - Schools have responsibility to help students develop in other areas, as well as academics.
 - Learning is a life-long process.
 - The ability to think creatively is necessary in a changing society.

Form 2.2/2.3: Beliefs

(Rubric 2.2 and 2.3)

Beliefs (Rubric items 2.2 [clarity], 2.3 [comprehensive])

- Children learn in different ways and at different rates.
- Children are unique and valuable human beings capable of becoming significant contributors to society.
- The partnership of the school, family, and community enhances learning.
- A learning environment that is comfortable and safe promotes learning for all children.
- Children’s natural curiosity about learning should be nurtured and encouraged.
- Children will learn to respect others if they are treated with respect.
- All children can make responsible and appropriate decisions in a challenging and supportive learning environment.
- Children should be encouraged to think creatively in order to become problem solvers.
- Children should be challenged to develop intellectually, physically, emotionally, and socially.

Use **FORM 2.4** to present your **Mission Statement**.

A mission statement expresses the school’s purpose for being and existing. It conveys the uniqueness of a school and what it is doing for the students. (**Rubric 2.4: Clarity of Mission Statement/Focus on Student Success**)

A mission statement:

- Describes the purpose of school.
- Is concise, memorable, and clear.
- Is the focal point of all goals and strategies.

Form 2.4: Mission

(Rubric 2.4)

Mission Statement (Rubric item 2.4 [clarity])

The mission of Northview Elementary School is to provide a learning environment where expectations are high, good character is promoted, and students are challenged to be life-long learners.

Use **FORM 2.5** to present your **Vision**.

The vision statement answers the question “What is our ideal future?” It is a statement of the shared and idealized view of the future state, given that the organization carries out its mission. The vision also serves as a guide for the rest of the plan. (**Rubric 2.5: Clarity of Vision/Focus on School Success**)

Form 2.5: Vision

(Rubric 2.5)

Vision (Rubric item 2.5 [clarity])

The vision of Northview Elementary School is that all students will learn and be at least proficient in Reading and Math as well as becoming productive members of society.

Guide for TSIPP Component 3

Academic and Non-Academic Data Analysis

Introduction to

Component 3 – Academic and Non-Academic Data Analysis

Component 3 has been expanded. It includes all kinds of data reporting, both non-academic and academic. You will address the impact of key community events here (e.g., tornadoes, plant closings, major economic shifts).

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

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

The important steps in a comprehensive needs assessment are

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

Component 3 – Academic and Non-Academic Data Analysis

FORM 3.1: Variety of Academic and Non-Academic Assessment Measures

Refer to Component 3 Helpful Hints.

FORM 3.1: Variety of Academic and Non-Academic Assessment Measures

(Rubric 3.1)

List Data Sources

Academic
<ul style="list-style-type: none">• TCAP NCE scores (Grades 3 and 4)• TVAAS scores (4th grade)• Performance Level Summary Reports (Grades 1 and 2)• Tennessee State Report Card for NVES (NCLB disaggregated data included)• Executive Summary of the 2004 School Improvement Plan• Kindergarten Brigance testing• DIBELS test data
Non-Academic
<ul style="list-style-type: none">• Attendance Records• Climate Surveys with all stakeholders (parents, staff, students, and community members)• ELL Data• Impact of Key Community Events• Discipline Infraction Summary (office referrals)• Discipline Action Summary (actions for disciplinary problems)• Promotion/Retention Records• Special Education Census

FORM 3.2: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs.

FORM 3.2: Data Collection and Analysis

(Rubric 3.2)

Describe the data collection and analysis process used in determining your strengths and needs.

The Northview Elementary Component #3 Committee of the School Improvement Program determined both the academic and non-academic data to be analyzed based on previous SIP data components and new testing information. Data was collected from a variety of sources, both academic and non-academic. All stakeholders were considered during data collection. Goals were determined based on the data analysis, with particular attention being placed on TCAP data.

Academic information was collected using TCAP and School Report Card data from the last 4 years to get a better understanding of trends. An executive summary of the 2004 School Improvement Plan was provided to the committee for analysis, as well as DIBELS test data and Brigance test information.

Non-Academic information was collected through several different avenues. Attendance records, ELL data, disciplinary reports, and the Special Education information were provided from office/computer records. Climate surveys for parents were sent home in every student's report card during the 2nd 6 weeks grade card distribution. Students were given the survey by Mrs. Meador, our guidance counselor, during guidance class. Staff surveys were administered during an In-service day for teachers. Community surveys were delivered to 25 businesses in the Kodak community. The group counted, tallied, and analyzed all the survey information to determine stakeholder opinions on strengths and needs of our school. A group discussion determined the Impact of key community events.

After analyzing all data (both academic and non-academic), the following strengths and needs were determined by the committee, and reported to the faculty at large.

STRENGTHS—

- According to staff surveys:
 - The principals are accessible and listen to staff concerns.
 - The principal appreciates and values the staff.
 - All staff is working to achieve goals in reading and language arts.
- According to parent surveys:
 - Northview Elementary School maintains high academic standards.
 - Northview Elementary School maintains high behavior standards.
 - The students feel safe at Northview Elementary School.
- According to student surveys:
 - Students are excited about learning.
 - Students have friends at school.
 - Students like their principal and teachers.
- According to community surveys:
 - NVE has a good reputation with the community.
 - NVE has a positive impact on the community's property value.
 - NVE and various stakeholders/organizations cooperated to provide help to the needy.
 - NVE has a good working relationship with the community.
 - Overall, the community sees NVE in a positive light.
- Northview Elementary School has made AYP in all subgroups with an $N \geq 45$.
- TVAAS scores are above the state 3-year average in all areas except Mathematics, with a greater value in Science and Social Studies.

- NVE third graders had an overall proficient or advanced score of 90% in Reading & Language and 92% in Mathematics on the 2006 TCAP test, which is well above the NCLB benchmarks.
- NVE fourth graders had an overall proficient or advanced score of 89% in Reading & Language and 92% in Mathematics on the 2006 TCAP test, which is also well above the NCLB benchmarks.
- Grade 1 and 2 scores were above the national percentage of Proficient/Advance students in Reading, Language, Mathematics, and Science.
- Gender equity is evident when looking at TCAP data.
- Attendance at NVE is above the state goal of 93%.
- With the community growing due to expansion on Hwy. 66, our school has responded positively.
- The Promotion rate at NVE is equivalent to the state goal of 97%.

NEEDS—

- According to staff surveys:
The staff at NVE feels that the teacher assistants are not as effective as they should be.
The staff at NVE is not satisfied with the job the custodians are doing at keeping the school clean and orderly.
- According to parent surveys:
Students are not/do not feel safe on the school bus.
- According to student surveys:
Students want to feel safer on buses.
Students would like a longer recess and improved playground equipment.
Students would like longer to eat their lunches and improved lunch menus.
- Although the Special Education subgroup is not a group that is required to meet NCLB benchmarks ($N \leq 45$), this is an area that needs focus. Students with disabilities only performed at 70% proficient or advanced in Reading & Language and 75% proficient or advanced in Mathematics.
- Social Studies scores in grades 1-3 need to be improved upon. This is the lowest area across the board.
- Improved growth for the higher achievers in all subject areas is also a need.
- Mathematics TVAAS scores (grade 4) need to be improved, with a score of C on the 2006 Report Card. Reading & Language value-added scores also need to be improved, with a score of B. A score of A (exemplary) has been achieved in both Science and Social Studies.
- Early interventions for entering Kindergarten students is needed, due to a majority being considered at-risk based on DIBELS data.
- NVE should also work to achieve less office referrals.
- There is a need for positive incentives for good behavior.

FORM 3.3: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data.

FORM 3.3: Report Card Data Disaggregation

(Rubric 3.3)

Report Card Data Disaggregation

Federal Benchmarks require that the school/grade have greater than or equal to 45 students in a subgroup for that subgroup to be required to meet AYP (Adequate Yearly Progress) requirements as determined by NCLB guidelines. The school will receive disaggregated data on their Report Card, however, only if there are more than 9 students in any subgroup. The only subgroups that are required to meet AYP requirements for the 2006 TCAP test at Northview Elementary School are the Economically Disadvantaged subgroup and the White subgroup.

Proficiency Level Disaggregation:

- **Race/Ethnicity**
- **Economically Disadvantaged**
- **Special Education**
- **LEP**
- **Gender**
- **Growth differences between high, middle, and low achievers**

School as a whole (All Third & Fourth Grade Students)

As a school, in Reading & Language, NVE students scored at 89% proficient or advanced, with 11% scoring below proficient on the 2006 TCAP test. This is higher than the state average of 88% for the same year. Northview Elementary third and fourth graders scored at 92% proficient or advanced in Mathematics, with only 8% below proficient on the 2006 TCAP test. This is 3% higher than the state average of 89% in Tennessee. When looking at Science, NVE third and fourth graders scored at 86% with 14% below proficiency. Social Studies scores are slightly lower for all third and fourth graders at NVE on the 2006 TCAP, with 84% proficient or advanced and 16% below proficiency.

Subgroups

- **Race/Ethnicity**

Our student population is 93.6% Caucasian, with less than 7% of any other race or ethnicity.

Of a total population of 673 students in the 2005-2006 school year, NVE had 12 African American students (1.7%), 29 Hispanic students (4%), 3 Asian students (0.4%), and 2 Native American students (0.3%). There is no disaggregated data for these subgroups. The White subgroup, however, does have disaggregated information available.

On the 2006 TCAP Reading and Language test, white third graders scored 89% proficient or advanced, leaving 11% below proficiency level. The Math test had similar results, although slightly higher with 92% scoring proficient or advanced and 8% below proficiency. In Science, 87% of white third graders were proficient or advanced, leaving 13% below proficiency. Social Studies scores are somewhat lower in third grade with 82% of white third graders scoring proficient or advanced and 18% below proficiency.

Report Card Data Disaggregation

On the 2006 TCAP Reading and Language test, white fourth graders scored 91% proficient or advanced, with 9% below proficiency. Mathematics scores for white fourth graders were just slightly higher with 93% scoring proficient or advanced, with 7% below proficiency. Science scores for white fourth graders are significantly lower, with only 85% scoring proficient or advanced with 15% below proficiency. Social Studies scores follow this same trend with 84% of white fourth graders scoring proficient or advanced, leaving 16% below proficiency.

- **Economically Disadvantaged**

Economically disadvantaged third grade students scored at 87% proficient or advanced in Reading & Language, leaving 13% below proficiency. In Mathematics, the scores were slightly higher, at 91% proficient or advanced, and 9% below proficiency. In Science, scores showed that 87% of third grade economically disadvantaged students were proficient or advanced, with 13% remaining below proficiency. In Social Studies, NVE had 80% proficient or advanced and 20% below proficiency.

Economically disadvantaged fourth graders scored at 81% proficient or advanced in Reading & Language, leaving 9% below proficiency. In Mathematics, scores are slightly higher with 86% proficient or advanced and 14% below proficiency. Scores in Science and Social Studies are the same, with 81% of economically disadvantaged fourth graders scoring proficient or advanced in both subject areas. This leaves 19% below proficiency in both Science and Social Studies for economically disadvantaged fourth graders.

- **Special Education**

Third grade students with disabilities scored at 70% proficient or advanced in Reading & Language, with 30% below proficiency and 75% proficient or advanced in Mathematics, with the remaining 25% below proficiency. Science scores for third graders with disabilities were considerably higher with 89% scoring proficient or advanced and 11% below proficiency. Social Studies scores are considerably lower for third grade students with disabilities with only 53% scoring proficient or advanced, leaving 47% below proficiency.

Fourth grade students with disabilities scored at 65% proficient or advanced in both Reading & Language and Mathematics. This leaves 35% below proficiency. In Science, fourth grade students with disabilities scored at 60% proficient or advanced, leaving 40% below proficiency. Social Studies scores are slightly lower for fourth graders with disabilities with 53% proficient or advanced and 47% below proficiency.

- **LEP**

No disaggregated data is available on the LEP students at Northview Elementary School because there were less than 9 LEP students in 3rd and 4th grades at NVE during the 2005-2006 school year.

- **Gender**

Gender equity is evident at NVE when looking at TCAP data. There were 93% of males and 92% of female third grade students scoring proficient or advanced in Reading & Language,

Report Card Data Disaggregation

leaving 8% of females and 7 % of males below proficiency. In Mathematics, the numbers were slightly lower for males, with a score of 88% proficient or advanced, while the females had 96% proficient or advanced. This leaves 12% of males and 4% of females falling below proficient. When looking at Science TCAP data, 88% of males and 86% of females scored proficient or advanced, with the remaining 12% of boys and 14% of girls scoring below proficient. Social Studies scores are a bit lower in percentages, with 88% of males and 76% of females scoring proficient or advanced. This leaves 12% of males and 24% of females scoring below proficiency.

In fourth grade, gender equity is also very evident, with 87% of males and 92% of females scoring proficient or advanced in Reading and Language. This leaves 13% of males and 8% of females below proficiency. Mathematics has very similar percentages with 91% of males and 88% of females scoring proficient or advanced, leaving 9% of males and 12% of females. Science scores are slightly lower for both genders with 87% of males and 83% of females scoring proficient or advanced with 13% of males and 17% of females below proficiency in Science. Social Studies scores are slightly higher for males, when looking at gender equity in fourth grade. 90% of males and 82% of females scored proficient or advanced on the 2006 TCAP test for Social Studies. This leaves 10% of boys and 18% of girls below proficiency.

- **Growth differences between high, middle, and low achievers**

In Reading and Language Arts, scores show that while students in the lowest achievement subgroup are making gains, students in the middle and highest achieving subgroup are not yet making adequate gains. In Reading/Language Arts, Northview Elementary students in the lowest achievement subgroup had a gain of 0.6 for 2006 and a .2 average gain for the three previous years. Students in the middle achievement subgroup had a gain of 1.0 for 2006 and a 2.0 average gain for the three previous years. Students in the highest achievement subgroup had a gain of -3.0 for 2006 and a 2.0 average gain for the three previous years.

In Mathematics, Northview students show the greatest disparity between highest and lowest achievers. Scores show that once again students in the lowest achievement subgroup are making the highest gains. Students in the middle achieving subgroup are making positive gains that are lower than the lowest subgroup gains and students in the highest achieving brackets are making negative gains. In Mathematics, Northview Elementary students in the lowest achievement subgroup had a gain of 6.7 for 2006 and a 7.1 average gain for the three previous years. Students in the middle achievement subgroup had a gain of 1.9 for 2006 and a 2.7 average gain for the three previous years. Students in the highest achievement subgroup had a -10.0 gain for 2006 and a -9.0 average gain for the three previous years.

In Social Studies, scores show gains that are closer in range among medium and high achievers than in any other subject area. Students in the lowest achievement subgroup had a gain of -5.3 in 2006 and a 2.8 average gain for the three previous years. Students in the middle achievement subgroup had a gain of 3.9 for 2006 and a 2.1 average gain for the three previous years. Students in the highest achievement subgroup had a gain of 0 for 2006 and a 2.0 average gain for the three previous years.

Report Card Data Disaggregation

In Science, scores show that students in the lowest achievement subgroup had a gain of -8.0 in 2006 and a -0.3 average gain for the three previous years. Students in the middle achievement subgroup had a gain of -0.5 for 2006 and a 4.1 average gain for the three previous years. Students in the highest achievement subgroup had a gain of 0 for 2006 and a 0 gain for the three previous years. These scores also show a high improvement in gains for the middle group for the three previous years.

Report Card Data Disaggregation

TVAAS scores (Grade 4)

The Value Added analysis of TCAP data is based on the CRT section of the TCAP tests. At Northview Elementary School, 4th grade is the only grade that is given value-added scores. Value Added is used to determine the amount of gain students make from 3rd grade to 4th grade, and is compared to other 4th grade scores across the state of Tennessee. Under NCLB guidelines, schools do not use TVAAS data to demonstrate proficiency. This information is used to determine the effectiveness of instruction and instructional materials, as well as to chart individual growth of students. The following is a summary of Northview Elementary School's 4th grade Value Added scores for 2006 as reported on the 2006 School Report Card.

Northview Elementary School TVAAS (Value-Added) Scores

	2003	2004	2005	2006	3 yr avg	Grade
Read & Lang	-1	5	-0.6	-0.8	1.2	B
Math	3.4	0.8	0.6	-1.1	0.2	C
Science	2.5	0.4	9.3	0.5	3.5	A
Social Studies	-1.6	0.3	6.1	1.9	2.8	A

• **Reading & Language**

The 2006 TCAP test showed that 4th graders exhibited a negative growth (-0.8) in the 2005-2006 school year in Reading & Language. However, the 3-year average gain for NVE is 1.2, which is 0.5 above the state 3-year average gain of 0.7. This difference is largely due to a large gain in the 2003-2004 school year (5.0). In 2004, NVE scored a C on the TVAAS state report card in Reading & Language, with a 3-year mean gain of 0.4. Fortunately, the 3 year average gain increased from 2004 to 2005 from 0.4 to 1.1 (a gain of 0.7). This resulted in our grade of C increasing to a grade of B. In 2005-2006, the 3-year average gain increased by 0.1, with our school maintaining a grade of B.

• **Mathematics**

The 2006 TCAP test showed that 4th graders exhibited a negative growth (-1.1) in the 2005-2006 school year in Mathematics. This loss changed the 3-year mathematics average from 1.6 to 0.2. This is due to the loss of a 3.4 gain in 2002-2003. This decrease notwithstanding, NVE 4th grade is only slightly lower than the state 3-year average of 1.1. In 2004, NVE received a grade of A in Mathematics on the Value Added portion of the Report Card, and we maintained the same grade of A (exemplary) in Mathematics on the 2005 School Report Card. The 2006 report card shows a negative trend in status for NVE to a grade of C (Average).

• **Science**

Science is definitely seen as a strength by this committee, when looking at TVAAS scores. NVE scored a growth of 9.3 on the science portion of the TCAP test in 2005. The 2006 Report Card shows a growth of 0.5. This makes our 3-year average 3.5, which is well above the state average of 2.3. In 2004, we received a grade of A, and have maintained our grade of A (exemplary) on the 2005 Report Card and the 2006 Report Card.

Report Card Data Disaggregation

- **Social Studies**

Social Studies is an area where growth is evident. In the 2002-2003 school year, 4th graders demonstrated a negative growth (-1.6). The 2003-2004 Social Studies value added scores increased to show a growth of 0.3. The 2005 Report Card illustrated a large growth (6.1), and the 2006 Report Card also reflects a growth (1.9). This takes our 3-year average from 1.6 last year to 2.8 for the 2006 Report Card, which is above the state 3-year average of 2.3. This is a growth of 1.2. NVE value added scores are, again, well above the state 3-year average of 0.8. In 2004, NVE received a grade of D on the State Report Card in Science, but the score increased in 2005 to a grade of A (exemplary), and we have maintained this in 2006.

TCAP NCE Scores (Grade 3 and 4)

The following is a description of NVE student ranking according to TCAP NCE scores for grades 3 and 4. The NCE (Normal Curve Equivalent) shows how a student ranks along a normal curve based on a scale of 1-99. The following show how NVE students fall, given a random sampling of 100 other student groups.

Northview Elementary School NCE scores

	2003	2004	2005	2006
Reading & Lang	51 (C)	47 (C)	48 (C)	50 (C)
Mathematics	54 (C)	49 (C)	52 (B)	55 (B)
Science	51 (C)	48 (D)	50 (C)	52 (C)
Social Studies	50 (C)	48 (C)	49 (C)	51 (C)

- **Reading & Language**

The 2006 TCAP test shows that in Reading & Language, 3rd and 4th graders scored at the 50th percentile. This earned NVE a grade of C. In the three previous years, NVE scores were in the same range (51, 47, and 48 respectively). Although the score values vary over the last 4 years, when they are compared with the state average scores each year Northview scores are considered C (Average). Although NVE has exhibited an increase of 2 points from 2005, this shows no positive or negative changes in trend.

- **Mathematics**

The 2006 TCAP test shows that NVE scored at the 55th percentile in Mathematics, which earned our school a grade of B. In the three years prior to this test, our scores were again in the same range (54, 49, and 52 respectively), but our grade increased in 2005 from (C) Average to (B) Above Average, which was maintained in 2006. NVE scores increased from 2005 by 3 points. Although NVE has exhibited an increase in score, this shows no positive or negative change in trend.

- **Science**

The 2006 TCAP test in Science shows that 3rd and 4th graders scored at the 52nd percentile, earning a score of (C) Average. In the three years leading up to the 2005 test, our scores were in

Report Card Data Disaggregation

the same range (51, 48, and 50 respectively). This is a 2-point increase from 2005. The grade on the 2004 TN Report Card for Science was D, but this increased to a grade of (C) in 2005, which was also maintained on the 2006 Report Card. Although NVE has exhibited an increase in score, this shows no positive or negative change in trend.

- **Social Studies**

The 2006 TCAP test shows that 3rd and 4th graders at NVE scored in the 51st percentile in Social Studies, earning a grade of (C) Average. This score is also in the same range as the three previous years, although varying by a point or two (50, 48, and 49 respectively). This is a 2-point increase from 2005. Although NVE has exhibited an increase in score, this shows no positive or negative change in trend.

FORM 3.4: Narrative Synthesis of All Data

Give a narrative synthesis of all data. (*Rubric 3.4*)

FORM 3.4: Narrative Synthesis of All Data

(*Rubric 3.4*)

Narrative Synthesis of Data

Narrative Synthesis of Data

The following is a brief description of each data source, both academic and non-academic, that the committee analyzed to determine goal targets.

Academic

Summary of TCAP NCE scores (Grades 3 and 4)

Although the NCE scores at Northview Elementary school don't show much of a change in trend, our grade equivalent has risen since 2004 in two areas: Mathematics and Science. There is definitely much room for improvement in all areas in that no area received a grade of (A) Exemplary when being compared to the state averages. After analyzing NCE scores over the past 4 years, two areas that need additional focus are Reading & Language and Social Studies because these areas seem to have stalled at the mid range (high 40s- mid 50s). Our high transient rate (30%) may have an impact in this area. During the school year, we have approximately 200 students transfer out of our school and 200 new students move in (all of whom take the TCAP).

Summary of TVAAS scores (4th grade)

A thorough analysis of the TVAAS scores for NVE is contained in form 3.3 of this Component. Through the analysis and discussion of the data, it has been determined that 4th graders have shown increased growth in the areas of Science and Social Studies, but inconsistencies arise in the areas of Reading & Language and Mathematics. The scores for last year showed negative growth in Reading & Language, Mathematics. While the school is still above the state 3-year average in all areas other than Mathematics, there is still need for improvement in Reading & Language. Mathematics TVAAS scores are an area of concern due to a negative trend, and improvement is needed in the Mathematics subject area.

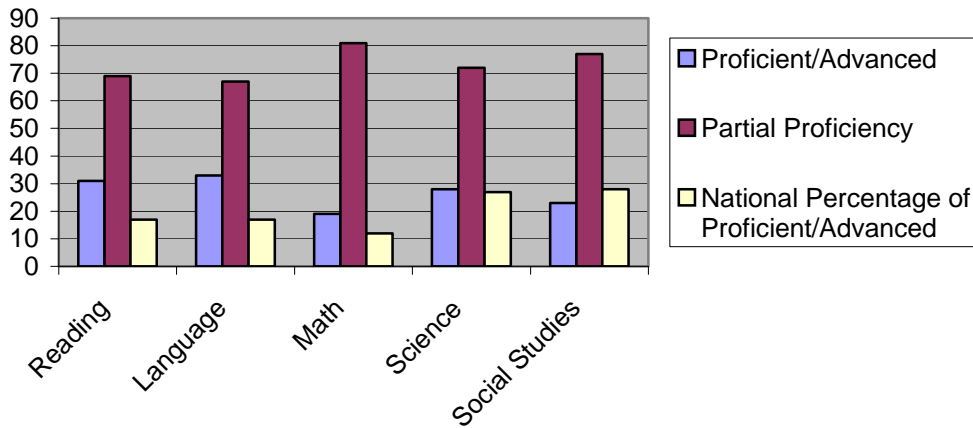
Performance Level Summary Report

Grade 1

The first grade students at Northview Elementary school were above the national percentage of Proficient/Advanced students in all areas except Social Studies. The National percentage of Proficient/Advanced learners for both Reading and Language was 17%. Our students scored 31% and 33% respectively. The National percentage of Proficient/Advanced students was 12% in Math and 27 % in Science. Our first graders achieved 19% proficiency in Math and 28% proficiency in Science. Social Studies remains an area for improvement with only 23% scoring in the Proficient/Advanced category, while the National average was 28%.

Because the majority of our scores for Proficient/Advanced students were higher than the National average scores, our scores for Partial Proficiency in first grade were below the National percentage scores in all areas except Social Studies. The National percentage of students scoring Partial Proficiency in both Reading and Language was 83%. Our students scored 69% and 67% respectively. The national percentage of students partially proficient in Math was 88%, while only 81% of our first graders showed partial proficiency. The National scores for Science and Social Studies were 73% and 72%. Our percentage of partially proficient students was 72% in Science and 77% in Social Studies. Social Studies was the only area where our scores were higher than the National percentage of Partially Proficient students.

1st Grade Performance Summaries

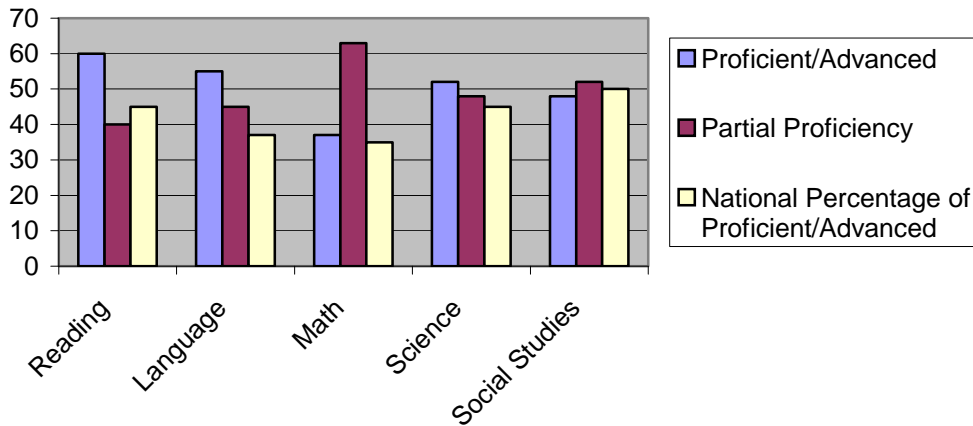


Grade 2

Second graders scored 60% being Proficient/Advanced on the TCAP test in Reading and a Partial Proficiency score of 40%. The national scores in Reading were 45% Advanced/Proficient and 55% with Partial Proficiency. In Language, NVE second graders scored 55% Proficient/Advanced and 45% with Partial Proficiency. The national scores were 37% Proficient Advanced and a Partial Proficiency score of 63%. In Math NVE second graders scored 37% Proficient/Advanced with 63% Partial Proficiency. The national averages were 35% Proficient/Advanced with 65% Partial Proficiency in Math. In Science NVE second graders scored 52% Proficient/Advanced with 48% Partial Proficiency. Nationally in Science the scores were 45% Proficient/Advanced and 55% Partial Proficiency. NVE second graders scored 48% Proficient/Advanced in Social Studies with 52% scoring Partial Proficiency. Nationally the scores were 50% Proficient/Advanced with 50% scoring Partial Proficiency.

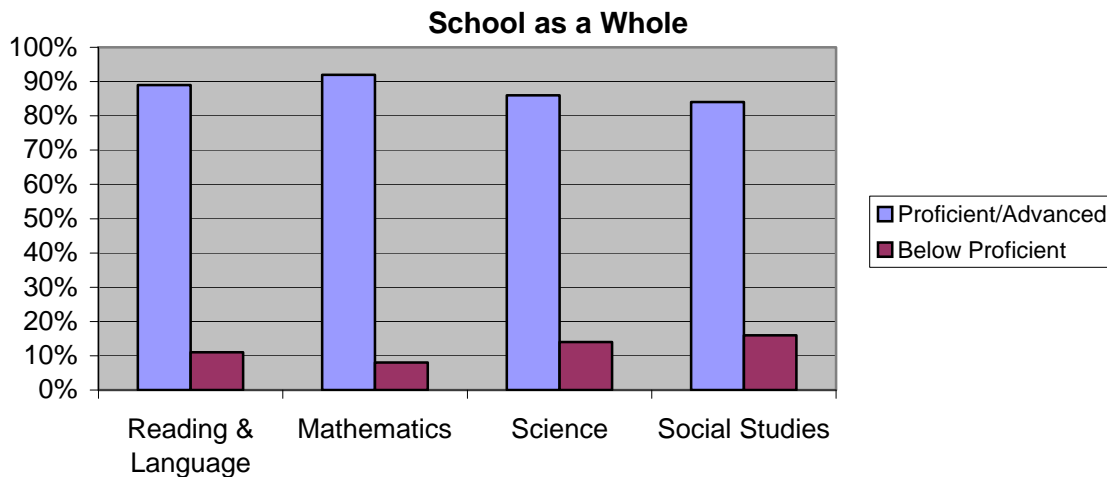
In analyzing this data, NVE is well above the national average in every subject area except Social Studies. In this subject area, the NVE scores were close to the national averages. From this data, it can be determined that Social Studies are an area of need for the second grade at NVE. Again, this could be due to the fact that a great emphasis has been placed on Reading and Language, which has caused some of the other subject areas to receive less attention.

2nd Grade Performance Summaries



Summary of Tennessee State Report Card for NVE (NCLB disaggregated data included)

A thorough disaggregation of Northview Elementary School’s State Report Card is described in form 3.3 of this Component. Students performed above NCLB benchmarks in all areas with a $N \geq 45$, and made AYP (Adequate Yearly Progress) as defined by the NCLB legislation. The graph below shows the percentages of proficient or advanced and below proficient third grade students in the whole group as reported on the 2006 Tennessee State Report Card for Northview Elementary School.



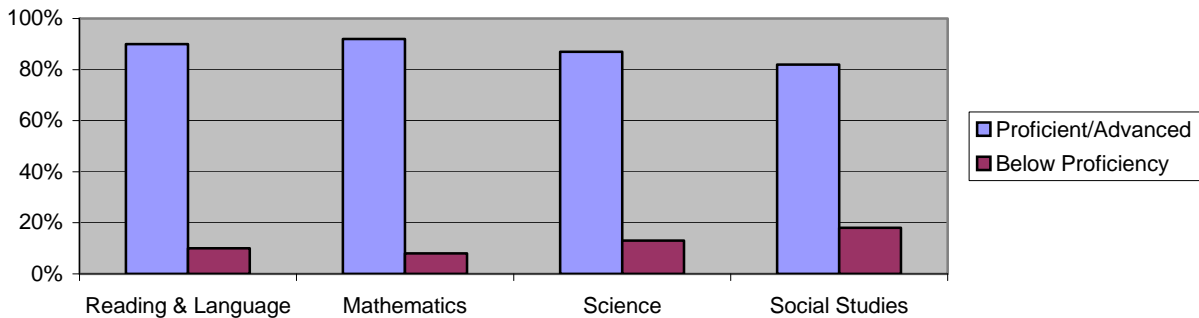
The two subgroups with $N \geq 45$ for the 2006 school year at NVE were the White subgroup and the Economically Disadvantaged subgroup. Below you will find a brief summary of the findings when looking at the disaggregated data for these two subgroups.

Narrative Synthesis of Data

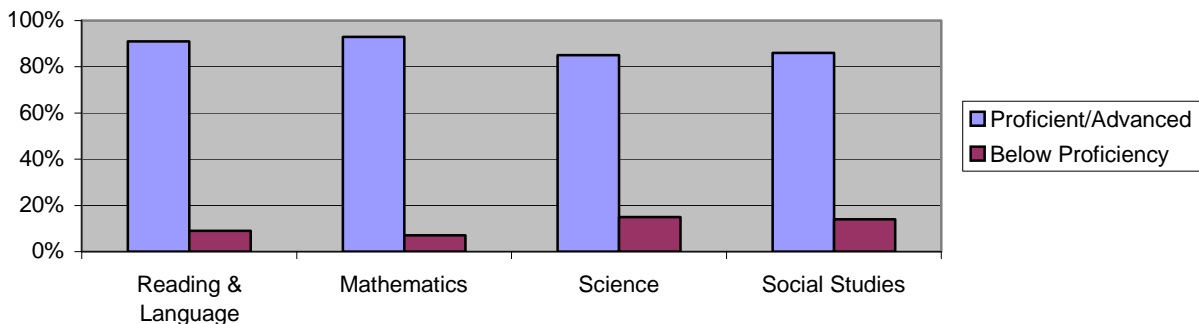
White subgroup

Through analysis of the data, white third grade students at NVE are achieving at a rate nearly equal to the school as a whole. The graphs below shows the percentages of proficient or advanced and below proficient third grade and fourth grade students in the white group as reported on the 2005 Tennessee State Report Card for Northview Elementary School.

**Third Grade Students
White Subgroup**



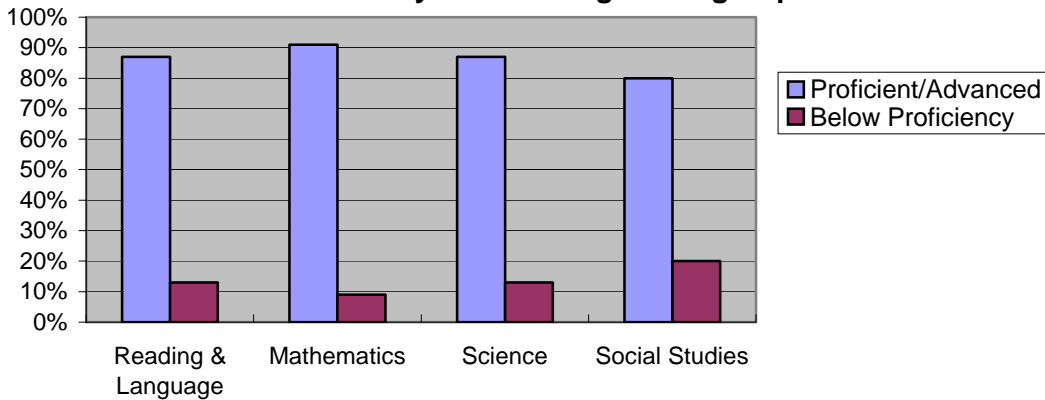
**Fourth Grade Students
White Subgroup**



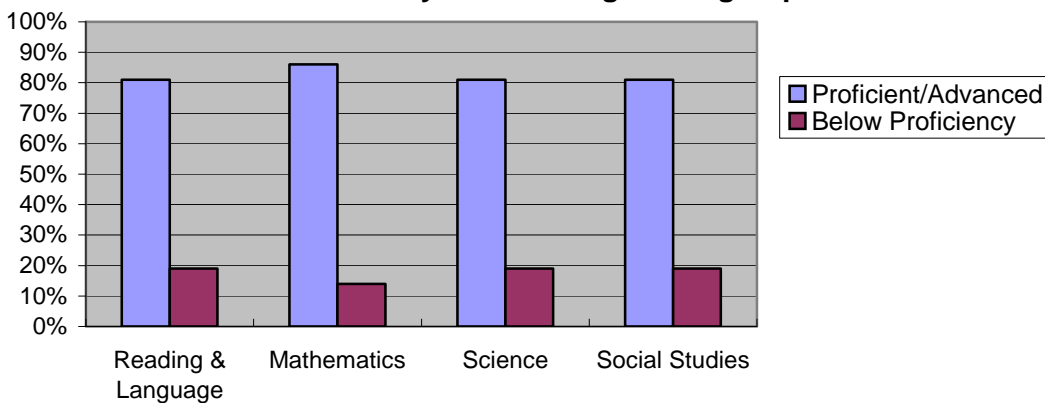
Economically Disadvantaged subgroup

While the economically disadvantaged subgroup scores are slightly lower than the whole group scores, economically disadvantaged third and fourth graders at NVE made AYP by achieving higher than the NCLB benchmark. The only need determined from the economically disadvantaged disaggregated data is in the area of Social Studies. This has been determined to be a need throughout the school. The graph below shows the percentages of proficient or advanced and below proficiency economically disadvantaged third grade students in each subject area from the 2006 Tennessee State Report Card.

**Third Grade Students
Economically Disadvantaged Subgroup**



**Fourth Grade Students
Economically Disadvantaged Subgroup**



Executive Summary of the 2004 School Improvement Plan

The goals for Northview Elementary School in 2003-2004 were based on our school’s failure to meet the national average gain scores in reading and language for the previous two years. We had also failed to make AYP in reading and language on the CRT portion of the test. Math also remained a goal for improvement in spite of the fact that our students were consistently above the national average on the norm-referenced portion of the test in fourth grade. Our third grade also made AYP for the previous year. However, our third and fourth grades were still below the system wide average in math, causing a need for even more improvement in that area. For these reasons, the goals for the 2003-2004 SIP were as follows:

Narrative Synthesis of Data

- *Goal 1:* In reading, the students will meet or exceed the national average in the norm referenced portion of the test, the current year value-added score will be above the national and state average, and the number of non-proficient students will be decreased by at least 10% over the previous year.
- *Goal 2:* In language arts, the students will meet or exceed the national average in the norm referenced portion of the test, the current year value-added score will be above the national and state average, and the number of non-proficient students will decrease by at least 10% from the previous year.
- *Goal 3:* In math, the students will meet or exceed the national average in the norm referenced portion of the test, the current year value-added score will be above the national and state average, and the number of students scoring at the “Proficient” level or above on the CRT portion will meet or exceed the minimum level (for 2004 72.4%).

At the time that these goals were written, Northview Elementary was considered a “Target School.” Since that time, we have met the majority of our goals, and are no longer on the Target School list. We are considered to be proficient in all areas. Also at that time, reading and language arts were given separate scores so our school wrote separate goals for each area. Since that time, they have been combined into one group and only receive one score. This will also be reflected in our school’s new goals for our SIP.

Kindergarten Brigance testing

As a means of getting initial test data on entering Kindergarten students, the Brigance test is administered in the Spring to all 5 year olds who sign up to enter Kindergarten in the next school year at NVE. The average scores of this testing for the 2005-2006 Kindergarten class was 87.289 out of a possible 100. There are 151 total Kindergarten students this school year, but only 102 were given a pre Kindergarten screening. This is 67.55% of our current Kindergarten enrollment. That leaves 37 students who were not tested and 12 students who were retained in Kindergarten. There are several factors that have contributed to such a high percentage (24.5%) of students who were not tested, such as transferring in after the year has started, enrolling in school too late to be assessed, and students who experience a language barrier (Spanish speaking students). Of the students who were assessed, 13 students scored at or below the score of 75 (12.7%), which is a warning sign to teachers that a student is severely at-risk.

Before administration of the Brigance test in the Spring of 2006, changes were made to the test, which made it much more difficult than in previous years. This has caused the average score to decrease significantly from 2005 to 2006. The average score on the Brigance for entering Kindergarten students during the 2006-2007 school year was 61.1. This is more than 16 points lower. There are a total of 128 Kindergarten students this school year, but only 97 were given a pre Kindergarten screening. That leaves 25 (19.5%) students who were not screened and 6 (4.7%) students who were retained in Kindergarten from the previous year. As previously mentioned, there are several factors contributing to the large percentage of students who were not tested (19.5%).

Narrative Synthesis of Data

DIBELS test data

DIBELS data assesses Oral Reading Fluency. In the initial implementation of DIBELS testing at NVE, DIBELS testing was first implemented in August/September 2005 and provided information on areas of weakness specific to students and grade level performance. Every entering Kindergartner was assessed using DIBELS. The results were so beneficial that in the second year of DIBELS testing, all Kindergarten, First, and Second grade students were given the test. The following is an explanation of the findings for each grade level.

Kindergarten DIBELS Results

The Kindergarten DIBELS test is broken into three parts. The first part is called Letter Naming Fluency, the second part is called Initial Sounds Fluency, and the third part is called Nonsense Word Fluency. These are timed tasks where students are asked to perform specific skills within the allotted time. The following charts show the scores of Kindergarten students at NVE. This data will be used for on-going assessments and interventions. DIBELS testing is implemented three times throughout the school year and the results below show two scores for Initial Sounds Fluency and Letter Naming Fluency and only one score for Nonsense Word Fluency. Results were given according to the following guide words:

- Established: “Continue Current Program”
- Emerging: “Further Assess and Consider More Intensive Instruction”
- Deficient: “Begin Immediate Problem Solving”

Letter Naming Fluency

Fall

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
59.29%	22.99%	56.87%

Letter Naming Fluency

Winter

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
53.24%	39.93%	49.61%

Initial Sounds Fluency

Fall

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
84.70%	32.07%	21.78%

Initial Sounds Fluency

Winter

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
66.55%	45.98%	30.25%

Non-Sense Word Fluency

Winter

Narrative Synthesis of Data

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
66.55%	45.98%	30.25%

First Grade DIBELS Results

The first grade DIBELS test is broken into two parts. The first part is called Letter Naming Fluency, and children must be able to recall the names of as many letters of the alphabet as possible during a one-minute time frame. The second part is called Nonsense Word Fluency. Students must use their knowledge of letter sounds to read as many nonsense words as possible. This test also has a one-minute time frame.

During the 2006-2007 school year, all 149 first graders were tested in the fall. Results were given according to the following guide words:

- Established: “Continue Current Program”
- Emerging: “Further Assess and Consider More Intensive Instruction”
- Deficient: “Begin Immediate Problem Solving”

Letter Naming Fluency

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
71.10%	15.40%	13.40%

Non-Sense Word Fluency

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
67.10%	20.80%	12.10%

Second Grade DIBELS Results

DIBELS data assesses Oral Reading Fluency, Retell Reading Fluency, and Nonsense Word Fluency. DIBELS was first implemented in Second Grade in August/September 2006 and provided information on areas weakness specific to students and grade level performance. Every second grader was assessed using DIBELS. The following chart shows the percentage of at risk students (deficient), percentage of students that show some risk (emerging), and percentage of students who show low risk (established).

Oral Reading Fluency Data

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
10.40%	12.80%	76.80%

Retell Reading Fluency

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
23.20%	18.40%	58.40%

Nonsense Word Fluency

Narrative Synthesis of Data

<i>Established</i>	<i>Emerging</i>	<i>Deficient</i>
17.60%	18.40%	64.00%

As you can see from the data almost 23.2 % of entering Second grade students were assessed as having at least some risk of performing below grade level in Oral Reading Fluency, 41.6 % in Retell Reading Fluency, and 36 % in Nonsense Word Fluency. This data will be used for ongoing assessments and interventions.

Non-Academic

Attendance Records

Northview Elementary school strives to attain a high attendance rate because we recognize how important attendance is in a student's ability to learn and retain information. In 2003, the attendance rate at NVE was 93.7%. We had a slight decrease in 2004, with a rate of 92.7%. This decrease was overcome, and in 2005, Northview Elementary School had an attendance rate of 93.8%. The 2006 Report Card reflects an attendance rate of 93.5%. This is above the state goal of 93%. NVE also achieved AYP in the area of attendance in accordance with the NCLB legislation.

Climate Surveys with all stakeholders

During the 2005-2006 school year, surveys were administered to stakeholders at NVE (parents, students, staff, and community members). The following information shows the results from those surveys. During the 2006-2007 school year, all new students, as well as entering Kindergarten students were surveyed to find out their opinions. New staff was also given a chance to voice their opinions of our school by completing a survey. The new information is marked with a double asterisk ** under each stakeholder.

STAFF SURVEYS

Forty-two staff members participated in the staff survey. The survey consisted of eighteen questions. The results indicate the following as the top three strengths:

- The principals are accessible and listen to staff concerns.
- The principal appreciates and values the staff.
- All staff is working to achieve goals in reading and language arts.

The survey also indicates that there are some areas that need to be strengthened. These include the effectiveness of teaching assistants and the job the custodians are doing keeping the school clean and orderly. (Our school has been without the services of one custodian for over a year due to an on-the-job injury. When this individual was at work during this time it was with severe limitations while substitute custodians have been sporadic and have had little training.)

***During the 2006-2007 school year, surveys were administered to all new teachers and personnel. Our findings were consistent throughout the survey, which reiterates the strengths and needs of our school. After having experienced a great change in the leadership of our school and a large turnover in teachers, this really shows the strength our school possesses.*

PARENT SURVEYS

All parents of Northview Elementary School students were sent surveys (680). Of these surveys,

Narrative Synthesis of Data

330 were returned. This is 48.5% of the surveys. The survey consisted of 26 questions regarding various aspects of Northview Elementary School. According to the parent survey, the following are strengths:

- Northview Elementary School maintains high academic standards.
- Northview Elementary School maintains high behavior standards.
- The students feel safe at Northview Elementary School.

A main concern identified from the parent surveys indicated that many students do not feel safe on the school bus.

*** During the 2006-2007 school year, surveys were administered to parents of all new students and entering Kindergarten parents. The information gathered was consistent with previous findings of the committee.*

STUDENT SURVEYS

Northview Elementary School students completed 609 surveys with a total of 21 questions each. Students responded by circling happy or sad faces for the first 19 questions. There was a 62% overall satisfaction rate from students. According to student surveys, the following are strengths of NVE:

- Students are excited about learning.
- Students have friends at school.
- Students like their principal and teachers.

According to students, the following are areas of need:

- Students want to feel safer on buses.
- Students would like a longer recess and improved playground equipment.
- Students would like longer to eat their lunches and improved lunch menus.

***During the 2006-2007 school year, all new students and entering Kindergarten students were administered a survey to get their opinion of our school. The results gathered were consistent with the survey information gathered the previous year.*

COMMUNITY SURVEYS

Northview Elementary School sent out ten community surveys to key community members. Of these surveys, 6 were returned, which is 60%. Overall the surveys were overwhelmingly positive. Several strengths were determined from this survey, some of which are:

- NVE has a good reputation with the community.
- NVE has a positive impact on the community's property value.
- NVE and various stakeholders/organizations cooperated to provide help to the needy.
- NVE has a good working relationship with the community.
- Overall, the community sees NVE in a positive light.

According to the community survey, the following could be considered needs:

- NVE administrators are readily available to stakeholders.
- NVE is available for community functions.
- NVE's PTO has a good standing with the community and stakeholders.

These needs are due to some neutral answers on the survey, which means the community

Narrative Synthesis of Data

member being surveyed did not have a basis for rating.

ELL Data

Northview Elementary currently has 7 ELL students (English Language Learners) out of a total population of 658 students. This 1.1% of our total student population.

Impact of Key Community Events

Three events have impacted Northview Elementary School in the past five years. During this time, Swaggerty Sausage Co. Inc. and Goforth Tire Co. have had a large increase in the number of non-English speaking workers. As a result, Northview Elementary School has had an increase in the number of non-English speaking or limited English speaking children. In 2003, the Kodak branch of the Boys and Girls Clubs of the Smoky Mountains opened. The club services the children of Northview Elementary and Northview Middle Schools and works on academic achievement as part of their program. The ongoing development of new businesses and road construction on Highway 66 also continues to have an impact on the school as our area and school keep growing.

Discipline Infraction Summary (office referrals)

The following information is the discipline infraction summaries (office referrals) for the 2003-2004, 2004-2005, 2005-2006, and the 2006-2007 school years. In the 2003-2004 school year there were 181 office referrals. The five top infractions were bus problems, inappropriate behavior, classroom disruption, hitting, and stealing. In the 2004-2005 school year there were 193 office referrals. The top five problems were inappropriate behavior, hitting, classroom disruption, bus problems, and disrespect. In the 2005-2006 school year, there were 176 office referrals. Currently the top five problems are bus problems, hitting, inappropriate behavior, classroom disruption, and stealing. Over the last four school years, the re-occurring problems have been bus problems, hitting, inappropriate behavior, and classroom disruption. These four problems have been constant over the last four years. Outlying problems over the last four years have been cafeteria problems, disrespect, and stealing.

Discipline Action Summary (actions for disciplinary problems)

The following information is the discipline action summary for the 2003-2004, 2004-2005, 2005-2006, and 2006-2007 school years. In the 2003-2004 school year the top five actions for discipline problems were warnings, isolation, corporal punishment, loss of privileges, and bus suspension. During the 2004-2005 school year the following actions were taken as actions against discipline problems; isolation, warnings, parent conference on phone, loss of privileges, and In-school suspension. In the 2005-2006 school year, the top five actions for discipline problems are isolation, bus suspension, corporal punishment, parent conference on phone, and warnings, and this has remained consistent throughout the 2006-2007 school year. Isolation and warnings seem to be the most common actions for discipline problems. However, this is probably because after a student has received a warning and isolation, the problem with that student is resolved. Normally, any time a child is sent to the office, a report is sent, or phone call is made, to that child's parents.

Narrative Synthesis of Data

Promotion/Retention Records

The Promotion rate at NVE in the year 2002-2003 was 96.6 %. This rate increased in 2003-2004 to 97.4%, and then decreased slightly in 2004-2005 to 97.3%. It again decreased slightly in 2005-2006 to 97.0% which is equivalent to the state goal of 97%.

Special Education Census

Northview Elementary School's special education population includes 131 students, which represent approximately 19 percent of the school's total population. Of these students, 20 were enrolled in CDC, and 31 were enrolled in Resource. Speech and Language provides services for 77 students, and 3 students are enrolled in CSA (gifted).

Overall Summary of Academic and Non-academic data analysis

Through the thorough analysis of both the academic and non-academic data, several consistent factors have reoccurred throughout the data that merit mentioning. The first being the consistently lower scores in Social Studies throughout the school. As was previously stated, this is largely due to the school-wide effort to improve Reading & Language scores and the emphasis the school has placed on these areas. Another factor that was consistent in the data, although non-academic in nature, is the need for changes in the school bus situation. Neither parents nor students feel that the school buses are a safe environment. This is also a large portion of the office referrals made throughout the school year. One reason for this may be that elementary students ride the same bus as middle school and high school students. This has been a major concern of parents in the past but is an area beyond our control. We have no high school in the community so these students ride the bus to our school then transfer to another bus which takes them to the high school in Sevierville. To reiterate, the following is a composite list of strengths and needs as determined by this committee after thorough analysis of all relevant data/information.

Strengths

- Students and parents feel confident about Northview Elementary School, and are overall very satisfied with the school as a whole.
- Teachers feel supported by the principal, and feel that everyone is working together to achieve the goals of our school.
- Overall, the community sees NVE in a positive light.
- Northview Elementary School has made AYP in all subgroups with an $N \geq 45$.
- TVAAS scores are above the state 3-year average in all areas, with a greater value in Science and Social Studies.
- NVE had an overall proficient or advanced score of 89% in Reading & Language and 92% in Mathematics on the 2006 TCAP test.
- Grade 1 and 2 scores were above the national percentage of Proficient/Advance students in Reading, Language, Mathematics, and Science.
- Gender equity is evident when looking at TCAP data.
- Attendance at NVE is above the state goal of 93%.
- With the community growing due to expansion on Hwy. 66, our school has responded positively.
- The Promotion rate at NVE is equivalent to the state goal of 97%.

Needs

- According to staff surveys:
The staff at NVE feels that the teacher assistants are not as effective as they should be.
The staff at NVE is not satisfied with the job the custodians are doing at keeping the school clean and orderly.
 - According to parent surveys:
Students are not/do not feel safe on the school bus.
 - According to student surveys:
Students want to feel safer on buses.
Students would like a longer recess and improved playground equipment.
Students would like longer to eat their lunches and improved lunch menus
 - Although the Special Education subgroup is not a group that is required to meet NCLB benchmarks ($N \leq 45$), this is an area that needs focus. Students with disabilities only performed at 70% proficient or advanced in Reading & Language and 75% proficient or advanced in Mathematics.
 - Focus needs to be placed on enrichment for the high achievers at NVE, because they are showing the lowest growth.
 - Social Studies scores in grades 1-3 need to be improved upon. This is the lowest area across the board.
 - With benchmarks forthcoming in both Social Studies and Science curriculum areas, it is recommended that both Science and Social Studies be improved upon.
 - Improved growth for the higher achievers in all subject areas is also a need.
 - Mathematics value-added scores (grade 4) need to be improved. A score of C reflects a negative trend from the previous year.
 - Early interventions for entering Kindergarten students is needed, due to a majority being considered at-risk based on DIBELS data.
 - NVE should also work to achieve less office referrals.
 - There is a need for positive incentives for good behavior.
-

FORM 3.5: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 5 (Action Plan) will be derived from this prioritized list of goal targets.

FORM 3.5: Prioritized List of Goal Targets
(*Rubric 3.5*)

Prioritized List of Goal Targets

Prioritized List of Goal Targets

After thoroughly analyzing all academic and non-academic data sources, the following are four goal targets for Northview Elementary, as determined by this committee.

Goal #1: In Reading & Language Arts, the students will meet or exceed the state average NCE scores and the percentage of non-proficient students in Reading & Language Arts (as determined by the NCLB benchmarks) will remain at or above the NCLB target.

Goal #2: In Mathematics, the students will meet or exceed the state average NCE scores and the percentage of non-proficient students in Mathematics (as determined by the NCLB benchmarks) will remain at or above the NCLB target.

Goal #3: In Social Studies, the students will meet or exceed the state average NCE scores and the percentage of non-proficient students in Social Studies (as determined by the NCLB benchmarks) will remain at or above the NCLB target.

Goal #4: In Science, the students will meet or exceed the state average NCE scores and the percentage of non-proficient students in Science (as determined by the NCLB benchmarks) will remain at or above the NCLB target.

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS

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

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

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

- ◆ Focus on what students will know and be able to do.
- ◆ Narrative that synthesizes the data. DO NOT make copies of TCAP reports and insert them into your plan.
- ◆ Review 3-year NCE average student performance data incorporating the 2000-2001 reports to establish students current performance.
- ◆ Disaggregate quantitative student performance data as appropriate to determine the academic growth of subgroups.

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS

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

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

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

1. TCAP Results
2. Writing Assessment
3. Competency Tests
4. End of Course Tests
5. SAT
6. ACT
7. Value-Added Scores
8. Criterion-referenced Exams
9. Performance-based Measures
10. Text Book Tests
11. Samples of Student Work (portfolios, project demonstrations, lab journals, service learning participation)
12. Gateway

Guide for TSIPP

Component 4

Curricular, Instructional, Assessment, and Organizational Effectiveness

Introduction to

Component 4 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Purpose of Analyzing Effectiveness

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

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

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

Component 4 – Curricular, Instructional, Assessment and Organizational Effectiveness

FORM 4.1: Collaboration

Describe the school's capacity for collaboration of the administration and instructional staff and other stakeholders to support student learning.

FORM 4.1: Collaboration

(Rubric 4.1)

Collaborative Process

Collaboration is the process of working together. At the school level, collaboration involves regular planning, frequent communication, and cooperation. Northview Elementary School's collaboration of the administration, instructional staff, and other stakeholders support student learning.

Administrative and Instructional Staff Collaboration

- Grade level chair meetings
- Staff meetings
- PTO board meetings with administration
- Administration has open door policy to parents and staff
- Administration conducts S-Team meetings with parents and teachers
- Administration collaborates with Walter's State Community College, Carson-Newman College, and East Tennessee State University to coordinate student teachers and practicum students.
- Teacher evaluations
- IEP meetings
- Inservice days
- Administrative days
- Marquee in front of school
- Common lunch times for grade levels
- At least 2 teachers within grade levels with common planning times
- Collaboration within grade level with the Blueprint for Learning as a guide
- Cross grade planning
- Collaboration with Northview Middle School, Local Authorities, and Marci Williams-Title 1
- Newsletters from the Principal in report cards
- Parent Teacher Conferences 4 times per year
- Parent Orientation at the beginning of the school year
- E-Mail addresses for parents as a whole and also broken down into grade levels
- Report cards
- Mid-term reports
- Frequent calls home to report student progress from both teachers and administration
- School Web site
- Classroom Web sites

Other Stakeholders Collaboration

- PTO sponsored Golf Tournament in memory of Coach McCarter with many county

Collaborative Process

- officials sponsoring holes.
- Boys' and Girls' Club provide after school care
 - Kids' Place, Inc. provides after school care
 - Partnership with the Tennessee Smokies provides baseball tickets to all NVE students.
 - Northview Elementary Volunteer Fire Department and local churches collaborate with NVE to provide school supplies as well as holiday gifts and food to those in need.
 - Exxon \$500.00 grant annually.
 - Collaboration with Northview Middle on 4th grade transition
 - Collaboration with Douglas Dam and Underwood Headstarts on kindergarten transition.

FORM 4.2: Evaluation of the Decision-making Process

Describe the evaluation of the school's organizational structure for decision-making, noting strengths and limitations.

FORM 4.2: Evaluation of the Decision-making Process

(Rubric 4.2)

Evaluation of the Decision-making Process

Northview Elementary School staff is very unique. The mutual respect that every member has for one another is extremely strong. With this bond, decision-making becomes a team effort. Teachers are surveyed to determine the effectiveness of the decision making process.

Strengths

- All teachers participate in the School Improvement Plan planning
- Several support staff participate in the School Improvement Plan planning
- Teachers and Staff are uninhibited by administration
- Administration has an open door policy to everyone (teachers, staff, parents, community members, and all stakeholders)
- Northview Elementary School works closely with the School Board Member
- All staff members needs are taken into consideration before decisions are made
- Teachers and staff have major input into regular duty details (bus duty, etc.)
- Special Education students are being included in the regular classrooms with success
- Curriculum is being enhanced by incorporating progressive research based instruction (4-Blocks, Read 180, Saxon Intervention Phonics, Wilson Reading Program, and Touch Math)
- Grade chairs meet with the principal then meet with their respective grades
- Staff is surveyed on material and equipment needs as well as professional development needs

Needs

-

FORM 4.3: Resource Allocation

Describe the overall school’s resources including materials, human resources, and funding sources with a connection to school improvement

FORM 4.3: Resource Allocation

(Rubric 4.3)

Resource Allocation

The funding for Northview Elementary School comes mainly from state and local resources.

Budget for the 2005-2006 school year:

Funds from Sevier County Board of Education

Total Title One allocation	\$30,551.70
• Instructional Material.....	.\$3,106.70
• Equipment	\$24,000.00
• Staff Development	\$ 3,445.00
• ADM	\$ 8755.00
• ADM (waiver)	\$ 1992.00
• Library money\$ 750.00
• Equipment money	\$ 1000.00
• BEP funds	\$ 8900.00
(Teacher fund \$4250.00; School committee \$4250.00)	

Non-Board funds:

• Exxon grant	\$ 500.00
• Target	\$ 230.13
• Keep Sevier Beautiful	\$ 270.00
• ADS Magazines	\$ 2000.00
• Kids’ Place, Inc. (use of building)	\$ 5243.85
• Kroger.....	\$ 728.86

Northview Elementary PTO donations:

• Donation for RIF	\$500.00
• Awards, staff development, and playground materials	\$3000.00
Auction and Haunted Hallway	\$16,000.00

Utilization and Connection of Resources:

The utilization of the Title monies have been used to purchase material used for the 4-Blocks program, Big Blocks program, Reading Upgrade, Smart Boards, and Classroom Professional System. These four programs were instated into the curriculum as interventions for reading. Five computers with internet access were purchased to enhance the Reading Upgrade program used in the 3rd grade as a reading intervention. Other intervention materials and manipulative

Resource Allocation

have been purchased to aid in mathematics and reading. Overhead projectors and carts were purchased to support the use of the programs, materials, and manipulative. All of the purchased material was purchased to improve testing scores in reading and mathematics. All programs were research based as interventions to boost comprehension and skills.

Strengths:

- Monetary gifts (listed above)
- Granny Readers (volunteers)
- PTO donations

Needs:

- Grants

FORM 4.4: Curriculum Analysis and Support

Describe programs and processes in place for curriculum analysis and support (i.e., correlations to state standards and benchmarks, alignment, coordination, curriculum mapping, articulation, communication, monitoring and adjustment).

FORM 4.4: Curriculum Analysis and Support

(Rubric 4.4)

Curriculum Analysis and Support

Programs and Process for Curriculum Analysis and Support

Northview Elementary uses the Blueprint for Learning, NCLB, and Title One to correlate curriculum development. Teachers are provided with each of their current and previous year's student TCAP performance scores along with the individual teacher outcome. This information is used to provide on going assessment for the teacher. The TCAP information is sent home with each child in his or her report card. The data will also be analyzed with parents at the first Parent/Teacher Conference. The school data is provided on the school web site along with a link to the state web site. Individual teachers also have web links on the school web site.

Each Kindergarten student is given the Brigance screening before entering the school year. Then the DIBELS assessment is given three times per school year. DIBELS is also used to assess at risk first through third graders. All students are assessed with Grade Level Benchmarks using Math and Reading inventory cards. This data is kept in each student's cumulative folder through fourth grade. Individual teachers assess their students through informal means to measure student progress. One-fourth grade class uses the READ 180 program as a reading intervention for low

Curriculum Analysis and Support

performing students. This program has a built in assessment program, which actually adjusts the content based on the student progress. The Junior Primary class uses the Wilson Reading Program and Touch Math to provide these students a different approach to beginning reading and math.

Each spring, Northview Elementary School, in conjunction with Northview Middle School, has a visitation day for each of the fourth grades to Northview Middle School. This helps in the transition from the elementary setting to a middle school setting. Northview Elementary teachers also meet with Northview Middle teachers to prepare curricular activities to aid in an easy transition.

On going assessment and analysis are beneficial to the future growth of the students at Northview Elementary. The Principal and Assistant Principal disaggregate and analyze student TCAP information as soon as the information becomes available. This information is used to make adjustments to programs, classroom enrollment, and to see where strengths and weaknesses are occurring. This information is then shared with the teachers in grade level meetings as well as entire staff meeting. The staff, in lateral and vertical planning, then disaggregates and analyzes the data.

TCAP information is articulated to the stakeholders through the state and school web site. Also the information is published in the local newspaper and the larger city newspaper. Mrs. Wade provides data information through a regular newsletter, which is inserted into student report cards.

Teachers and staff use all of the data, formal and informal, to address the needs of each individual student throughout the school year. If students are not making progress, the teachers will refer the student to an S- Team. The S-Team (Support team) includes the teacher, parents, assistant principal, and school psychologist. The team will collaboratively make suggestions for intervention for the student. After working closely for one month the team will reconvene to discuss progress and/or make further suggestion. TCAP information, along with other formal and informal data, is used in making all S-Team decisions.

Strengths:

- Interpreting data
- Identifying at risk students
- Interventions for at risk students
- Student tracking

Needs:

- Expand transition to Northview Middle
- Expand opportunities to vertically plan during summer months

FORM 4.5: Instructional Analysis and Support

Describe programs and processes in place for analyzing and supporting the instructional process (i.e., use of research-based strategies, adaptation for all students, appropriate staff development, time utilization, monitoring and adjusting).

FORM 4.5: Instructional Analysis and Support

(Rubric 4.5)

Instructional Analysis and Support**Data Analysis**

Each year, the school sets aside one in-service day to review the SIP and to review the success, or lack of success, of the various programs. We are constantly searching for the best way to address the individual needs of the students, based on their TCAP scores and teacher recommendations.

- 4-Blocks
- Big Blocks
- Building Blocks
- Wilson Reading
- Highly Qualified Teachers
- READ 180
- CPS Units
- Smart Boards

Adaptations for All Students/Subgroups

- ELL teacher
- 4-Blocks
- Building Blocks
- Big Blocks
- Wilson Reading
- READ 180
- CPS Units
- Smart Boards
- Saxon Math

Staff Development

- 4-Blocks training with Cheryl Sigmon (3 days)
- Building Blocks (3 days)
- Big Blocks (additional 1 day training)
- READ 180 (2 teachers and the Assistant Principal)
- Smart Board training
- CPS unit training
- Dr. Jean
- Harry Wong

Effective Time Utilization

Instructional Analysis and Support

Monitoring and Adjusting

- READ 180
- STAR
- DIBELS
- RTI
- Phonemic Awareness
- Wilson Reading
- Accelerated Reader
- Formal Assessment
- Informal Assessment
- Mid-term reports
- Report Cards
- Unit Reading and Math Assessment

Guide for TSIPP Component 5

Action Plan Development

Introduction to **Component 5 – Action Plan Development**

Each of the four preceding parts of the school improvement planning processes that you have now completed was designed to assist in developing the action plans for your school improvement plan. The results of this work will now be combined in the development of the action plans for your school improvement plan. The alignment of the school improvement plan with each of these four critical elements of the planning process will yield a data-driven, research-based plan focused on improving student learning.³

Your Action Plan is to be driven by goals that address the needs identified in the earlier stages of your process. Special attention is to be given to the NCLB criteria. For each goal, give the amount of expected, measurable growth and a reasonable timeframe or end date.

Example of a goal:

Our goal is to _____ (desired student performance outcome) _____ by _____
(amount of expected, measurable growth) ____ by ____ (end date).

Base the development of your action plan on the data you have collected about student achievement and perceptual data. These data collections help you set priorities based on school needs.

Choose the goals to realistically address your needs.

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

Component 5 – Action Plan Development

FORM 5.1: Goals

Describe your goal and identify which need(s) it addresses. (Remember that your previous sections identified what the strengths and weaknesses were for each of these items. See Forms *(Rubric 5.1)*)

GOAL 1

Form 5.1: Goal 1

Goal	
Which Need(s) does this Goal address?	
How is this Goal linked to the system's Five-Year Plan?	

FORM 5.2: Action Steps

Descriptively list the action you plan to take to ensure that you will be able to progress toward your goal. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Two additional requests follow the Action Steps themselves: Professional Development and Parent/Community Involvement. These are logically part of the Action Steps within your plan.

(Rubric 5.2)

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research)
(Rubric 5.2)

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FORM 5.3: Implementation Plan

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

(Rubric 5.3)

FORM 5.3: Implementation Plan (Goal 1)			
Timeline <i>(Rubric 5.3)</i>	Person(s) Responsible <i>(Rubric 5.3)</i>	Projected Cost(s) <i>(Rubric 5.3)</i>	Monitoring Strategy <i>(Rubric 5.3)</i>

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	

GOAL 1

Form 5.1: Goal 1

Goal	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in Reading/Language will be at or above the NCLB target.
Which Need(s) does this Goal address?	This goal addresses the need for students to read at or above grade level by the end of 4 th grade according to the NCLB. Based on TCAP 2006, 89% of our students were proficient or advanced.
How is this Goal linked to the system's Five-Year Plan?	Meeting performance standards required by NCLB is the first goal according to the Sevier County School System's Strategic and Consolidated Planning. The plan specifically states all students will perform at or above proficiency levels in Reading and Language Arts.

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (<i>Rubric 5.2</i>)
K-4 classrooms will utilize interactive boards to incorporate technology in Reading and Language Arts.
At risk students in 4 th grade identified and receive intensive interventions using Scholastic's Read 180.
At risk students in all grade levels will be identified through RTI

FORM 5.3: Implementation Plan (Goal 1)

Timeline (<i>Rubric 5.3</i>)	Person(s) Responsible (<i>Rubric 5.3</i>)	Projected Cost(s) (<i>Rubric 5.3</i>)	Monitoring Strategy (<i>Rubric 5.3</i>)
February 2007 (continual)	Classroom teachers	\$7135.00 per board	Teacher observations
September 2007 (continual)	Sherry Moore, teacher Missy Wade, Principal	Minimal maintenance costs. System already in place.	Students are formally assessed 3 times per year to determine progress. TCAP scores will be used to determine success.
2006-2007 school year (continual)	Sharon Barnett, School Psychologist Darrell Houser, SPED Consulting teacher	None to school (system purchased)	Psychologist and SPED assistant will test as needed/directed by teacher

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
At risk students from current kindergarten class identified and placed in Junior Primary for following year. Receive intervention with Wilson Reading Program.
K-4 SPED students identified and receive intensive intervention through the Wilson Reading Program
4 Blocks Literacy Model implemented in K-4 to improve overall reading/language skills
Collaborative summer grade level planning.
Community Readers/Volunteers will work one-on-one with struggling readers
Grade level summer reading list for students to use for summer enrichment. The school library will be opened two days during the summer for students to complete AR tests. Kodak public library will have summer reading lists posted.

FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
May 2007 (and May of each year after)	Katie Cox, JP Cindy Taylor, K Chair Missy Wade, Principal	Minimal maintenance costs	Students are assessed 3 times per year using DIBELS
Fall 2007 (continual)	Doug Ledoux and Jennifer Payne SPED teachers	Minimal maintenance costs	Daily observations, formal assessment, and progress in regular classroom reading. TCAP
Fall 2006 (continual)	Classroom teachers	Minimal maintenance costs from Title I	Students will be monitored throughout year through formal and informal assessment. TCAP.
June/July 2007	Classroom teachers	\$6,000 in stipends from Title I	Planning teaching strategies based on TCAP scores and Blueprint.
Continuous	Marsha Meador, Guidance	None	Feedback/checklist from volunteers. TCAP scores.
June 2007 (and each June following)	Michelle Bowman, Librarian, grade level chairs, and Robin Cogdill, public librarian	None	Number of students who take AR tests during summer and formal feedback from Kodak public library.

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Kindergarten classes will attend library for enrichment in reading. (2 classes per week)
DIBELS test administered to all kindergarten, first, and second grade students and other students as needed to determine at-risk status.
TCAP Coach will be used to improve testing skills in third and fourth grade.

FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
2006-2007 school year (continual)	Kindergarten teachers	None	Progressed literacy in K students.
Fall 2006 and continual	Donna McCarter, Speech Pathologist Sharon Barnett, School Psychologist Kathy Hillard, Speech Assistant Kindergarten and first grade assistants	None	Kindergarten students will be assessed 3 times per year. Other students assessed as need arises. TCAP scores and junior primary referrals.
Continuous	3 rd and 4 th grade Classroom teachers	Purchased by system (new edition purchased 2005-2006 school year)	Results will determine interventions needed

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	4 Blocks Literacy Model Training Big Blocks Literacy Model Training 4 Blocks Writing Workshop Building Blocks Workshop DIBELS training for assistants
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<p>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i></p>	<p>Parents will be informed of Reading/Language progress through conferences, progress reports, and report cards. June-August: Summer reading program with Kodak public library and the Tennessee Smokies August: Orientation night for kindergarten August: Orientation night for 1st-4th Community volunteers will read to students identified by teacher Parent volunteers assist in distribution of RIF books</p>
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GOAL 2

Form 5.1: Goal 2

Goal	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in Mathematics will be at or above the NCLB target.
Which Need(s) does this Goal address?	This goal addresses the need for students to perform math at or above grade level by the end of the 4 th grade according to the NCLB. Based on TCAP 2006, 92% of our students were proficient or advanced.
How is this Goal linked to the system's Five-Year Plan?	Meeting performance standards required by NCLB is the first goal according to Sevier County School System's Strategic and Consolidated Planning. The plan specifically states all students will perform at or above proficiency levels in mathematics.

FORM 5.2: Action Steps (Goal 2)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Saxon Math program implemented to increase mathematics skills in all grade levels.
Summer Grade Level Collaborative Planning.
K-4 classrooms will utilize interactive boards to incorporate technology in Mathematics.

FORM 5.3: Implementation Plan (Goal 2)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
August 2005 and continual	K-4 classroom teachers.	None to school (system provides)	Students will be monitored on progress throughout the year by progress reports, grade cards, and TCAP.
June/July, 2007	K-4 classroom teachers.	Optional in-service credit or included in stipend for mathematics	Teachers will meet to work on mapping strategies and collaboratively plan based on needs assessment and Blueprint.
February 2007	Classroom teachers	\$7135.00 per board	Teacher observation

FORM 5.2: Action Steps (Goal 2)	FORM 5.3: Implementation Plan (Goal 2)			
GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)	Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
TCAP Coach Books will be used in third and fourth grade to reinforce mathematics skills and testing strategies.	Fall 2006 and continual	3 rd and 4 th grade classroom teachers	Purchased by system (new edition purchased 2005-2006 school year)	Teachers will use observations and data from scoring to determine needed interventions. Also TCAP scores.
At risk students in current kindergarten will be identified and placed in Junior Primary for the next school year. Touch Math will be used as a math intervention.	May 2007 and continual	Katie Cox, JP Cindy Taylor, K Missy Wade, Principal Doug Ledoux and Jennifer Payne, SPED teachers	None	Daily observations, formal assessments, and success in first grade.
K-4 SPED students identified and will receive intensive intervention using Touch Math.	August 2006 and continual	Doug Ledoux Jennifer Payne, SPED teachers	None	Daily observations, formal assessments, and progress in regular classroom math. TCAP

Form 5.3, continued

GOAL 2	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Training on use of interactive boards Training on teaching problem solving skills (related to word problems/practical math)
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Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	Parents will be informed of mathematics progress through conferences, progress reports, and report cards. August: Kindergarten Orientation August: K-4 Orientation
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GOAL 3

Form 5.1: Goal 3

Goal	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in Social Studies will be at or above the NCLB target.
Which Need(s) does this Goal address?	This goal addresses the need for students to perform Social Studies at or above grade level by the end of the 4 th grade according to the NCLB. Based on TCAP scores from 2006, 84% of students were proficient or above.
How is this Goal linked to the system's Five-Year Plan?	Meeting performance standards required by NCLB is the first goal according to Sevier County School System's Strategic and Consolidated Planning. The plan specifically states all students will reach expected areas of growth in social studies.

FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (<i>Rubric 5.2</i>)
Summer Grade Level Collaborative Planning (Teachers will identify skills tested and determine what resources can be used to teach them)
K-4 classrooms will utilize interactive boards to incorporate technology in Social Studies.
K-4 classrooms will utilize United Streaming online subscriptions to enhance/reinforce skills.

FORM 5.3: Implementation Plan (Goal 3)

Timeline (<i>Rubric 5.3</i>)	Person(s) Responsible (<i>Rubric 5.3</i>)	Projected Cost(s) (<i>Rubric 5.3</i>)	Monitoring Strategy (<i>Rubric 5.3</i>)
June/July 2007 and continual	K-4 Classroom Teachers	Optional in-service credit or included in stipend for social studies	Teachers will meet to work on mapping strategies and collaboratively plan based on needs assessment and Blueprint.
February 2007 and continual	Classroom teachers	\$7135.00 per board	Teacher observation
August 2007 and continual	Classroom teachers	None to school (system provides)	Teacher observation and available testing materials

<p>Librarian, in association with classroom teachers, will update and increase Social Studies materials available to both students and teachers.</p>	<p>January 2008 And continual</p>	<p>Michele Bowman, Librarian Missy Wade, Principal Fran Owens, Media Specialist Supervisor</p>	<p>Available Title I provisions</p>	<p>Athena circulation data</p>
<p>TCAP Coach Books will be used in third and fourth grade to reinforce Social Studies skills and testing strategies.</p>	<p>December 2007 and continual</p>	<p>Classroom teachers</p>	<p>None to school (system provides)</p>	<p>Teachers will use observations and data from scoring to determine needed interventions. Also TCAP scores.</p>

Form 5.3, continued

<p>GOAL 3</p>	<p>Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</p>	<p>Training on use of interactive boards Training on use of United Streaming Grade level collaboration on purchase of books/materials</p>
	<p>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</p>	<p>Parents will be informed of Social Studies progress through conferences, progress reports, and report cards. August: Kindergarten orientation August: 1st-4th Orientation</p>

GOAL 4

Form 5.1: Goal 4

Goal	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in Science will be at or above the NCLB target.
Which Need(s) does this Goal address?	This goal addresses the need for students to perform Science at or above grade level by the end of the 4 th grade according to the NCLB. Based on TCAP scores from 2006, 86% of students were proficient or above.
How is this Goal linked to the system's Five-Year Plan?	Meeting performance standards required by NCLB is the first goal according to Sevier County School System's Strategic and Consolidated Planning. The plan specifically states all students will reach expected areas of growth in Science.

FORM 5.2: Action Steps (Goal 4)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
TCAP Coach Books will be used in third and fourth grade to reinforce Social Studies skills and testing strategies.
Librarian, in association with classroom teachers, will update and increase Social Studies materials available to both students and teachers.

FORM 5.3: Implementation Plan (Goal 4)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
December 2007 and continual	Classroom teachers	None to school (system provides)	Teachers will use observations and data from scoring to determine needed interventions. Also TCAP scores.
January 2008 And continual	Michele Bowman, Librarian Missy Wade, Principal Fran Owens, Media Specialist Supervisor	Available Title I provisions	Athena circulation data

FORM 5.2: Action Steps (Goal 4)	FORM 5.3: Implementation Plan (Goal 4)			
GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)	Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Summer Grade Level Collaborative Planning (Teachers will identify skills tested and determine what resources can be used to teach them)	June/July 2007 and continual	Classroom teachers	Optional in-service credit or included in stipend for science	Teachers will meet to work on mapping strategies and collaboratively plan based on needs assessment and Blueprint.
K-4 classrooms will utilize interactive boards to incorporate technology in Social Studies.	February 2007 and continual	Classroom teachers	\$7135.00 per board	Teacher observation
K-4 classrooms will utilize United Streaming online subscriptions to enhance/reinforce skills.	August 2007 and continual	Classroom teachers	None to school (system provides)	Teacher observation and available testing materials

Form 5.3, continued

GOAL 4	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Training on use of interactive boards Training on use of United Streaming Grade level collaboration on purchase of books/materials
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Parents will be informed of Science progress through conferences, progress reports, and report cards. August: Kindergarten orientation August: 1 st -4 th Orientation

COMPONENT 5 – ACTION PLAN DEVELOPMENT

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

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

Strategic Action/Results Plan

- ◆ Link the action plan to:
 1. the School Board Five-Year Strategic Plan
 2. the School Board Vocational Plan as appropriate
 3. Federal Program Requirements
 4. the State Board of Education Master Plan

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

- ◆ Action Step/Strategy/Intervention: Identify activities that will need to take place in order to accomplish the goal.

COMPONENT 5 – ACTION PLAN DEVELOPMENT

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

- ◆ Timelines
 1. Establish and insert dates of periodic monitoring for informal and formal review of the action plan (i.e., 6 weeks, 3 months, semester)
 2. Provide starting date and completion date for each action step.
 3. Monitor and address progress within the action plan.
- ◆ Required Costs/Resources
 1. Estimate cost for each activity or intervention. For example, training materials, supplies, copies, cost of consultants, release time for teachers, ...
 2. Identify source of funding for each activity or intervention.
- ◆ Staff/Personnel/Person Responsible
 1. Identify who is responsible for the completion of each activity.
 2. Do not use term “faculty” or “administration.”
 3. Examples include a person, school improvement leadership team, grade chair, etc.
- ◆ Professional Development
 1. Connect professional development activities to each goal.
 2. Identify professional development activities needed to implement goals and action steps.
 3. A common mistake has been to write a general professional development paragraph that is not inextricably linked to the goals delineated in the plan.
- ◆ Community Involvement
 1. Involve a parent (not employed by the district) and/or a

COMPONENT 5 – ACTION PLAN DEVELOPMENT

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

community leader in the development of your plan.

2. Identify the person in your plan.
3. Recommend that you list names of persons involved in the development of your plan and the group they represent.

◆ Means of Evaluation

1. Include a monitoring activity for each action step.
2. Identify how you will know if each action step has been successful.
3. Identify the student behaviors or performance that will indicate the success of an action step.

Guide for TSIPP Component 6

The School Improvement Plan and Process Evaluation

Introduction to

Component 6 – The School Improvement Plan and Process Evaluation

Careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process is not to simply develop a plan but to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school.⁴

⁴Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 6 – The School Improvement Plan and Process Evaluation

FORM 6.1: Formative Assessment

Formative Assessment is evaluation designed and used to improve student performance by measuring frequent intervals during the learning process.

- What assessment instruments will you use to evaluate your progress, and at pre-determined intervals?
- What procedures will you use to analyze this formative assessment data?
- What intervention strategies will be utilized for remediation and enrichment for the needs revealed by the data you analyzed from the assessment instrument?
- What kind of comparisons do you plan to make with this data?

Describe the school’s capacity for collaboration of the administrative and instructional staff and stakeholders to support student learning.

FORM 6.1: Formative Assessment
(Rubric 6.1)

Form 6.1: Formative Assessment

Assessment Instrument to be used:

Formative Assessments utilized include the following:

- Read 180
- STAR
- DIBELS: Dynamic Indicators of Basic Early Literacy Skill
- Brigance Testing
- Math Assessments (mastery of skills will be recorded on county required math cards)
- Reading Unit Tests (mastery of skills will be recorded on county required reading cards)
- Teacher created tests
- Portfolio Assessment
- TCAP Testing

Modification will be made based on the progress of students through formative assessments by monitoring student understanding illustrated in student work and question and answer. Assessments will be used to enrich, extend, and differentiate instruction.

Data Analysis Procedures:

To focus classroom instruction on students’ needs, teachers will monitor student progress toward SIP goals by analyzing data. Students demonstrating above average achievement in the classroom will be provided with the opportunity for extended learning. Intervention in the classroom will include individual learning, small group learning, re-teaching, and peer tutoring. Assistants will be utilized to meet the needs of individual students in grades k-2 and in special education. Inclusion will be implemented for the students with IEP’S.

Form 6.1: Formative Assessment

Formative Assessment Intervals:

- Star Tests 2-3 times a year based on grade level
- Reading Unit Tests each six weeks
- READ 180 assessed 3 times per year (beginning, middle, and end)
- Math Assessments (written and oral on a weekly bases)
- DIBELS assessment will be given 3 times per year in Kindergarten, 1st and 2nd grade
- Classroom teachers modify, extend, and enrich student instruction based on the needs of their students
- Brigance Testing (prior to Kindergarten and at the end of Kindergarten)

Long Term Comparisons Planned:

Math cards and Reading Cards containing the records of skill mastered and Brigance testing scores from Kindergarten screening will be included within the cumulative record files from year to year. These records serve as an ongoing reference for teachers to review individual students. Grade level meetings will be used to plan curriculum to better meet the needs of students. Third and fourth grade teachers meet and discuss t-cap scores to look for strengths and weakness and plan accordingly. Teachers also compare school's averages with county wide averages in individual skills.

FORM 6.2: Summative Assessment

Summative Assessment is an annual evaluation designed to present conclusions about the merit or worth of a strategy, intervention or program and recommendations about whether it should be retained, altered or eliminated

How will you know if possible growth is indicated? If growth is minimal, what are your options/plans?

FORM 6.2: Summative Assessment
(Rubric 6.2)

Form 6.2: Summative Assessment

Summative Assessment

- READ 180
- STAR
- DIBELS
- Brigance testing
- Math Assessments
- Reading Unit test
- Teacher created tests
- Portfolio Assessment

- TCAP testing

Data Analysis Procedures

The data generated from the assessment formats utilized at Northview Elementary is used to determine individual student progress as well as individual program effectiveness. This is accomplished by comparing individual student achievement to predetermined student benchmarks. This information is used throughout the year to determine individual student need for re-teaching or extension. Individual program effectiveness is determined by utilizing TCAP proficiency scores and attainment of School Improvement Plan goals.

Long Term Comparisons

Long term comparison of program effectiveness is achieved by comparing annual TCAP scores with previous year(s) TCAP scores. This is conducted in May or June, when scores are released by the Tennessee Department of Education. These scores are evaluated on a grade level basis to determine program retention, elimination, or replacement. Teachers are given Performance Level Summary Reports to evaluate areas of weakness to determine the need to alter teaching methods. School administrators determine the positive or negative impact of individual programs. This information is used to determine program retention, elimination, or replacement.

Goal Attainment Communication

Northview Elementary communicates goal attainment to all stakeholders utilizing a variety of methods. These methods encourage interactive communications between the school and all stakeholders. These methods include:

- Midterm reports – every 3 weeks for 3rd and 4th grades
- Report cards - every 6 weeks for all grades
- School Orientation – 2 days before school begins
- TCAP reports sent home individually
- TCAP debriefing – teachers individually or as a group
- Classroom teachers created web sites
- Northview Elementary School web site
- Teacher weekly and monthly newsletters
- Principal newsletter included in progress report every 6 weeks
- 1st and 2nd grade weekly vocabulary assessment results
- Special Education Goal Sheet every 6 weeks
- Parent/Teacher conferences 4 times per year

FORM 6.3: Evaluation of the SIP Process

This component describes the institutional process for the on-going evaluation of the overall plan.

Each SIP needs to have an accompanying evaluation of the process. Well-planned and useful evaluation methods lend themselves to significant improvement efforts and

address the growing pressures for accountability. Evaluation is increasingly being used as a way to understand how schools function and what is effective. This includes formative and summative processes of evaluation.

Evaluation is necessary for making judgments about the quality of the process. The evaluation should include, but not be limited to, communication, feedback, implementation, debriefing, and monitoring to all stakeholders.

Information from evaluations provides direction for ongoing program modification and future program planning towards improvement goals. Remember, if the evaluation process is not implemented, the entire process has been an exercise in futility

FORM 6.3: Evaluation of the SIP Process
(Rubric 6.3)

Form 6.3: Evaluation of the SIP Process

Communication Plan

Communication with stakeholders is a continuous process from the beginning of the school year to the end. We begin the year by hosting grade or class orientations for parents as well as open house for stakeholders. There are meetings led by the Parent-Teacher Organization that relay important events and information and exhibits students talent and achievement. Family night is planned during the weeks of Book Fair. Information is also relayed to stakeholders through newsletters from the teachers, a newsletter from the principal sent home with report cards, a monthly calendar of events, and a school website that relates current information. Important dates and school activities are listed on the weekly lunch menu. Achievement is reported to parents through performance reports sent by teachers at least two times during a grading period. Mid-term reports and grade cards sent home every six weeks.

Implementation

The implementation of our goals will be accomplished through the successful completion of various programs such as READ 180, Wilson Reading Program, Saxon Phonics Intervention Program, Saxon Math, and Reading Up-Grade. The librarian teaches Word of the Week to students in the 3rd and 4th grades. Students will also be periodically assessed with STAR or Accelerated Reading Programs, and DIBELS monitoring to determine if progress is being achieved. Community Readers, 4-H program, and visitors from the bank will be utilized to involve stakeholders in the process of improvement. Teachers will be involved in summer collaboration to improve methods and techniques and will utilize TCAP coach books to prepare students for testing format.

Feedback and Debriefing

Grade levels meet together regularly to discuss progress, weaknesses and changes that can and should be made to assist student learning. Student progress can then be discussed and new techniques shared as needed. Information regarding student strengths and weaknesses is then shared with parents through parent-teacher conferences and/or phone calls, progress/performance reports, mid-term reports, and grade cards.

Monitoring and Adjusting

The principal and/or assistant principal will meet quarterly with grade level chairs to review the SIP and discuss the performance of their students in relation to the stated goals. All available formative assessments and evidence of student performance will be reviewed to determine success and identify any area of weakness. This information will then be relayed to each respective grade and discussed among grade levels for additional ideas to improve student learning.

