

SCHOOL IMPROVEMENT PLAN

This document is a reflective summary of the Tennessee Schools Improvement Plan conducted by faculty, staff, and stakeholders of

**SEVIER COUNTY HIGH SCHOOL
1200 DOLLY PARTON PARKWAY
SEVIERVILLE, TENNESSEE 37862**

We realize that school improvement is a continuing process; we are committed to the process of assessing our practices, evaluating our outcomes, and making adjustments in the pursuit of “best practices.”

PRINCIPAL: GARY O. ROACH

MAY 1, 2007

**ASSISTANT PRINCIPAL: TODD LOVEDAY
ASSISTANT PRINCIPAL: KEVIN HURST
ASSISTANT PRINCIPAL: STEPHANIE HUSKEY
ASSISTANT PRINCIPAL: TOBY WARD
ASSISTANT PRINCIPAL: CAROLYN WHALEY**

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TSIPP TEMPLATE 1.1**COMPONENT TEAM MEMBERS**

COMPONENT 1

CAROLYN WHALEY
PAULETTA WEY
JULIA REYNOLDS
NANCY HAYES
DEBBIE KIPP
RODGER SUTTON
LIZ BERNARDI
BRYAN ATCHLEY
BETH OWNBY
JANENE WALKER
MERIJANE VAUGHN
VERONICA SMELCER
DIXON BROWN
PEG WELCH
SISSY IVEY
MISTY LARRANCE
JILL COFFEE
LAURA BOLING
RUTH BEAGAN
SARAH WINTERS
ALI PUNKE
JIM BLALOCK
JOE KEENER
LISA TURNER
DARLENE METCALF

ROLE

ASSISTANT PRINCIPAL
BIOLOGY TEACHER
PHYSICAL SCIENCE TEACHER
ENGLISH TEACHER
SPANISH TEACHER
SCIENCE TEACHER
BIOLOGY TEACHER
GEOGRAPHY TEACHER
FOUNDATIONS TEACHER
FOUNDATIONS TEACHER
CDC TEACHER
CDC TEACHER
BUSINESS TEACHER
CHORAL TEACHER
CULINARY ARTS TEACHER
HORSE SCIENCE TEACHER
CONSUMER SCIENCE TEACHER
PARENT
PARENT
STUDENT
STUDENT
COMMUNITY MEMBER
COMMUNITY MEMBER
SCHOOL NURSE
SECRETARY

COMPONENT 2

GARY ROACH
KIM MCMAHAN
MELINDA DERRICK
TAD WYNN
JOHN THOMPSON
LISA SMELCER
JAMA FRANKLIN
APRIL CONNER
TRAVIS FRANKLIN
SUSAN STEELE
BEVERLY SMITH
BETTY SMELCER
DEBORAH PARKHURST
JEANNIE KING
KEN WRIGHT
JEREMY CLABOUGH
WAYNE LOVEDAY
KEN MAPLES

ROLE

PRINCIPAL
ENGLISH TEACHER
ENGLISH TEACHER
ENGLISH TEACHER
CHEMISTRY TEACHER
HISTORY TEACHER
GUIDANCE COUNSELOR
CALCULUS TEACHER
SPECIAL EDUCATION TEACHER
READING 180 TEACHER
SOFTWARE TOOLS TEACHER
BAND TEACHER
DRAMA TEACHER
TEXTILES/CLOTHING TEACHER
PHYSICAL ED. TEACHER
ALGEBRA TEACHER
AGRICULTURE TEACHER
PARENT

MADISON MCMAHAN
ANN LU

STUDENT
STUDENT

COMPONENT 3

ROLE

TODD LOVEDAY
KRISTY LAKEY
CANDY WARD
ROXANNE HARPER
JESSICA WRIGHT
CHUCK FIELD
JONATHAN SHULTZ
PAM WARD
JACKIE BROWN
JEFF WILLIAMS
PAULA HOLIWAY
BILLY WARD
LAURA OVERHOLT
JIM OVERHOLT
STEVE BREWER
CALLIE WEST
RICK LEONE
NANCY HEWITT
COURTNEY MCCANDLES
PAM CHRISTENSEN

PRINCIPAL
GUIDANCE COUNSELOR
GUIDANCE CUNSELOR
ENGLISH TEACHER
ENGLISH TEACHER
BIOLOGY TEACHER
BIOLOGY TEACHER
ALGEBRA TEACHER
GEOMETRY TEACHER
SPECIAL ED. TEACHER
ECONOMICS TEACHER
PHYSICAL ED. TEACHER
PHYSICAL ED. TEACHER
COMBINED STUDIES TEACHER
DRIVERS ED. TEACHER
GRAPHIC DESIGN TEACHER
METAL TRADES TEACHER
PARENT
PARENT
SECRETARY

COMPONENT 4

ROLE

TOBY WARD
SHERRY BLALOCK
BETH RICHARDS
ELAINE CUTSHAW
LAUREN MCCARTY
A.C. WILLIS
DEAN SCHNEITMAN
JONATHAN BREWER
LEE HEDRICK
JANICE SORRELL
LINDA TILSON
ZONA WHISNANT
ROBIN COOPER
MARY ANN HELTON
TINA CARMICHAEL
TONY LINGINFELTER
DARREN HELTON
JANE BLANKENSHIP
LISA LACY
CARLY BARNES
MELODY RATLIFF
ELLEN WILHOIT
CHUCK RICHARDS
TAMMY MAYFIELD

ASSISTANT PRINCIPAL
MARKETING TEACHER
GEOGRAPHY TEACHER
ENGLISH TEACHER
LATIN TEACHER
BIOLOGY TEACHER
BIBLE TEACHER
SEVIER CO. HISTORY TEACHER
FOUNDATIONS TEACHER
ALGEBRA TEACHER
SPECIAL ED. CO-ORDINATOR
BEHAVIOR SPECIALIST
BUSINESS TEACHER
VISUAL ARTS TEACHER
MARKETING TEACHER
ADVANCED PE TEACHER
AGRICULTURE TEACHER
PARENT
PARENT
STUDENT
STUDENT
COMMUNITY MEMBER
COMMUNITY MEMBER
IN-SCHOOL SUPPORT

COMPONENT 5

ROLE

STEPHANIE HUSKEY
KORTNEY GILLESPIE
LESLIE MATTERN
NAHALIA BRUCE
JULIE LUDDEKE
ROBIN VENNER
JON THOMSON
JANE BISHOP
TABATHA OGLE
HUGETTE CAVALLETTO
ROBIN JONES
SHARON BRUNSON
JEANNE TREDUP
NORMA LUTTRELL
LISA STONE
AUDREY KOCHERT
LESLIE MAPLES
STACY MARINE
TONYA KEENER
ELIZABETH CONNER
PAUL BEAGAN
TIARA ALFREY
ROCKY CAUGHRON

COMPONENT 6

KEVIN HURST
DAN HANLON
JIMMY CALYLOR
MARY HUSKEY
ANDREW BOLES
GLENDA WEST
MERIJANE VAUGHN
JERRY JOHNSON
CINDY RULE
KENNY RATLEDGE
VERNON CHANDLER
VALERIE POPE
KEN MCCLANAHAN
JACKIE KYKER
MARJORIE HAFFNER
DREW KYKER
CLELLENE COLE
STAR PARTON
BILL GALLOWAY

SURVEY COMMITTEE

BILL SOUTH
MARTHA SMITH

ASSISTANT PRINCIPAL
HISTORY TEACHER
ALGEBRA TEACHER
ENGLISH TEACHER
ENGLISH TEACHER
ECOLOGY TEACHER
BIOLOGY TEACHER
HISTORY TEACHER
GEOGRAPHY TEACHER
ALGEBRA TEACHER
CALCULUS TEACHER
SPECIAL ED. TEACHER
SPECIAL ED. TEACHER
MARKETING TEACHER
SPANISH TEACHER
HEALTH OCCUP. TEACHER
COSMETOLOGY TEACHER
PHYSICAL ED. TEACHER
PARENT
PARENT
STUDENT
COMMUNITY MEMBER
SPECIAL ED. AIDE

ROLE

ASSISTANT PRINCIPAL
BUILDING TRADES TEACHER
AUTO BODY REPAIR TEACHER
ENGLISH TEACHER
GED TEACHER
ALGEBRA TEACHER
SPECIAL ED. TEACHER
SPECIAL ED. TEACHER
MARKETING TEACHER
DRIVERS ED. TEACHER
HEATING/AIR TEACHER
MARKETING TEACHER
PARENT
PARENT
STUDENT
STUDENT
BOOKKEEPER
SECRETARY
DRIVERS ED. TEACHER

ROLE

PSYCHOLOGY TEACHER
LIBRARIAN

PENNY ALEXANDER
DEBBIE LOVEDAY
SARAH ANDERSON
PATT WEBB
ANDY HUDSON
RUSSELL RAMSAY
BETH DEBORD
SANDY MCMAHAN
LYNETTE CLARK
ANDREW TEMPLE

LIBRARIAN
LIBRARY AIDE
ENGLISH TEACHER
FRENCH TEACHER
GUIDANCE COUNSELOR
BAND DIRECTOR
BOOKKEEPER
SECRETARY
PARENT
STUDENT

COMPONENT ONE: SCHOOL PROFILE AND COLLABORATIVE PROCESS

INDICATOR 1.1-SIP Leadership Team Composition

On August 17, 2006, the administrative team of Sevier County High School met to divide the six components of our self-study report. Each principal chose two lead teachers to serve as co-chairs based on their areas of interest. These co-chairs then recruited a mix of faculty members who represented various subject areas, SCHS parents who were not school system employees, SCHS students, community members who were not school system employees, and non-certified staff members. In addition, a survey committee, made up of a mix of stakeholders was formed in order to poll relevant stakeholders. This survey committee was charged with the responsibility of developing surveys from questions supplied from the component committees, distributing the surveys, collecting the surveys, compiling the data and reporting findings back to specific committees.

INDICATOR 1.2-SIP Subcommittee Formation and Operation

One hundred thirty-six stakeholders, divided into component committees, participated in the School Improvement Process for Sevier County High School. On September 20, 2006, all component committees met to review our 2004 SACS report and our 2005 SIP executive summary. On October 18, 2006, departmental meetings were held to review the curriculum, to analyze data, and to formulate questions to be submitted to the survey committee. On November 13, 2006, the department heads, co-chairs of the component committees, parent representatives, and student representatives met to refine the questions and finalize the surveys. On December 6, 2006, all stakeholders met so that component one co-chairs and component two co-chairs could report to the group. On January 16, 2007, component three co-chairs reported to the stakeholders. A schedule of future meetings was given to all stakeholders, and co-chairs were instructed to continue their individual meetings as needed. On February 15, 2007, co-chairs from component four reported to the stakeholders. March 9, 2007, an in-service day, was set aside to work on our plan. Co-chairs from component five reported and a deadline of March 30, 2007, was set to turn in final reports. Throughout the process, one component fed into the next, and through reporting and feedback, our plan evolved rather smoothly. Through a review of data, an analysis of strengths, weaknesses, barriers to change, and recommendations

for changes, our stakeholders developed a document which we feel will serve as an impetus for making positive changes for students at Sevier County High School.

INDICATOR 1.3-SIP Collection of Demographic Data and Analysis

Sevier County is one of the fastest growing communities in the state. The population of Sevier County is 79,875 with a projected increase of 8.5% by the year 2011. The number of households in Sevier County is 31,738 with a projected increase of 8.6% by the year 2011. The Sevier County School System is about to start a 20 million dollar building campaign and must spend a projected 50 million dollars in the coming years just to keep up with demand for classroom space. However, it will probably be a few years before another high school will be built to alleviate the overcrowded conditions at SCHS.

Sevier County High School sits on a 50-acre campus located at the foot of the beautiful Smoky Mountains. SCHS is the largest of 4 county high schools. The 3 private schools in our county do not significantly affect our enrollment numbers. Even though we are located in the city of Sevierville, due to no zoning restrictions, we draw city and rural students from all over the county. Sevier County High School was built in 1967 and consists of two main buildings, one for academic classes and one for vocational technology classes. Even though additional rooms have been added to both buildings, SCHS is still overcrowded and in need of updates and repairs due to nearly 40 years of occupancy.

Sevier County High School has one principal, five assistant principals, and 110 teachers on staff. All are white in ethnicity due to the fact that no one of another ethnicity has applied. There are 85 academic teachers, 19 vocational teachers, 4 guidance counselors, and 2 librarians; there are 63 female staff members and 53 male staff members. All academic teachers hold degrees and are in compliance with highly qualified status. No teacher is teaching a course outside of his/her area of certification. Seventy-nine of our staff members have completed graduate courses and now hold additional graduate degrees. In addition, 100% of our staff have been involved in professional development workshops and seminars. Approximately 75% of our staff is composed of veteran teachers who have taught 10 years or more. Sevier County High School has experienced a 20% turnover of staff in the last two years. Due to maternity leaves, teachers moving out of the community, and a large number of teachers retiring, it has been difficult to replace certified teachers, especially in math and marketing.

Since the largest segment of Sevier County's population is school-aged children from ages 5 to 19, it is no surprise that Sevier County High School has a total student population of 1834 students. This translates into overcrowded facilities, a larger student teacher ratio, and an increase in disciplinary issues. Most of our suspensions were related to fighting or to possession/usage of drugs. In the 2005-2006 school year, approximately 13.2% of our males were suspended with 0.2% being expelled; approximately 9.5% of our females were suspended with 0.1% being expelled. Tobacco citations were issued to students possessing or using tobacco products.

In Sevier County, females represent 50.8% of the population with a median age of 41.3 years and males represent 49.2% of the population with a median age of 38.2 years. The SCHS population by gender is essentially the same as Sevier County's. The residents of Sevier County are predominately white (96.9%) which is reflected in the ethnic make up of our school: white students (95.9%), African American students (1.0%), Hispanic students (2.4%), Asian students (0.4%), and Native American students (0.3%). SCHS has one ESL class with 8 students enrolled.

In Sevier County, one in five children 18 and under live in poverty; forty-eight % of our SCHS students are considered economically disadvantaged. The average household income in Sevier County is \$49,304.00 with an average per capita income of \$19,989.00. The majority of our work force is in the service industry, which translates into low paying jobs with few benefits. With only 16.6% of the adults in Sevier County holding bachelor's degrees, 32.2% having completed some college classes, 34.9% holding high school diplomas, and 16.3% having little or no education at all, it has been a challenge to convince many parents and students of the importance of getting an education. The abundance of available tourism-related jobs that require little or no education has also hindered our cause. In addition, children of migrant workers tend to fall behind their peers and tend to score low on state mandated tests due to a lack of consistent instruction.

Even though 60.5% of adults in Sevier County are married, many SCHS students do not have the support of a two-parent household. Approximately 11.9% of adults are divorced, 3.3% of adults are separated, 6.1% of adults are widowed, and 18.2% have never married. Since many of our students have reached the age of 18, several of them have moved out of the family home. Due to family conflicts, approximately 8 students have been told to move out of the family home. Our attendance rate for the 2005-2006 school year was 92.1%, with a dropout rate of 2.6%, and a graduation rate of 87.5%.

SCHS has an open door policy regarding parents and community members. Because we feel that involvement from all stakeholders can only enrich the educational experience, parents are invited to attend group meetings, individual meetings with their children and guidance counselors, parent teacher conferences, sports events, fine arts productions, band concerts, and any other activities scheduled for SCHS students. Parents are even invited to attend classes with their children if they wish. Several businesses continue to give monetary support to our school, community organizations (Rotary, Lions Club, etc.) give scholarships and monetary incentives, and our SCHS Alumni Association supports teachers and students through scholarships and grants.

SCHS takes the security and safety of its students very seriously. Our crisis management plan is updated on an on-going basis, and regular drills are conducted. Our school resource officer is on campus daily, our gate guard monitors in-coming and out-going traffic, and surveillance cameras are constantly recording. Our staff and administration are on duty before and after school and between classes. SCHS shares a school nurse with Parkway Academy.

Sevier County High School (9-12) is the only high school in the county with a vocational school on campus. There are 313 classes (57 vocational courses and 256 academic classes) taught at SCHS on a daily basis. There are two categories of curriculum, or course offerings, at SCHS. Students are placed in these courses based on test scores and teacher recommendations. Every attempt is made to meet the needs and abilities of our students. The general studies curriculum offers students the courses that they need as they prepare for college or to enter the vocational field after graduation. The advanced curriculum includes courses such as Honors English and advanced mathematics for students with superior ability who want exceptional challenges as they prepare for college. This curriculum includes sophomore and junior combined studies, a humanities program which joins English and social studies. Honors courses are offered in English I, English II, English III, English IV, Algebra II, and Biology I. Advanced Placement courses are offered in English IV, Advanced Literature and Composition, and Calculus. Joint enrollment courses with Walters State Community College are also offered in English IV, Math IV, and Western Civilization I and II. If a technical path is selected, a student is required to complete four (4) vocational courses in a specific cluster. SCHS is able to offer a number of interest areas: agriculture, business and office education, health occupations, home economics, marketing and tourism, and technology education. In addition, our trade and industry area offers courses in carpentry, collision repair and refinish technology, cosmetology, culinary arts, visual communication, electronics, heating ventilation and refrigeration, and welding.

Our students attend classes 180 days out of each year; our daily schedule starts at 8:10 and ends at 3:10. SCHS operates on a 4 x 4 block schedule with students receiving a possible 8 credits each year. Twenty-eight credits and passing grades on three Gateway exams (Algebra I, English II, and Biology I) are required for graduation. Our ninth grade freshman academy students (FRAC) are assigned to teams with classes that continue throughout the year.

Sevier County High School had approximately 250 special needs students enrolled during the 2005-2006 school year. There were two self-contained classes of CDC students with a total of 29 students; 14 of these students had portfolio assessments. There were 12 students who were in the work-based-learning program; these students worked at businesses such as Krogers, Bennett's Bar-B-Que Restaurant, Wal-Mart, Gondolier Restaurant, and the Holiday Inn Resort Hotel. These students spent 1 ½ hours on the job each day to help them prepare for the transition from the school setting to the work place. The remaining special needs students were scheduled into regular education classrooms with regular education students. As part of our inclusion program, each class was staffed

with a highly qualified teacher and a special education specialist who was trained to co-teach and give support as needed.

Although educational expenditures per student in the Sevier County School System are lower than those at both the state and national levels as indicated in the 2005 Report Card for Sevier County, Sevier County High School students perform well on state mandated tests.

COMPONENT TWO: BELIEFS, MISSION, AND VISION

INDICATOR 2.1: COLLABORATIVE PROCESS

Sevier County High School is a place where all stakeholders work collaboratively to provide a quality education for our students. Led by the SIP Component Two Subcommittee, we examined the values and principles influencing our decision-making process, revisited and revised our mission statement, and updated our vision for the future of SCHS.

INDICATOR 2.2/2.3: BELIEFS

We believe that Sevier County High School should be a place where students:

- *Will feel safe and develop to their fullest potential.*
- *Will develop skills to become life-long learners.*
- *Will develop skills necessary to enter post-secondary education or enter the work force.*
- *Are motivated to become leaders/contributing members of the community.*
- *Develop into unique individuals with positive self-concepts.*
- *Are exposed to a wide variety of courses taught by highly qualified teachers.*

INDICATOR 2.4: MISSION STATEMENT

Sevier County High School will provide a safe environment and educational opportunities for students to develop academic and technical skills needed to graduate from high school and enter post-secondary education and/or the work force.

INDICATOR 2.5: SHARED VISION STATEMENT

Sevier County High School is a place where highly qualified teachers promote learning through active engagement; input from every stakeholder is valued. Students leave SCHS with an awareness of their heritage prepared to fulfill their obligations as productive citizens.

COMPONENT THREE: ACADEMIC AND NON-ACADEMIC DATA
ANALYSIS

**INDICATOR 3.1: VARIETY OF ACADEMIC AND
NON-ACADEMIC ASSESSMENT MEASURES**

2005-2006 DATA SOURCES:

- State of Tennessee Report Card
- Tennessee Gateway Exam Scores
- End of Course Exam Scores
- Junior Writing Exam Scores
- ACT/SAT Scores
- AP Exam Scores
- Freshman Academy Team Assessments
- Graduation Rate
- Attendance Rate
- Portfolio Assessments
- Teacher-made Tests (six-weeks tests/unit tests)
- Performance Ratings (Band, Chorus, Drama)
- Performance Ratings (Perkins Mastery levels-Vocational courses)
- Scholarship Awards
- Expulsion Rate
- Suspension Rate
- Clubs
- Sports
- ELL Data

INDICATOR 3.2: DATA COLLECTION AND ANALYSIS PROCESS

The committee for Component Three met monthly in September and October and weekly in November and December. On January 16, 2007, the committee reported to all stakeholders. From this point forward, the committee met as needed to refine and update the report. In order to determine our strengths and weaknesses, the committee collected data on Gateway and End of Course exams from the State Report Card; performance data from the fine arts teachers; Perkins competency data from the vocational teachers; formative assessment data from classroom teachers; scholarship awards, AP scores, and the graduation rate from the guidance department; attendance rate from our system reports; athletic and club successes from our coaches and sponsors; disciplinary actions (suspensions and expulsions) from principal's reports; and opinion surveys from students, parents, and community members.

INDICATOR 3.3: REPORT CARD DATA DISAGGREGATION

According to the 2005-2006 State Report Card, Sevier County High School is a school in good standing. With a total student population of 1834 students, the ethnicity of our students breaks down as follows: 95.9% of our students are white, 2.4% of our students are Hispanic, 1.0% of our students are African American, 0.4% of our students are Asian, and 0.3% of our students are Native American. Fifty-one percent of our students are female; 49% of our students are males.

PROGRESS OF MINORITY STUDENTS:

The number of Hispanic students enrolled at SCHS in 2005-2006 was 26 (14 males and 12 females). Since this number ($N < 45$) was not large enough to show up on the State Report Card, the success of our Hispanic students taking the Algebra I Gateway was not recorded. All (100%) of the 13 Hispanic students (7 males and 6 females) scored either proficient or advanced on the exam. In English II, 16 students (9 males and 7 females) took the Gateway exam, and 87% scored either proficient or advanced. On the Reading/Language Plus Writing exam, 84% of our Hispanic students scored either proficient or advanced. In Biology I, 15 students (6 males and 9 females) took the exam, and 56% scored either proficient or advanced. *This is obviously an area that SCHS must target in order to improve the number of Hispanic students passing the Biology I Gateway exam. Tutoring in the Plato Lab will be available as well as before and after school tutoring.*

SCHS had 16 African American students (9 males and 7 females) enrolled in 2005-2006. Again, the number ($N < 45$) was not large enough to show up on the State Report Card. Eleven African American students (6 males and 5 females) took the Algebra I Gateway exam, and 100% of these students scored either proficient or advanced. In English II, 11 African American students (7 males and 4 females) took the Gateway exam. Of the 11 students taking the exam, 90% scored either proficient or advanced. In Biology I, 14 African American students (8 males and 6 females) took the exam, and 100% scored either proficient or advanced.

SCHS had 8 Asian students (3 males and 5 females) enrolled in 2005-2006. Again, the number ($N < 45$) was not large enough to show up on the State Report Card. All 8 students took the Algebra I, the English II, and the Biology I Gateway exams. All 8 (100%) passed the 3 exams.

SCHS had 2 male Native American students enrolled in 2005-2006. Both passed the 3 Gateway exams.

PROGRESS OF ELL STUDENTS:

Our English Language Limited class had 8 students enrolled. This class included a

mixture of students entering SCHS on different academic levels who needed help in adjusting to a new environment as well as help in overcoming the language barrier. Since some of these students spoke no English at all and SCHS did not have a full time interpreter, progress was slow. Two of the eight were enrolled for a short time, and some students were enrolled after the fall term had started. In addition, one of the major problems was the lack of contact with the parents. Their inability to find a home at an affordable price, which would give them a permanent address, coupled with the language barrier made getting parental support very difficult. *SCHS must work on improving our communication with our ELL parents in order to better prepare our ELL students to get a high school diploma.*

PROGRESS OF ECONOMICALLY DISADVANTAGED STUDENTS:

One in 5 children 18 and under live in poverty in Sevier County, and forty-eight percent of our SCHS students are considered economically disadvantaged. The educational expenditure per student in Sevier County is \$7,402.00, and the educational expenditure per student in the State of Tennessee is \$7,469.00. Although the educational expenditure per student in the Sevier County School System is lower than those at both the state and national levels, our students perform well on state mandated tests. The 3 year average for our economically disadvantaged students (scoring proficient or advanced) on the reading/language plus writing exam was 93%, and the 3 year average for our students (scoring proficient or advanced) on the Gateway math exam was 85%.

PROGRESS OF SPECIAL NEEDS STUDENTS:

There were 250 special needs students enrolled at SCHS in 2005-2006. Approximately 230 of these students were enrolled in general education classrooms through the "2005-2006 SCHS Inclusion Initiative." Our special needs students and general education students were grouped together to receive instruction from a highly qualified teacher as well as a special education teacher. Realizing that having only 60% of these students scoring proficient on the Gateway Algebra I exam and only 64% scoring proficient on the Gateway English II exam left much room for improvement, SCHS was still pleased with the progress of our students in the new program. Since many of our special education teachers were first year teachers, most of our general education teachers had no experience teaching special needs students, and shifting teachers and schedules was a difficult job, we had no idea how successful our program would be. Now, with a year of experience with full inclusion behind us, we feel that SCHS can better target the weaknesses of our program and make changes to reach our goal of having all special needs students receive a high school diploma.

ACADEMIC ASSESSMENT DATA FOR 2005-2006:

End of Course:				
	Subject	% proficient	% advanced	total
	Math foundations	47.4	33.8	81.2
	English I	50.9	39.6	90.5
	Physical Science	18.1	81.5	99.6
	US History	49.4	46.7	96.1

SCHS had fewer students scoring below proficient than the State on math foundations, US History, and physical science exams and slightly more students than the State scoring below proficient on the English I exam. All are targeted areas for improvement.

Gateway:

Subject	% proficient	% advanced	total
Algebra I	29.7	51.0	80.7
Biology I	26.8	68.4	95.2
English II	24.8	68.4	93.2

SCHS had fewer students scoring below proficient in Algebra I and Biology I than the State; however, SCHS had slightly more students scoring below proficient in English II than the State. All 3 areas are targeted for improvement.

ACT:

English	Mathematics	Reading	Science	Composite
SCHS 19.2	SCHS 19.1	SCHS 20.8	SCHS 19.7	SCHS 19.9
State 20.8	State 19.9	State 21.1	State 20.3	State 20.07

Sevier County High School had 221 students who took the ACT exam.

The total

SCHS Composite score was 19.9 which was .8% below the State Composite score. *Even though SCHS is making slight progress each year, SCHS will continue to target this as an area for improvement. SCHS students will have access to a new computer program by Cambridge Educational Services called ACT Victory (an ACT Test Improvement Program). The Plan test is also given in the 9th and 10th grades.*

SAT:

	Test Takers	Critical Reading	Mathematics	Writing
	<i>number</i>	<i>mean</i>	<i>mean</i>	<i>mean</i>

SCHS

(Males)	16	482	525	473
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SCHS

(females)	33	494	465	494
SCHS (total)	49	490	485	488
STATE	7,091	573	569	572

Our scores are below the State's average. This is an area targeted for improvement.

The PSAT is also administered to 9th, 10th, and 11th grade students.

AP:

	<i>Test</i>	<i>Score</i>	<i>Score</i>	<i>Score</i>	<i>Score</i>
	Takers	Below	of	of	of
		<u>3</u>	<u>3</u>	<u>4</u>	<u>5</u>
Calculus	12	3	3	1	5
English	17	6	5	4	2

SCHS is encouraging more students to participate in AP courses.

WRITING ASSESSMENT:

Test Takers	Mean Score	Test Takers	Mean Score
2005		3 year avg.	
286	3.88	870	4.0

Even though our 3 year average was a 4.0, this is a targeted area for continued improvement.

FORMATIVE ASSESSMENTS:

SCHS teachers use teacher-made quizzes, chapter test, unit tests, and other types of assessments on a daily basis. The data from these tests determines the next step (re-teach, review, move on) in the teaching process.

Science department-teaching/assessment (labs exercises, demonstrations, vocabulary development, lectures) are aligned with state tests.

English department-teaching/assessment (portfolios, essays, grammar exercises, vocabulary development) aligned with state tests.

Math department- teaching/assessments (lab exercises, demonstrations, lectures, practice/application) aligned with state tests.

Social studies department- teaching/assessment (see below)

In the fall of 2004, the state introduced an EOC test for all American History classes. This pilot test presented a baseline score for the social studies department to determine if the present teaching formats were sufficient enough to give SCHS students the best chance of passing the EOC test. The following is a breakdown of each teacher's class and the average number of correct answers for each class:

Fall'04					
Bishop	B-39.6	Overholt A	39.8	Smelcer A	31.2
	C-33.4	B	38.9	B	34.8
				South C	32.1
					33.3

Overall there were six students out of 189 that were below proficient (3.1%) and the overall school average of correct answers was 35.4 without any modifications.

In the spring of 2005, we noticed that the spring totals were not as high as fall 2004 totals. We also noticed an increase in the number of students who were below proficient. We concluded that students who fail the course in the fall can retake the course in the spring and that could account for our declining numbers in the spring. Also, it has to be considered that we offer two "advanced" courses in the fall and none in the spring, which might also help explain the drop in the average score that we observed. We have seen that trend continue since then in the following fall and spring scores. Therefore, we compared our fall scores together and then our spring scores separately.

In the spring of 2005, with the EOC counting as our students' final exam, we met to discuss how we could better prepare our students for the test without "teaching the test". One of our teachers had attended committees that were involved in improving the EOC test for the year 2007, so we discussed ways that we could improve our scores through the way we presented our material. We focused on reviewing the State Performance indicators and making sure we were covering those topics. We also decided to present more information in charts and graphs and to give more multiple choice quizzes and tests, to better prepare students for the EOC test style.

Between spring and fall of 2005, we met again to decide what we could do to continue the improvement. With the spring totals, we were given a breakdown of right answers according to the time period in history. We decided to focus on the time period that was the lowest for our four teachers. The 1890-1930 period was given a greater emphasis to see if we could improve our overall scores. We also decided that we would give, as a department, a pretest designed to simulate the EOC at the beginning of the semester and give it again later in the year to gauge our effectiveness and success. We gave the same practice test at the same time period to make sure that students were receiving similar instruction, regardless of the teacher. Over all, there were 5 students out of 197 (2.5%) that were below proficient and the overall school average of correct answers was 36.8 with our new modifications. We also increased the school average number of correct answers on the EOC test from 35.4 to 36.8 or a total of 1.4 more correct answers. Then again, between spring 2005 and fall 2006, we met and discussed ways to improve our scores. We chose to focus on trying to synchronize our teaching pace and trying to have similar lesson plans among our teachers. We felt that interpreting more charts and graphs had been effective, so we decided to increase instruction in interpreting political cartoons.

Overall, we have seen an increase from both fall (2005) numbers and spring (2006) numbers. Our changes have had a positive impact on our students' achievement.

PERFORMANCE DATA FROM FINE ARTS:

Eighteen students from our chorus made All Region and 11 students made All State. Our concert choir received Superior Ratings at the ACDA STATE competition. The SCHS band received 4 superior ratings (marching band and concert band) at the TSSBDA competitions. Finally, the SCHS drama department took a 1st and 2nd place in poetry interpretation at the Roane State Festival.

VOCATIONAL COMPETENCY COMPLETERS:

The intent of Tech Prep is to provide students with work place skills that will allow the individuals to successfully enter the job market, the military, or further education. Tech Prep programs are funded through Title II of the Carl D. Perkins Vocational and Technical Education Act of 1998. In order to be consistent with the Tennessee Board of Education policy as well as to align with the general intent of federal Perkins legislation, each of our secondary Tech Prep students has to develop a six-year plan of study. After completing four vocational courses in a specific cluster of study, these students are ready to move on to two years or more of higher education, or an apprenticeship program of at least two years. Tech Prep programs of study lead to an associate or baccalaureate degree or to a post-secondary certificate in a specific career field. Under the auspices of a written articulation agreement, a student may receive benefit from a two-year post-secondary institution, a four-year post-secondary institution, or a labor or business organization for previous attainment of competencies at a lower level school. For the 2005-2006 school year SCHS had 82 students who completed these vocational requirements.

SCHOLARSHIP AWARDS:

The class of 2005-2006 was rewarded for academic achievements by being offered 10 million dollars in scholarships. Out of 205 students who were offered scholarships, 190 students accepted the offers and received approximately 4 million dollars.

POST GRADUATION PLANS (CLASS OF 2005-2006)

- Four year College/University-40%
- Two year College-40%
- Technical/Vocational School-4%
- Military-3%
- Work Force-8%
- Undecided-5%

NON-ACADEMIC INDICATORS:

	2005	2006	STATE GOALS
ATTENDANCE	92.6%	92.1%	93%
COHORT DROPOUT	3.0%	2.6%	10%
GRADUATION PERCENT	87.0%	87.5%	90%

SCHS has met AYP by falling under the Safe Harbor safety net. Due to SCHS being located in Sevier County, where tourism provides jobs for many seasonal workers, we will always have to cope with a transient population. *However, SCHS will continue to work on improving our attendance rate and graduation rate.*

DISCIPLINARY ACTIONS:

One of the disadvantages of having 1834 students on campus at the same time is an increase in the frequency of disciplinary issues. For the 2005-2006 school year, there were 3 White students (0 African American students, 0 Hispanic students, 0 Asian students, and 0 Native American students) expelled (2 males and 1 female). There were 210 suspensions (128 males and 82 females) due to fighting, skipping school, drug usage, hazing, sexual harassment, etc. Of these 210 students, 194 were White students, 3 were African American students, and 13 were Hispanic students. These figures, however, are misleading due to the fact that approximately 40% of these students were multiple offenders. This means that less than 10% of our total student body was suspended. We are pleased with the fact that SCHS has had no major incidents occur on campus, and that no students have been seriously injured on our campus. *However, the staff of SCHS will continue to make the safety of our students a top priority.*

CLUBS:

SCHS offers a variety of enrichment opportunities related to academics, career/life-skills, leadership, and service clubs and organizations which students may join. These organizations include the following: Beta, Junior Beta, Drama, SADD, French, Spanish, JCL, Interact, FCA, FCCLA, DECA, FFA, FBLA, HOSA, TSA, 4-H, Recycling, Art, National Honor Society, National Art Honor Society, Student Government and Care Bears. Approximately 750 of our students participate in these

clubs. Beta and NHS require a specific GPA, but most of the other clubs are open to the entire student body.

SPORTS:

Our athletic department offers the following sports for boys and girls at different times of the year: volleyball, soccer, golf, cross country, cheerleading, basketball, swimming, wrestling, bowling, rock climbing, softball, track, baseball, football, tennis, and dance team. Approximately 427 students (276 males and 151 females) participated in these activities. Overall, our teams have done well; many of our athletes have qualified for state competitions, and our football and basketball teams have won state championships.

INDICATOR 3.4: NARRATIVE SYNTHESIS OF ALL DATA

Based on the data we have collected, Sevier County High School is pleased with the progress made in the following areas (STRENGTHS):

- Implementation of full inclusion for our special needs students
- Progress of all groups on state mandated exams
- Increase in the variety and scope of academic/vocational programs offered at SCHS
- Increase in the variety and scope of non-academic programs offered at SCHS
- Increase in the amount of scholarships offered to SCHS graduates
- Improved status of articulation between SCHS and Walters State Community College
- Increase in number of teachers pursuing additional degrees/certifications
- Increase in number of highly qualified teachers

Based on the data we have collected, Sevier County High School needs to target areas for improvement (WEAKNESSES):

- Improving communication with parents of ELL students
- Improving graduation rate for all students
- Improving test scores on all state mandated tests for all groups of students
- Improving ACT and SAT scores for college bound students
- Increasing enrollment in AP courses
- Providing staff development opportunities addressing data driven instruction/assessment

INDICATOR 3.5: PRIORITIZED LIST OF GOAL TARGETS

- 1. Improving test scores on all state mandated tests for all groups of students**
- 2. Improving graduation rate for all students**
- 3. Improving ACT and SAT scores for college bound students**
- 4. Providing staff development opportunities addressing data driven instruction/assessment**
- 5. Increasing enrollment in AP courses**
- 6. Improving communication with parents of ELL students**

**COMPONENT FOUR: CURRICULAR, INSTRUCTIONAL, ASSESSMENT,
AND
ORGANIZATIONAL
EFFECTIVENESS**

INDICATOR 4.1: COLLABORATION

Sevier County High School is home to approximately 2,000 people on a daily basis. Students, teachers, parents, cooks, custodians, secretaries, administrators, community members, and others have a vested interest in our school. Therefore, all of these stakeholders have input into how we run our school.

Surveys have been distributed to parents and community members at fundraising events at band boosters auction (Doc Ramsay), in various Sunday School classes (D. Loveday), at basketball games (T. Loveday), at the Sevierville Rotary Club (G. Roach), at class reunions (class of 1966-C. Whaley), on parent/teacher conference nights (M. Smith and P. Alexander), and other occasions.

On a scale of 1-5 (5 being best), community members (4.25) and parents (4.06) felt they were welcome at Sevier County High School. When asked if safety issues were adequately addressed, community members (4.20) and parents (3.46) felt that SCHS students were safe on our campus.

The Sevier County Alumni Association hosts a hall of fame evening, a golf tournament, and monthly meetings where community members are invited to make suggestions and share opinions concerning SCHS (Director of Alumni Association: B. Barnes).

A community career day is held each fall at SCHS for all students to meet local officials and business people in our community. Surveys are then mailed back to the SCHS guidance counselors: C. Ward, K. Lakey, J. Franklin, A. Hudson

- Parent surveys were taken home and returned by students (survey committee chair – B. South). On a scale of 1-5 (5 being best), parents responded (3.57) that they were satisfied with the academic program and responded (3.50) that they were satisfied with the vocational program. Parents responded (3.69) that our school was effectively preparing our students to attain a higher level of education and felt (3.64) that our teachers were effectively teaching their subjects.
- Student surveys were completed at school (random basis-chairperson-B. South). The responses were recorded according to 9th, 10th, 11th, or 12th graders.

Question	9 th	10 th	11 th	12 th
Do you feel safe at SCHS?	3.80	3.50	3.87	3.88
Are teachers willing to help you?	4.14	3.78	3.86	3.95
Are teachers effectively teaching?	3.75	3.74	3.90	3.86

Preparation for higher education? 3.97 3.83 4.05 3.93

- Staff surveys were completed and returned (all staff members- chairperson-B. South). The staff of SCHS felt (4.15) that they were safe at school and felt (4.12) that they were effective in providing instruction to the students. Lack of parental involvement was listed as their major concern with overcrowded conditions coming in second.

Principal, Gary Roach, holds monthly staff meetings to discuss the following topics:

- Curriculum standards-review of state standards, curriculum alignment
- Planning-Alignment of topics in textbooks with test indicators in each core subject
- Curricular instruction-strategies that are appropriate for the 4x4 block, pacing, and real-life application of higher level thinking skills
- Assessments-using data from formative and summative assessments to re-teach or to present new material

Monthly department head meetings are conducted by the following administrators on a rotational basis to follow up on group staff meetings conducted by the principal.

G. Roach and T.Ward

K. Hurst and T.Loveday
S. Huskey and C.Whaley

Monthly meetings for individual departments are conducted by the following department heads:

English- Wynn
Science- Wey
Business-Blalock
PE- Ward
Math- Ward
Fine Arts- Parkhurst
For. Language- Stone
Social Studies- Smelcer
Marketing- Rule
Wood Working-Hanlon
Agriculture- Helton

Monthly meetings of Freshman Academy teachers conducted by FRAC AP: S. Huskey.
FRAC teams meet on an individual basis with Team Leaders:

A Team- B. Atchley B Team- K. Gillespie C Team- T. Ogle

ORIENTATION TO SCHS

Scheduled visits to county middle schools (presentation to 8th graders): C. Ward

Scheduled March visits for all 8th graders to SCHS: S. Huskey and C. Ward

Freshman orientation night for parents and students: G. Roach, S. Huskey, C. Ward

DISCIPLINE

Meetings are held with students and parents when disciplinary issues occur that involve removing students from the SCHS campus for a set period of time.

Alternative Learning Center meetings: T. Ward (SCHS) and J. Bates (ALC)

Superintendent's Hearings: T. Ward (SCHS) and J. Enloe (SCSS)

Sevier County Board of Education Hearings: Board Members and G. Roach

Parent contacts by phone or letter when disciplinary issues occur that involve in-school suspensions (ISS), campus clean up (CCA), or after school detention (ASD):

ISS: Classroom teachers

CCA: Assistant Principals (Ward, Hurst, Loveday, Huskey, Whaley)

ASD: P. Morris

SPED AND 504

Scheduled meetings with parents of Special Needs Students: L. Tilson (teachers)

Scheduled meetings with parents of SPED students (Parkway): J. Moore, L. Tilson

Scheduled meetings with parents of 504 students: S. Huskey

ATTENDANCE

Daily calls from attendance office when a student is absent: P. Christensen

Scheduled meetings with parents of truant students: S. Huskey

Monthly Truancy Court hearings w/truant students & parents: S. Huskey, G. Garrison

EXIT SURVEYS COMPLETED BY SENIORS IN MAY

Valedictorians meet to discuss positive issues and needs for change: G. Roach

Survey to evaluate educational program and future student plans: A. Hudson

Survey to evaluate safety issues/suggested improvements: S. Burgess (SRO)

INDICATOR 4.2: EVALUATION OF THE DECISION MAKING PROCESS

The staff of Sevier County High School follows the guidelines established by our local and state boards of education. These guidelines, tempered with good judgement and common sense, serve as the basis to

make time at SCHS pleasant and rewarding for the students, staff, and parents. Sevier County High School does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities, programs, activities, or employment opportunities and benefits.

Strengths of decision making process:

- **Open-door policy –Input from stakeholders is valued and often used to make changes**
- Active student government (changed the test taking policy with board of education)

- **Teacher/student announcement sheet updated daily to keep everyone connected**
- **Parents/students invited to participate in planning student schedules**
- **Parents/students invited to participate in scholarship/post secondary preparation**
- **Parents/students/teachers invited to schedule after school conferences (4 per year)**
- **Community members/businesses on campus/presenting throughout the year**

- Parents/students invited to participate in meetings involving most disciplinary actions

Weaknesses of decision making process:

- **Lack of interest on the part of students and parents limits input from stakeholders**
- **Over-crowded conditions hinder free exchange of ideas/input in decision making**
 - Turn over in staff each year interrupts on-going programs
 - Emphasis on performance on state tests dictates curriculum
 - NCLB mandates leave little room for input from stakeholders
 - Full Inclusion of SPED students changes dynamics in general ed. classrooms

INDICATOR 4.3: RESOURCE ALLOCATION

Personnel:

1 **Principal**

5 Assistant Principals

4 Guidance Counselors

Librarians

School Resource Officer

1 School Nurse

7 Secretaries

1 **Security Officer**

1 **Plato Lab Monitor**

8 **SPED Assistants**

2 **Psychologists (part-time)**

1 Trainer

1 In-School Support Person

3 SPED Aides

10 Custodians

104 Teachers

Financial Resources:

State of Tennessee per pupil expenditure..... \$7,402.00

**Sevier County Schools per pupil
expenditure..... \$7,469.00**

Administrative funds from the state.....\$13, 302.20

**Instructional supplies from
county.....\$36, 549.80**

Vending machine collections.....\$82, 600.00
Pictures.....\$15, 000.00
BEP funds..... \$19, 460.00

Vocational funds (Carl Perkins).....\$129,140.00
(equipment, non-consumable supplies, transportation, staff development)

Utilization of Resources:

**Instructional supplies,
equipment.....\$49,852.20**

Staff

**Development.....\$10,
000.00**

BEP (at teachers' discretion).....\$19,460.00

All funds received are designated for targeted areas of improvement such as the goal of improving academic performance. Decisions involving the purchase of instructional supplies, instructional equipment and staff development activities are based solely on these needs. Vocational school funds are used for tech prep classes where instructors review and reinforce principles learned in core courses.

INDICATOR 4.4: CURRICULUM ANALYSIS AND SUPPORT

SCHS has many programs and processes in place for successful curriculum analysis and support.

- Teachers post weekly lesson plans on the SCHS server. Administrators monitor these plans in order to verify that the learning strategies are appropriate to meet the standards of the curriculum and to compare pacing among classroom teachers.

- In an effort to promote vocabulary usage at SCHS, a school wide “Word of the Day” program has been implemented. Students hear the word pronounced, have the word spelled, have the word defined, and hear the word used in the correct context in a sentence. Every teacher must then review the “word of the day” by incorporating it in the lessons in each block throughout the day.
- Departmental meetings are held regularly as reminders to each instructor of state curriculum objectives, implementation of pacing guides, and adjustments that need to be made in deficit areas as reported on tests.
- Formative assessments include pretests and post-tests, chapter tests, unit tests, and six weeks tests that measure short-term comprehension and evaluate proficiency in meeting the needs of the curriculum.
- Summative assessments include semester exams, portfolios, End of Course exams, Gateway exams, 11th grade Writing Assessments, ACT exams, SAT exams, and AP exams that measure long-term comprehension and evaluate proficiency in teaching the curriculum.
- **Instruction is data driven using a combination of formative and Summative assessments. Re-teaching/introduction of new materials is based on an examination of the data from these assessments as well as modifications listed in specific 504 Plans and Individualized Educational Plans.**
- **Teachers are observed and evaluated regularly in order to provide feedback in areas that need improvement.**
- **Administrators are observed on a regular basis to provide feedback in areas that need improvement in school leadership.**

INDICATOR 4.5: INSTRUCTIONAL ANALYSIS AND SUPPORT

Based on the scores of SCHS students in 2005-2006, our staff needs to target areas related to state-mandated tests and graduation requirements.

<u>Exam</u>	<u>Subject area</u>
End of Course	Math foundations
End of Course	*English I
End of Course	Physical Science
End of Course	U. S. History
Gateway	Algebra I
Gateway	Biology I
Gateway	*English II
ACT	*Mathematics
ACT	*Reading/English
ACT	*Science
SAT	*Mathematics
SAT	*Reading/Writing

**Areas where SCHS students scored below the state average*

Our core area teachers will take the lead roll in implementing effective instructional strategies to bring about academic changes in their students' scores; however, all staff members will share these responsibilities by revising lesson plans to give support, time for review, and opportunities for practical application of these concepts.

Staff development workshops mandated for all staff members include the following:

- Quantum Learning
- Harry Wong Series
- Inclusion Techniques
- Data Analysis and Application
- Ongoing training in research-based curriculum and instructional strategies that address specific reading/language arts deficiencies

The following research-based strategies that will be implemented immediately:

- *Focus on essentials (key concepts, big ideas, important principles)*
- Make linkages obvious and explicit (understand concept relationships)
- Prime background knowledge (connecting new information/skills to previously learned information/skills)
- Provide temporary support for learning (prompts, guidance, support for learning new information/skills)
- **Use conspicuous steps and strategies (processes, procedures, practice)**
- **Review for fluency and generalization (practice information, performance feedback, ensure retention)**

All instructors are required to document effective instructional strategies used when submitting weekly lesson plans to their building level administrator. These instructors will also be responsible for self-evaluating the successes of the strategies and for making adjustments when needed. Principals will monitor teachers on a weekly basis.

GOAL 1

Form 5.1: Goal 1

Goal	<p>SCHS students will maintain proficient/advanced percentages on Algebra I and Biology I Gateway exams and Foundations I, Physical Science, and US History end of course exams, while increasing proficient/advanced scores on the English II Gateway exam and the English I end of course exam by 1% per year and while improving the eleventh grade writing assessment scores to meet or exceed the state standard of 4.0.</p>
Which Need(s) does this Goal address?	<p>In the 2005-2006 school year, a higher percentage of SCHS students scored below proficient than the state average on the English II Gateway exam and the English I end of course exam. Also, in the 2005-2006 school year, SCHS received a score of 3.9 on the eleventh grade writing assessment, which is below the state score of 4.0.</p>
How is this Goal linked to the system's Five-Year Plan?	<p>This goal is consistent with Goals #1 and #2 of the Tennessee Consolidated System-wide Planning Process which state that all students will perform at or above proficiency levels in reading/language arts/writing and mathematics tests by 2013-2014.</p>

FORM 5.2: Action Steps

(Goal 1)

FORM 5.3: Implementation Plan (Goal 1)

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)
<p>Increase professional development for teachers of Algebra I, Biology I, English I, English II, Foundations I, Physical Science, & US History.</p>	<p>July 16-19, 2007</p>	<p>Larry Stott, Secondary Schools Supervisor, Sevier Co. Board of Education</p>	<p>\$176/per participant possibly to be funded by system</p>	<p>Teachers test scores will be monitored for improvement at the end of each term, and teachers will monitor specific performance indicator proficiency through practice test exercises to distinguish areas of need.</p>
<p>Department head & departmental meetings to discuss testing.</p>	<p>Department head meetings every month beginning August 2007 with administration; departmental meetings every six weeks grading period beginning August 2007.</p>	<p>Department Heads- Pauletta Wey, science; Pam Ward, math; Tad Wynn, English; Sherry Blalock, business; Lisa Stone, foreign language; Lisa Smelcer, social studies; Dan Hanlon, building trades; Deborah Parkhurst, fine arts; Billy Ward, wellness & drivers'</p>	<p>\$0</p>	<p>Attendance taken at all meetings. Minutes will be given to those who are absent.</p>

FORM 5.2: Action Steps
(Goal 1)

FORM 5.3: Implementation Plan (Goal 1)

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)
		education; Cindy Rule, marketing; Jeannie King, home economics; Administration- Gary Roach, Carolyn Whaley, Toby Ward, Kevin Hurst, Stephanie Huskey, Todd Loveday		
Increase amounts of <u>Coach</u> booklets and other print and online resources for teachers of Gateway or end of course classes.	Begin August 2007	Larry Stott, Secondary Schools Supervisor; Fran Owen, Materials and Media Supervisor; Penny Alexander & Martha Smith, Media Specialists	\$400 per classroom set of <u>Coach</u> booklets	Media specialists will maintain and circulate Gateway and end of course resource collections. Teachers' test scores will be monitored for improvement.
Teachers will perform a self-evaluation of proficiency of teaching performance indicators for state mandated tests.	Beginning August 2007 at completion of each unit throughout the term.	Entire SCHS faculty	\$0	Teachers will turn in self-evaluation instruments each six weeks to their supervising assistant principal.
Remedial courses offered for students who have previously failed Gateway tests.	Offered summer term 2007, fall term 2007, & spring term 2008	Sharon Brunson, Sandra Cubberly	\$0	Students' Gateway scores will be scrutinized at the end of each term to determine the successfulness of the course.

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Guidance counselors will provide information on state mandated tests on in-service days, and they will also give updates on testing progress during faculty meetings throughout the school year. Administration will conduct a workshop for the entire faculty on how to utilize the self-evaluation instrument to document proficiency in teaching performance indicators.
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Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	A public relations campaign will be conducted to disperse information to parents and the community concerning Gateway and end of course exams by way of information letters to be sent home, printing upcoming test schedules on bottom of report cards, radio/print announcements, etc.
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GOAL 2

Form 5.1: Goal 2

Goal	At least 90% of students will complete the requirements for graduation based on NCLB guidelines incrementally as follows: 2008 – 88%, 2009 – 90%, 2010 – 92%, and 2011 – 94%.
Which Need(s) does this Goal address?	The 2006 graduation rate of 87.5% at Sevier County High School does not currently meet the state target and NCLB benchmark of 90%.
How is this Goal linked to the system's Five-Year Plan?	This goal is consistent with Goal #4 of the Tennessee Consolidated System-wide Planning Process which states that Sevier County School System will improve graduation rate for secondary schools to 100% by 2014.

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)
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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)
<p>Continue Credit Recovery</p> <p>(a) Identify eligible students (b) Approach Dr. Jack Parton, Director of Schools, and the Sevier County Board of Education to expand program to include world geography and United States History</p>
<p>Maintain Read 180 reading program Persons responsible will identify students with low reading abilities and enroll them in this course.</p>
<p><i>Enforcement of Tennessee Compulsory School Attendance Law</i></p> <p>(a) An Attendance Committee will be formed to meet with students in violation of this law. (b) The Attendance Committee will meet with students and parents to educate them on attendance policies and compulsory school attendance.</p>

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
<p>(a) Aug. 2007 & Jan. 2008 (b) Aug. 2007</p>	<p>(a) Guidance Counselors Candy Ward, Jama Franklin, Kristi Lakey, Andy Hudson; Credit Recovery Teachers Elaine Cutshaw, Cindy Rule; Teachers of English I-IV, Foundations I & II, Algebra I & II, Geometry, Environmental Science, Biology I (b) Committee of Principal Gary Roach; Asst. Principal Carolyn Whaley; Credit Recovery Teachers Elaine Cutshaw, Cindy Rule; Guidance Counselor Kristi Lakey, Teachers of world geography, US History</p>	<p>(a) \$0 (b) \$0</p>	<p>(a) Guidance Counselor Kristi Lakey, Credit Recovery Teachers Elaine Cutshaw, Cindy Rule will monitor students' progress/attendance and will contact parents if necessary. (b) Committee would evaluate number of students who would benefit from the additional course offerings.</p>
<p>Every school day Aug 2007- Jun 2008</p>	<p>Susan Steele, teacher; Pam Morris, aide; Candy Ward, guidance counselor; Linda Tilson, SPED; English I teachers</p>	<p>\$0</p>	<p>Susan Steele will assess grades & monitor progress of students at least every 3 weeks.</p>
<p>(a) August 2007 (b) monthly beginning September 2007</p>	<p>(a) Stephanie Huskey, Assistant Principal; Jesse Herrell, Sevier County Attendance Supervisor and Drop-out Prevention Coordinator (b) twelve members of the Attendance Committee to be appointed August 2007</p>	<p>(a) \$0 (b) \$0</p>	<p>(a) Stephanie Huskey, Asst. Principal, will meet with committee at least monthly to determine if student attendance is improving. (b) Stephanie Huskey, Asst. Principal, will make referrals to Truancy Court as determined by the Attendance Committee.</p>

FORM 5.2: Action Steps
(Goal 2)

FORM 5.3: Implementation Plan (Goal 2)

<p>GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)</p>
<p>Identifying At-Risk Students</p>
<p>Freshman Academy teachers and a guidance counselor will identify first time freshmen who may be at-risk and make referrals to the system Transition Program Coordinator.</p>

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
before school starts August 2007	entire Freshman Academy faculty; Candy Ward, Guidance Counselor; Rebekah Kremer-Atchison, Transition Program Coordinator; Stephanie Huskey, Assistant Principal	\$0	Identified students' progress will be monitored every three weeks through progress reports and Freshman Academy team meetings as well as by Stephanie Huskey, Assistant Principal in charge of attendance, who will track their progress over the four years in high school.

Form 5.3, continued

<p>GOAL 2</p>	<p>Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</p>	<p>Guidance Counselors will present a workshop for teachers and administrators concerning the Credit Recovery Program in which procedures for referrals, a description of the program, and program requirements will be discussed. The Special Education department will conduct a workshop for English teachers concerning the Read 180 Program in which procedures for referrals, a description of the program, and program requirements will be discussed. Jesse Herrell, Sevier County Schools Attendance Supervisor and Dropout Prevention Coordinator, and Stephanie Huskey, Assistant Principal, will conduct training for the twelve members of the Attendance Committee regarding Sevier County Board of Education attendance policies, compulsory attendance as referenced in the Tennessee Code Annotated, and Sevier County Truancy Court procedures. Rebekah Kremer-Atchison will conduct an in-service activity for the entire faculty explaining the Students At-Risk Transition Program, procedure for referrals, and requirements of the program.</p>
	<p>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)</p>	<p>Credit Recovery will be communicated to parents by way of Parent Nights that are hosted throughout the year by the Guidance Department as well as printed on grade cards that are distributed every six weeks. Letters will be sent to the parents of all English I students explaining the Read 180 Program and eligibility, and information will be also provided to parents of freshman who participate in the Freshman Experience in the summer of 2007. Stephanie Huskey, the Attendance Committee, and the Attendance Office staff will mail out letters to parents of students who have three unexcused absences and five unexcused absences. Parents who receive a letter stating their child has five unexcused absences will be required to come in to meet with the Attendance Committee. Stephanie Huskey will also send out letters explaining to all parents of incoming freshmen the high school attendance procedures and policies. Freshman Academy team teachers and the At-Risk Transition Coordinator will maintain parent contacts of at-risk students.</p>

GOAL 3

Form 5.1: Goal 3

Goal	To increase the ACT composite score from 19.9% to 20.5% and the SAT score from 1463 to 1600.
Which Need(s) does this Goal address?	To improve the ACT and SAT scores for college-bound students
How is this Goal linked to the system's Five-Year Plan?	Increase proficiency levels in math, English, and reading/writing

FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
To acquire a site license for an ACT and SAT test preparation program called ACT Victory
Math teachers will use their ACT/SAT prep books as warm-ups two to three times each week
Science teachers will develop and use an ACT prep book with multiple choice questions covering test content
English teachers will develop and use an ACT/SAT prep book with multiple choice questions covering test content
Math, English and Science teachers will meet for an hour each week to provide tutoring sessions
School will purchase the Numbskull SAT prep game for each department to implement in class use
Teachers will participate in Staff Development workshops to train in the usage of ACT Victory and the Numbskull game
Parent contact will be made to inform about ACT Victory, Numbskull game, and weekly tutoring sessions

FORM 5.3: Implementation Plan (Goal 3)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Fall 2007	Larry Stott	\$1695	Increased scores through use of program
Fall 2007	Pam Ward/ Math teachers	None	Teachers will submit to department head class averages on warmups
Fall 2007	Pauletta Wey/ Science teachers	None	Teachers will submit a copy to department head
Fall 2007	Tad Wynn/ English teachers	None	Teachers will submit a copy to the department head
Fall 2007	Leslie Mattern/ Volunteer Math, Science, a	None	Track number of students signing in for tutoring
Fall 2007	Gary Roach/ Carolyn Whaley	\$27.00 each	Each department will utilize the game at least once in each class each semester
Fall 2007	Carolyn Whaley/ Department Heads	None	Survey teachers on workshop and usefulness of game/program
Fall 2007	Kristi Lakey Candy Ward Jama Franklin	None	Follow-up with Effectiveness survey through parents

Form 5.3, continued

GOAL 3	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	Staff Development in August 2007 Survey teachers to evaluate usefulness of workshop
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	Follow-up survey to parents evaluating the effectiveness of ACT Victory, Numbskull use, and tutoring sessions

GOAL 4

Form 5.1: Goal 4

Goal	Staff Development opportunities addressing data driven/assessment
Which Need(s) does this Goal address?	Sevier County reported a need for more budgeted staff development. Data for assessment will be used to target student needs.
How is this Goal linked to the system's Five-Year Plan?	Increase the degree of engagement of all stakeholders in the educational processes of the Sevier County School System The Sevier County School System will meet all NCLB Performance Standards by 2013-2014 Increase the opportunities for technical/ job embedded staff development from early stage to developing stage as reported on the Star Chart

FORM 5.2: Action Steps (Goal 4)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Teachers will be provided opportunities for staff development with regard to assessment and data analysis evaluating item analysis data forms generated by the ScanTron process
Freshman Academy teachers will be trained in the Quantum Learning Model
Teachers will be provided with an online staff development module, "Data Utilization in the Classroom" by Lifetouch.

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)
Spring 2008	Penny Alexander Elizabeth Bernardi Bill South Pam Ward	Consumable ScanTron forms	Department heads will require teachers to produce one item analysis form. Teachers will become more proficient with the item analysis forms.
Spring 2008	Stephanie Huskey Carolyn Whaley	Instruction, lodging, travel expenses, food, stipends	Freshman Academy teachers trained will discuss new ideas with SCHS faculty
Spring 2008	Carolyn Whaley Lifetouch	Computer access for all teachers	Upon successful completion of an instructional module and tests, staff members will be issued a certificate of completion from Lifetouch.

Form 5.3, continued

GOAL 4	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	Teacher training for reading ScanTron data. Departmental meetings to disseminate useful strategies for ScanTron data
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	Make parents aware of students in danger of not passing as a result of pretest for standardized testing

GOAL 5

Form 5.1: Goal 5

Goal	Increase enrollment in AP courses by 10% each year beginning in 2007.
Which Need(s) does this Goal address?	The need to increase enrollment in AP courses
How is this Goal linked to the system's Five-Year Plan?	Increasing proficiency levels in math, English, and reading/writing

FORM 5.2: Action Steps (Goal 5)

FORM 5.3: Implementation Plan (Goal 5)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) <i>(Rubric 5.2)</i>	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>
Request that the school board require 11th graders to take the PSAT to determine students capable of having a high level of success in AP classes	Spring 2008	Committee: Gary Roach Carolyn Whaley Jama Franklin Sophomore math and English teachers	\$11/student	Committee will identify number of students determined to be capable of taking AP classes
Counselors will meet with the students that test high and encourage them to take AP classes	Spring 2008	Kristi Lakey Jama Franklin Candy Ward	None	AP enrollment numbers
Train and certify one teacher in the AP content area of science or history	Summer 2008	Gary Roach	\$3000	Certificate of completion

FORM 5.2: Action Steps
(Goal 5)

FORM 5.3: Implementation Plan (Goal 5)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Increase rigorous instruction in math by offering Honors Geometry and Honors Trigonometry
Develop an Honors Program to include a requirement of a minimum number of AP and honors courses and recognize them at graduation
Send home pamphlets from collegeboard to educate parents and students on rewards and effectiveness of AP courses

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Fall 2007	Gary Roach, Kristi Lakey	None	Track number of students registered for classes
Spring 2008	Kristi Lakey	None	Track number of students registered for classes
Fall 2007	Candy Ward Jama Franklin Kristi Lakey	None	Monitor increase in number of students enrolling in AP classes

Form 5.3, continued

GOAL 5	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Training for AP certification to be completed in summer of 2007 or 2008
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Parents informed of importance of AP classes and Honors Program through freshman orientation and through sending home material from college board

GOAL 6

Form 5.1: Goal 6

Goal	Improving communication with ELL parents
Which Need(s) does this Goal address?	Ability to communicate with ELL parents Community connections
How is this Goal linked to the system's Five-Year Plan?	Increase the degree of engagement of all stakeholders in the educational processes of the Sevier County School System Technology will become a more integral part of the teaching and learning process as reflected in an increase in the STAR Chart.

FORM 5.2: Action Steps (Goal 6)

FORM 5.3: Implementation Plan (Goal 6)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Teacher-training on use of translation software
Raul Placeres, system-wide translator, will provide teacher in-service covering cultural issues, language barriers, and teacher resources for improving communication with the parents of ELL students in the community of Sevier County.
Provide student agenda and registration materials in other languages as needed to ELL parents and students

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Fall of 2007	Kortney Gillespie Lisa Stone Elizabeth Bernardi Stacy Marine Robin Venner Huguette Williams Audrey Kochert	Training during teacher in-service, Substitutes for additional training opportunities	Administration will collect translated paperwork from each teacher
Fall 2007	Raul Placeres Robin Venner	In-service session	Evaluation from faculty on in-service session
Spring 2008	Lisa Stone Robin Venner Kortney Gillespie Stacy Marine Audrey Kochert Elizabeth Bernardi Huguette Williams	Printed materials	Copies will remain available in guidance

FORM 5.2: Action Steps
(Goal 6)

FORM 5.3: Implementation Plan (Goal 6)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Debra Sams, ELL teacher will provide teacher in-service training
Provide teachers with the journal article, "Speaking Their Language" by Betsy Lindeman. Article reveals 7 research-based steps for communicating with ELL parents

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
	Raul Placeres		
Fall 2007	Lisa Stone Debra Sams	In-service session	Evaluation from faculty on in-service session
Fall 2007	Kortney Gillespie Huguette Cavalletto	Printed materials	Teachers should maintain a copy of the article with their lesson plans for future reference.

Form 5.3, continued

GOAL 6	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	In-service meetings conducted by Raul Placeres and Debra Sams concerning improving communication with ELL parents
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Discuss with teachers strategies for better communication with ELL parents

COMPONENT SIX: THE SCHOOL IMPROVEMENT PLAN AND PROCESS EVALUATION

Sevier County High School, the largest of four public high schools in Sevier County, has a large student population consisting of a diversified student body. We, as educators and stakeholders, realize our responsibility to instruct this population in a wide variety of ways while constantly striving to reach each and every student.

Every student attending Sevier County High School is given the opportunity to excel through academic and vocational training. Evaluation processes must be constantly assessed and when necessary must be altered to insure that our actions are consistent with our intended results for our level of excellence and expectation. Data must be analyzed efficiently and be disseminated to students, parents and the community. Furthermore, a benchmark of acceptable results must be in place with the expectation of incrementally raising that bench mark on a regular basis.

INDICATOR 6.1: FORMATIVE ASSESSMENTS

Goal 1

- **Teacher-made pre-tests, practice tests, six weeks tests and chapter/unit tests**

Data analysis = daily grades, test grades, and mid-term grade

averages used to determine level of comprehension and the need for re-teaching or presentation of new material

- State skills Competencies in Career and Technical Education Programs met
Data analysis = hands-on demonstrations as well as verbal and written explanations of skills learned (each competency mastered builds to new skills taught)
- Gateway coach booklets-assessment of daily progress
Data analysis = daily grades, oral responses, “do-now” warm-ups
- Self-evaluations of teachers/teacher strategies- form created by administration used at the end of each unit

Data analysis =comparison of grades from pre-tests/post-tests

- Reading 180-daily and mid- six weeks assessments
Data analysis = oral assessments, daily grades, midterm grades

- **Monthly attendance committee meetings with parents/student**

- **Data analysis =documented unexcused absences-roll book/attendance**

- Monthly Truancy Court Meetings with parents/student/administration
Data analysis = determination made by Judge Garrison based on documented numbers - unexcused absences, courses failed, and disciplinary referrals
- Monthly Department Meetings
Data analysis = comparison of student failures per teacher within each department
- Monthly Department Chair Meetings
Data analysis = comparison of department failures-especially with core courses
- Monthly Faculty Meetings to train teachers to plan lessons (data driven)
Data analysis = school-wide look at formative assessments as they relate

to improved test scores

Goal 2

- Weekly monitoring of students in Credit Recovery
Data analysis = number of components mastered
- **Reading 180- daily and mid-six weeks assessment**
Data analysis = (same as goal 1)
- Monthly attendance committee meetings
Data analysis = (same as goal 1)
- Monthly Truancy Court Meetings
Data analysis = (same as goal 1)
- **Freshman Academy-3 week progress reports**
Data analysis = number of 9th grade students failing courses
- Monthly communication with parents/community
Data analysis = number of parent responses

Goal 3

- Teacher made ACT/SAT warm-ups 3/week
- ACT/SAT prep books 3/week
- Weekly tutoring sessions
- Data analysis = daily grades, oral responses/application
- Numbskull SAT prep game-each dept.-once/semester
- Data analysis = teacher observation of oral responses

Goal 4

- Monthly department head meetings
- **Monthly faculty meetings-Quantum Learning**
- Continuing online staff development throughout term
- Data analysis = formal evaluations and informal “walk-through” evaluations by administration

Goal 5

- Weekly meetings with guidance counselors and students
- Data analysis = Number of student/parent responses

Goal 6

- Printed materials provided for ELL parents-on-going
Data analysis = Number of student/parent responses

LONG-TERM COMPARISONS will be planned for the end of first semester in the fall of 2007 to look at student successes and the number of course failures. By the end of second semester in the spring of 2008, we will be able to assess the number of student course failures, look at the results from state mandated tests, and be able to look at graduation numbers. We will compare this data to the data from the previous three years.

UPDATE OF ACTION PLAN

In the fall of 2008, we will revisit the data from the spring of 2008.

Based on this data, we will make a choice to continue working on our action plan as in the previous year, to modify parts of our action plan, or to change our action plan altogether.

INDICATOR 6.2: SUMMATIVE ASSESSMENTS

GOALS 1, 2, AND 3

- Semester exams, End of course exams, Gateway exams
11th grade writing exam
Data analysis = semester exam grades, number of students scoring proficient or above on state mandated tests
- ACT and SAT EXAMS

Data analysis = increase in student scores

ACT from 19.9% to 20.5%

SAT from 1463 to 1600

- Credit Recovery

Data analysis = 100% of students enrolled will be successful

- Graduation Rate

Data analysis = increase to 88% by 2008, 90% by 2009, 92% by 2010, 94% by 2011

Goal 4

- Staff Development

Data analysis = increased usage of data driven assessments documented in teacher lesson plans

Goal 5

- Increase AP enrollment

Data analysis = 10% increase in enrollment per year leading to the addition of 2 more AP courses within 5 years.

Goal 6

• **Communication with ELL parents**

Data analysis = increase in communication (verbal and written) between ELL parents and students and school staff

LONG-TERM COMPARISONS will be planned for the end of the first semester in the fall of 2007 to look at student successes and the number of course failures as compared to the number of course failures the previous three years. Teacher evaluations by administration, monitoring of lesson plans by administration, and input from department heads will provide data on the percentage of staff members using strategies learned in staff development.

By the middle of the second semester in the spring of 2008, we will be able to assess the progress of our attempts to increase AP enrollment. As counselors begin scheduling for the 2008-2009 school year, the number of students requesting AP courses will become evident. We will make a comparison of these AP enrollment numbers to the AP enrollment numbers from three previous years.

At the end of second semester in the spring of 2008, we will be able to assess the number of course failures, look at the results from state mandated tests, and be able to look at graduation numbers. We will compare this data to the data from the previous three years.

UPDATE OF ACTION PLAN

In the fall of 2008, we will revisit the data from the spring of 2008 and compare the data to that of our three previous years. Based on this data, we will make a choice to continue working on our action plan as in the previous year, to modify parts of our action plan, or to change our action plan altogether.

PLAN FOR COMMUNICATION TO STAKEHOLDERS

Our staff will participate in monthly faculty meetings, monthly department meetings, monthly department chair meetings, and continue to meet in SIP component groups to share information and assess progress. Parents and community members will be invited to two meetings/conferences each semester to exchange ideas and assess progress. ELL parents will be encouraged to attend more functions at SCHS where interpreters will be available. Counselors will meet with students on a regular basis to assess progress of our action plan. In the spring of 2008, SCHS will host a carnival to celebrate our successes. SCHS will continue to have an open-door policy where all stakeholders are welcome to come and express opinions/obtain information. In addition, the Tennessee Department of Education releases a yearly Report Card for our school; the Sevier County School System releases this Report Card data to the local newspaper. This has proven to be an effective way to share our data with all of our stakeholders.

INDICATOR 6.3: EVALUATION OF SIP PROCESS

COMMUNICATION PLAN

From the beginning of the SIP process, we felt that communication was crucial in formulating a plan to effect change at Sevier County High School. Stakeholders included students, parents, community members, certified staff members and non-certified staff members. Phone calls, letters, and face to face communications were used to inform all stakeholders of meeting times and places.

FEEDBACK GIVEN/DEBRIEFING

Meetings involving all stakeholders were held at regular intervals:

organizational meetings, brainstorming meetings, sharing of data and materials meetings, editing meetings, and survey component meetings were

held before school, during planning periods, after school, and on in-service

days. As each SIP component group (1-6) neared the completion stage, members from that component printed and shared the information with all

stakeholders. Each time, corrections and suggestions were returned to the component chair for revisions. Edited versions were then shared for a last critique before the final printing.

IMPLEMENTATION/MONITORING AND ADJUSTING

Copies of the Sevier County High School SIP were given to each person at a called meeting of all stakeholders.

Our action plan was the focus of the meeting, and the consensus of the stakeholders was that each department would set up a schedule of meeting times to establish their specific roles in the action plan. Department chairs

would report data to the administration; the administration would report data to all stakeholders. At the end of each six weeks- grading period, adjustments would be made as needed using the data from formative and summative assessments.