

**SEYMOUR
INTERMEDIATE
SCHOOL**
WITH
SEVIER COUNTY SCHOOLS

**2004-2005
SCHOOL IMPROVEMENT PLAN**

For Southern Association of Colleges & Schools

**SEYMOUR INTERMEDIATE SCHOOL
212 N. PITNER RD.
SEYMOUR, TN 37865**

Dr. Susan Latham, Principal

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Component 1

SCHOOL PROFILE & COLLABORATIVE PROCESS

Committee Members

Jennifer Parton, *Chairperson, 4th Grade Teacher*

Cathy Armstrong, *3rd Grade Teacher*

Nancy Bass, *Co-chairperson, 5th Grade Teacher*

Angie Parton, *3rd Grade Teacher*

Michelle Franklin, *5th Grade Teacher*

Debbie Gibson, *4th Grade Teacher*

Nancy Love, *3rd Grade Teacher*

Robin Poplawski, *Parent*

Melinda Sutton, *Non-Certified*

Daniel Lancaster, *Band Teacher*

STEERING COMMITTEE

Faculty

Janet Collins
Susan Latham
Brenda Mize
Jennifer Parton
Peggy Oakes
Judy Ogle
Geri Scalf
Carrie Wheeler

Non-Certified

Melinda Sutton
Donna Linkes

Parent/Community

Mitzi Graham
Tammy Reynolds

Student

Logan Noland
Randi Sigel
Samantha Ferguson
Seth Martin
Natasha Orsi
Hunter Bridges

SUBCOMMITTEE FORMATION & OPERATION

School Profile & Collaborative Process	Beliefs, Mission, & Vision
<i>Jennifer Parton-Chairperson</i>	<i>Judy Ogle-Chairperson</i>
<i>Cathy Armstrong</i>	<i>Tina Cogan</i>
<i>Nancy Bass-Co-Chairperson</i>	<i>Brenda Fulwood</i>
<i>Angie Parton</i>	<i>Dana Howard</i>
<i>Michelle Franklin</i>	<i>Jennie Kincaid-Non-Certified</i>
<i>Debbie Gibson</i>	<i>Susan Laws-Co-Chairperson</i>
<i>Nancy Love</i>	<i>Michelle Oliver</i>
<i>Robin Poplawski-Parent/Community</i>	<i>Ann Ramsey</i>
<i>Melinda Sutton-Non-Certified</i>	<i>Tammy Reynolds-Parent/Community</i>
<i>Daniel Lancaster</i>	<i>Carol Rose</i>
<i>David Lamon-Non-Certified</i>	<i>Sara Schlafer</i>

Academic & Non-Academic Data Analysis	Curricular, Instructional, Assessment & Organizational Effectiveness
<i>Geri Scalf-Chairperson</i>	<i>Janet Collins-Chairperson</i>
<i>Marie Casler-Co-Chairperson</i>	<i>Regina Cox</i>
<i>Linda Catlett</i>	<i>Kelly Kirby-Co-Chairperson</i>
<i>Danise Cooley</i>	<i>Lee Ann Litton</i>
<i>Dena Foulk</i>	<i>Lee Ann Logue-Parent/Community</i>
<i>Rodney Helton</i>	<i>Katie Hodges</i>
<i>Cathy King</i>	<i>Daryl Randles</i>
<i>Lesia Fain-Parent/Community</i>	<i>Donna Wilson-Non-Certified</i>
<i>Teresa Rickels-Non-Certified</i>	<i>Rhonda Williams</i>

Action Plan Development	The School Improvement Plan & Process Evaluation
Brenda Mize- <i>Chairperson</i>	Carrie Wheeler- <i>Chairperson</i>
Dana Wallace- <i>Parent/Community</i>	Mitzi Graham- <i>Parent/Community</i>
Mandy Cannon- <i>Co-Chairperson</i>	Jan Kent
Betsy Elliott	Joy Lambert- <i>Co-Chairperson</i>
Tina Galyon	Donna Linkes- <i>Non-Certified</i>
Tammy Cupp- <i>Non-Certified</i>	Marcie Marsala
Tami McCroskey	Joyce Turner
Denise O'Bryant	Jill Wells
Becky Sanderson	Ann White
Kim Summers	Tracy Wolfenbarger

**SEYMOUR INTERMEDIATE SCHOOL
FACULTY CREDENTIALS
2004-2005**

Name	Endorsements	Degree(s)	Years of Experience
Principal			
Susan L. Latham	101, 105, 109	BS – Middle Tennessee State University MS – Lincoln Memorial University EdS – Lincoln Memorial University EdD – East Tennessee State University	15
Assistant Principal			
Peggy L. Oakes	101, 480	BS – University of West Florida MEd – Lincoln Memorial University EdS – Lincoln Memorial University	12
Third Grade			
Cathy G. Armstrong	001, 002, 105	BS – Cumberland College MS – Lincoln Memorial University	26
Danise E. Cooley	101	BS – University of Tennessee, Knoxville	19
Regina D. Cox	002, 101	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	14
Brenda A. Fulwood	001, 063, 109	BS – University of Tennessee, Knoxville MEd – Memphis State University EdS – University of Tennessee, Knoxville	31
Rodney L. Helton	402	BA – Carson Newman College MS – Lincoln Memorial University	5
LeeAnn R. Litton	403	BS – Carson Newman College	5
Nancy S. Love	001, 002	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	29
Marcella L. Marsala	402	BS – Emporia State University	4
Peggy (Michelle) Oliver	402	BS – University of Tennessee, Knoxville MS – Carson Newman College	4
Rebecca (Angie) Parton	497	BS – Carson Newman College	1
Carol E. Rose	001	BS – University of Tennessee, Knoxville	24
Rebecca V. Sanderson	014, 015, 050, 081, 101	BS – Carson Newman College MS – Carson Newman College EdS – Lincoln Memorial University	15
Julie K. Vest	402	BA – Maryville College MS – Lincoln Memorial University EdS – Lincoln Memorial University	9
Rhonda D. Williams	401	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville EdS – Lincoln Memorial University	4
Fourth Grade			
Wendy C. Bell	094, 101	BS – University of Tennessee, Knoxville MS – Lincoln Memorial University EdS – Lincoln Memorial University	15
Marie A. Casler	002, 101	BS – SUNY, Geneseo MEd – Lincoln Memorial University	18
Betsy R. Elliott	001	BS – University of Tennessee, Knoxville MS – University of Scranton EdS – Lincoln Memorial University	23
Deborah A. Gibson	002, 101	BS – Carson Newman College MS – Carson Newman College	20
Katie J. Hodges	402	BS – East Tennessee State University MAT – East Tennessee State University	0 (first year)

Susan S. Koehl	021, 022, 023, 025, 080, 101	BS – University of Tennessee, Knoxville MS – University of Tennessee Knoxville	15
Suzanne K. Laws	402	BA – University of Tennessee, Knoxville MAT – Carson Newman College	4
Brenda G. Mize	402	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville EdS – Lincoln Memorial University	6
Jennifer P. Parton	402	BA – Carson Newman College MS – Lincoln Memorial University EdS – Lincoln Memorial University	7
Ann R. White	001, 021, 022, 023, 024, 025	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	30
Tracy L. Wolfenbarger	401	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	4
Fifth Grade			
Nancy S. Bass	002, 101	BS – University of Tennessee, Martin MS – University of Tennessee, Knoxville	23
Amanda S. Cannon	002, 101	BS – East Tennessee State University MS – Lincoln Memorial University EdS – University of Tennessee, Knoxville	12
Linda O. Catlett	401	BS – Carson Newman College MS – Lincoln Memorial University	18
Tina M. Cogan	402, 480	BA – Maryville College MS – Lincoln Memorial University EdS – Lincoln Memorial University	7
Janet C. Collins	402	BS – Western Carolina University MS – Lincoln Memorial University EdS – Lincoln Memorial University	10
Dena D. Foulk	402	BA – University of Tennessee, Knoxville MAT – Carson Newman College	8
Michelle P. Franklin	402	BS – University of Tennessee, Knoxville MAT – Carson Newman College	1
Tina R. Galyon	402, 480	BA – Maryville College MS – Lincoln Memorial University EdS – Lincoln Memorial University	10
Janette S. Kent	001, 002	BS – University of Tennessee, Knoxville MS – Lincoln Memorial University	11
Joy L. Lambert	101	BS – University of Tennessee, Knoxville MS – Lincoln Memorial University	16
Carrie J. Wheeler	401	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville EdS – Lincoln Memorial University	4
Special Education			
Dana A. Howard	460, 461, 465	BS – Union University MS – University of Tennessee, Knoxville	4
Kelly J. Kirby	460, 461	BA – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	7
Ella Denise O'Bryant	067, 090, 105, 110	BS – University of Tennessee, Knoxville MS – East Tennessee State University EdS – Lincoln Memorial University	26
Gerilyn T. Scaff	460, 461	BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville EdS – Lincoln Memorial University	9
Julia A. Wells	068	BS – University of Tennessee, Knoxville MA – University of Tennessee, Knoxville EdS – Lincoln Memorial University	24

Art			
Anne B. Ramsay	001, 002, 427	BA – Carson Newman College BS – University of Tennessee, Knoxville MS – University of Tennessee, Knoxville	13
Band			
James D. Lancaster	429	BM – University of Tennessee, Knoxville MM – University of Tennessee, Knoxville	0 (first year)
Guidance Counselors			
Judy A. Bailey-Ogle	007, 034, 035, 039, 086, 101	BS – East Tennessee State University MS – University of Tennessee, Knoxville EdS – Lincoln Memorial University	20
Sara G. Schlafer	001, 007, 080, 086	BS – Carson Newman College MS – University of Tennessee, Knoxville	20
Librarian			
Kimberly Summers	015, 016, 017, 073, 081, 101	BS – University of Tennessee, Knoxville MS – Carson Newman College	10
Music			
Catherine P. King	028, 101	BS – University of Tennessee, Knoxville	33
Physical Education			
Daryl E. Randles	419, 420	BA – Maryville College	1
Joyce E. Turner	019	BS – Carson Newman College	15

SCHOOL SUPPORT STAFF

<u>Position/Name</u>	<u>Years of Experience</u>
Bookkeeper	
Teresa Rickels	22
Secretaries	
Melinda Sutton	11
Donna Wilson	5
Library Assistant	
Jennie Kincaid	10
Special Education Assistants	
Donna Covington	13
Tammy Cupp	8
Gina Hite	10
Debbie Ingle	7
Rick Taylor	2
Resource Officer	
David Lamon	2
DARE Officer	
Mark Fellin	11
Cafeteria	
Donna Linkes, Manager	21
Melissa Canada	1
Eula Case	20
Martha Church	2
Cathy Gedenk	6
Robin Kirkman	0 (first year)
Ellen McCarter	3
Diann McNutt	14
Beatte Mize	0 (first year)
Gayla Palmer	1
Custodians	
JR Cardwell	6
Ruby Cardwell	3
Jerry Chandler	27
Keith Hite	9

OVERVIEW

In an effort to better understand our school community, the School Profile and Collaborative Process committee began by collecting data about the school in the following areas:

- School history
- School population
- Withdrawals and transfers
- Student Ethnicity
- Federal breakfast/lunch percentages
- Attendance rate
- Retention rate

Students, parents, and teachers were surveyed to gain understanding of the perceptions of the stakeholders at Seymour Intermediate School.

SEYMOUR INTERMEDIATE SCHOOL CHARACTERISTICS

Historical Background

The Seymour community is ideally located at the foothills of the Great Smoky Mountains. The census recorded the population of Seymour to be 9,002. However, from the three voting districts there is an increase to an estimate of 13,000 in 2004. There are four public schools in Seymour; a primary that serves kindergarten through second grade, an intermediate that serves third through fifth, a middle school that serves sixth through eighth, and a high school that serves ninth grade through twelfth grade. There are two private parochial schools that serve kindergarten through twelfth grades. There is not a “major” employer in the Seymour area; therefore, the residents travel to other areas of Sevier County and/or Knoxville to work. There is very active community involvement with the schools in Seymour. When there are events of any kind from fund-raisers to sporting events to carnivals in our school, Seymour is always active.

Seymour Intermediate School accommodates third, fourth, and fifth grades. The school was formed to alleviate overcrowding in the Seymour area in 1998. The building was originally opened to serve as a high school in 1960. Since the 1998-1999 school year, ten new classrooms have been added to the building.

Facilities

Currently, the facility houses 36 regular education classrooms, one comprehensive development class, and one social development class. The staff includes 36 regular education teachers, two full-time physical education teachers, one full-time and one half-time guidance counselor, one librarian, one full-time music teacher, one full-time art teacher, three special education teachers, one half-time band teacher, one library assistant, five special education assistants, one assistant principal, and one principal.

The faculty is composed of 51 certified and six non-certified personnel. Of these 57 personnel, all are Caucasian and only four are male. Of the 51 certified personnel, 43 hold advanced degrees including 27 masters of education, 15 education specialists, and one doctorate of education. The years of experience range from one to 33 years. All teachers are teaching in their area of certification. The faculty is assisted by a support staff of four full-time custodians, one resource officer, two DARE officers, and ten cafeteria workers. Students-to-teacher ratios are as follows: 20 : 1 in third grade, 25 : 1 in 4th grade, and 25 : 1 in fifth grade.

Environmental & Safety Conditions

Seymour Intermediate School has an established crisis management plan in which all teachers have a copy and have been informed of procedures to follow in the event of an emergency. All students, staff, and faculty periodically practice drills related to the crisis management plan as well as drills for inclement weather.

Our principal, assistant principal, and School Resource Officer keep walkie talkies with them throughout the day in order for the best communication practice to continue with any situation which may arise.

The Seymour Intermediate School building is 40 years old. There are periodic updates that need to be addressed. Sevier County School Maintenance Department addresses each request for updating and/or repairs. Our playground is checked on a weekly basis by our custodian to ensure all structures and ground cover are as directed by our school board.

All physical injuries incurred by students, staff, and faculty are reported appropriately.

Grade Distribution

Seymour Intermediate School serves third, fourth, and fifth grade students. Each student receives a grade card once per six weeks. There are six grading periods per school year.

Length of School Day & Year

The school year consists of 180 days for students and 200 days for teachers. There are 10 days in which teachers to participate in in-service and professional development training. The teachers are required to spend seven and one-half hours per day. The students are required to be in school seven hours a day.

Operating Budget Distribution Equity

Seymour Intermediate School's operating budget adjusts each year depending on the amount of funds obtained through varied sources. Some of our sources of funding include Sevier County Board of Education allocations, fundraisers, picture money, vending machine revenues, Kids' Place (after school day care) building rental, and personal donations.

Our internal school budget for the 2004-2005 school year is as stipulated below:

Beginning balance July 1, 2004	\$44,080.61
Estimated Revenue for General Accounts	155,000.00
Estimated Expenditure for General Accounts	149,000.00
Estimated Ending Balance June 30, 2005	50,080.61

Per Pupil Expenditures

Sevier County spends approximately \$6,475.00 per pupil each year.

Curriculum Offerings

Seymour Intermediate School offers several extra-curricular and curricular activities in which students may participate. Fifth graders may participate in Junior Beta Club, student council, band, DARE, and Just Say No. A chorus group also is available to all grade levels. Curricular offerings include National Geography Bee, Spelling Bee, Science Fair, Accelerated Math and Reading, Star Reading, Physical Education field day, Fun and Fitness Day, and Character Counts. Seymour Intermediate School also recognizes academic excellence by rewarding students of the month and by giving honor roll certificates.

Parental Support

Seymour Intermediate has a moderate amount of parent involvement. We have an average of five parents per day that volunteer time in the clinic or helping in the classrooms. Our clinic is not affiliated with any organization such as Red Cross or First Aid. We have a high rate of parent chaperones that regularly attend field trips and special events such as athletic field day and book fairs.

We have a parent support group called Seymour Intermediate Booster Organization, SIBO. All parents have the opportunity to be involved in this group. These parents help organize fundraisers and special events. Parents have the opportunity to plan upcoming events and to voice any concerns about any school-related issue during our scheduled meetings. SIBO, through their fundraising efforts, provide our school with funds for student needs as well as professional development opportunities for teachers.

A new school is being built to alleviate the continual growth in all the Seymour schools. This school will be Boyd's Creek Elementary School, a K-8 school that is projected to open in the 2005-2006 school year.

Seymour Intermediate School has an open door policy for all parents and community stakeholders.

Enrollment Data

There are 778 students enrolled in Seymour Intermediate School. Of these 778 students, 389 (37%) are male with 381Caucasian, four African American, three Hispanic, and one Asian. There are 389 female students with 376 Caucasian, four African American, six Hispanic, and three Asian. One

student is enrolled in the ELL program. The total attendance rate is 95% year to date. Sixty-seven students receive special education services, including intellectually gifted. An average of five students per day are referred to the office for disciplinary reasons. During the school year to date 49 students have withdrawn and 57 have enrolled. The retention rate is .001%.

Drug, Alcohol, or Tobacco Incidents or Arrests

Seymour Intermediate School had no drug, alcohol, or tobacco incidents nor did we have any arrests during the 2004-2005 school year.

School Business Partnerships

The school receives needed assistance through the Adopt-a-School program. Seymour Intermediate School has been adopted by the following businesses: CRI Construction Inc., Dr. Scott Parsons, Blue Ridge Burger King, Knoxville Coca-Cola Bottling Co., A+ Office Place, Wal-Mart, Kids' Place Inc., Dr. Sam Lyle, Tennessee Graphics Inc, Daniels' Grill, and Logo Pros. The school also receives financial support from Food City and Kroger receipts, Campbell Soup labels, and General Mills box tops. Other community involvement in the school comes from McDonalds, Mr. Gattis, Chick-Fil-A, Hardees, and the Lions Club.

Seymour Intermediate gives back to the community by making the building available for civic organizations after school hours. Some of these include community recreational basketball leagues, Kid's Place Inc., Boy Scouts, AYSO registration and meetings, and Seymour High School Band.

STUDENT POPULATION DATA

There are 778 students enrolled in Seymour Intermediate School. Of these 778 students, 389 (37%) are male with 381Caucasian, four African American, three Hispanic, and one Asian. There are 389 female students with 376 Caucasian, four African American, six Hispanic, and three Asian. One student is enrolled in the ELL program. The total attendance rate is 95% year to date. Sixty-seven students receive special education services, including intellectually gifted. Averages of five students per day are referred to the office for disciplinary reasons. During the school year to date 49 students have withdrawn and 57 have enrolled. The retention rate is .001%.

CURRICULAR PROGRAMS & EVENTS

Accelerated Reader

Accelerated Reader (AR) is a computerized reading management software program. Students select and read a book on their ability level. After the student completes a book he/she takes a computerized test. AR computes the student's score, adds the results into the database, and generates a report, which provides the student, parents, and teachers with immediate information on his/her performance.

Accelerated Math

Accelerated Math (AM) is a task-level learning information system that ensures success in math for all students, regardless of their ability. Accelerated Math is used as a supplemental resource. Students use AM after completion of their regular curriculum assignments in math. Teachers monitor students' progress on their use of AM throughout the school year.

STAR Reading

STAR Reading is a computer based, norm-referenced reading test and database which is designed to assess students in reading and give teachers an account of each student's reading level. The test is given to all of our students as a pre-test in reading each school year. There is additional information given to parents that gives suggestions on how to improve their child's reading level. A post-test is given to each student at the end of the school year to see levels of improvement.

Science Fair

Our students participate in a school and county science fair. Teachers give the students the opportunity to participate in our school's science fair, but is not required. We have people in our community and surrounding colleges to judge our fair. The winners of the fair qualify to participate in our county's science fair.

Spelling Bee

All students participate in a school and county spelling bee. Two students from each grade are selected to participate in a school-wide spelling bee. These students are the top two competitors from each classroom. They were identified through the classroom teachers' individual bees.

Geography Bee

All students participate in the National Geography Bee. Teachers conduct individual bees for their classes, and the top competitor from each class

competes in the school-wide competition. There are questions sent by the National Geography Society that we are to use in our school bee. The top competitor from our school takes a geography test that is sent for scoring by the National Geography Society.

Individual & Small Group Counseling

Our guidance counselor meets with students who have a variety of counseling needs individually or in small groups on a daily basis. The small group counseling includes topics such as bereavement, divorce, anger management, making friends and fitting in, and study skills. A new group has developed out of necessity for students who have parents in the military. Students may request to speak individually with the counselor when there is a need. If a student wishes to participate in a weekly small group the counselor must obtain permission from the parent.

Field Day

Field Day is held during the month of May each school year. There are three days devoted to Field Day allowing a grade per day. Students spend the school day participating in a variety of activities from hula-hoop race to 40-yard dash. Since this is a day for enjoyment only, no awards are given.

Transition Days

Transition Days allow upcoming second graders from Seymour Primary School and our fifth graders transitioning to Seymour Middle School to visit their new schools. Second graders walk with a police escort to our school for planned activities and tours of Seymour Intermediate. These activities are planned and orchestrated by our guidance counselor. Similar events will be orchestrated for our fifth graders at Seymour Middle School.

Fun & Fitness

Fun and Fitness Day is a single day event for our fifth grade students who have passed the county fitness test. These students travel to Gatlinburg Community Center with our physical education teachers to participate in track and field events.

Character Counts

Character Counts is a character education program that is used throughout our school. There are six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our guidance counselor instructs our students in these areas; the classroom teacher helps identify positive character in our students. The guidance counselor encourages teachers to identify students using each of the six pillars of character by posting the child's name and their action on a designated bulletin board.

Band

Our fifth grade students have the opportunity to participate in the first year of band. This is a class that is provided during the school day.

DARE

Drug Awareness Resistance Education (DARE) is a program that teaches children how to resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, and other drugs. This program is introduced in the fifth grade.

EXTRA-CURRICULAR ACTIVITIES

Student Council

The student council is a school service organization that promotes leadership skills through school and community projects. Students are nominated by homeroom teachers at the end of the fourth grade year based on the ability to work well with others, dependability, academic performance, ability to see a project through to completion, willingness to learn, and a positive attitude. Students must maintain an A/B average throughout their fourth and fifth grade years. From those nominated, twelve members will be chosen based on an essay and parent permission. Student council is open to fifth grade only.

Chorus

Chorus is a group of student who perform a musical for parents and students in December and May. There are a limited number of students who can participate in Chorus so students must audition with the music teacher. Since chorus meets during the school day the classroom teachers must give approval for the student to be out of class two times a week. All chorus members' assignments must be kept up-to-date, and the student must exhibit responsibility and good behavior.

4-H

4-H is a youth education program of the Cooperative Extension Service, conducted by University of Tennessee Extension and Tennessee State University. The 4-H program is available to our fourth and fifth grade students. Monthly meetings are held with each class. Some of the activities in which they participate are public speaking, bread baking contest, photography contest, and civic-minded opportunities. All competitions are held at school level then follow

with county level. Farm Day is a specific field trip, provided through 4-H, that informs students about basic practices on a farm in relation to animals and lifestyle activities. 4-H is hands-on learning resulting in the development of skills and abilities in leadership, citizenship, health, social development, creativity, vocational training, and ethics.

Junior Beta Club

Junior Beta Club is a division of Beta Club, which is an incentive program of scholastic and character excellence. Fifth grade students are eligible for membership. They must attain a 93 grade point average in each subject area for one semester, and must be recommended by their teacher for having good conduct. These students are active in numerous community service projects.

Athletic Programs

Athletic programs are not sanctioned through Seymour Intermediate School. Athletics in our age group are sponsored by the community organizations. We allow our school gymnasium to be used throughout the year for numerous basketball leagues.

DEMOGRAPHIC DATA

Seymour Intermediate School student population serves 778 families. A demographic survey was sent with students to each family in conjunction with the parent opinion survey. Of the results sent, 65% were returned (508). There were some sections not indicated and some sections needed more clarification on how we needed to have them answered. A copy of this survey is included in the Appendix.

The results are indicated in actual total numbers instead of percentages because of the erratic responses. Many responses were indicated for parents and stepparents not just the immediate household in which the students live. The responses that are in the majority are as indicated in blue.

Race:

African-American (3) American Indian (4) Asian
 Hispanic/Latino (4) **White (477)** Other (3)

Marital Status:

Married (398) Divorced (56) Single (23) Widowed (3)

Level of Education:

	Father	Mother	Stepfather	Stepmother	Other
Less than 12 th	32	20	2	2	3
High School	150	164	30	12	5
Some College	157	169	21	10	2
College Degree	94	40	14	7	0
Post-Graduate	29	116	0	3	0

Employment Information:

	Father	Mother	Stepfather	Stepmother	Other
Full-time	375	259	57	16	7
Part-time	13	87	3	7	0
Disabled	15	5	3	0	2
Public Assistance	1	1	0	1	0
Stay-at-home	9	92	2	9	2

Annual Household Income:

14	Less than \$10,000	73	\$35,000-\$49,999
26	\$10,000-\$19,999	191	\$50,000-\$74,999
19	\$20,000-\$24,999	65	\$75,000-\$99,999
25	\$25,000-\$29,999	40	\$100,000 and over
47	\$30,000-\$34,999		

Children in household: (total # of responses = total # in household)

95=1 **218=2** 115=3 29=4 5=5 2=6
 1=7

Person completing survey:

Mother	Father	Step-parent	Guardian	Other
410	62	10	8	6

OPINION SURVEY RESULTS

The surveys were designed to gather information about what parents, students, and teachers think and feel about the school and their relationship with the school. The results have been used in helping develop new programs, policies, and procedures for Seymour Intermediate.

Parent Opinion Survey

The results are identified by percentages. There were 778 parent surveys sent home by students. Of the results sent, 65% were returned (508). There were some questions not marked by individual parents that were returned. The areas of strength indicated by parents are indicated in blue.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcome at my child's school.	0	1	4	44	51
I am informed about my child's progress.	0	2	7	45	47
I know what my child's teacher expects from my child.	.004	2	9	47	41
My child is safe at school.	.002	1	12	47	39
My child is safe going to and from school.	2	2	10	45	41
There is adequate supervision during school.	.004	1	11	49	38
There is adequate supervision before and after school.	.004	2	17	46	34
Teachers show respect for the students.	1	2	14	49	34
Students show respect for other students.	1	5	26	50	17
The school meets the social needs of the students.	1	2	19	52	27
The school meets the academic needs of the students.	1	1	10	54	33
The school expects quality work of its students.	0	1	8	54	36
The school has an excellent learning environment.	.004	2	12	49	36
I know how well my child is progressing in school.	.002	2	6	48	44
I like the school's report cards/progress reports.	.002	.002	3	50	47
I respect the school's teachers.	.006	.004	4	42	53
I respect the school's principal.	.002	0	4	41	54
Overall, the school performs well academically.	.004	1	12	40	47
The school succeeds at preparing children for future work.	.008	2	10	53	35
The school has a good public image.	0	1	7	50	43
The school's assessment practices are fair.	0	1	10	56	34
My child's teacher helps me to help my child learn at home.	.003	3	11	45	42
I support my child's learning at home.	0	.002	2	40	57
I feel good about myself as a parent.	.002	0	3	43	54

Parents also had the opportunity to state additional areas of strength and concerns for Seymour Intermediate School. The areas of strength indicated were good, caring teachers and staff, good communication, administration, community support, and safety, including police presence.

The areas of concern based on comments entail issues that were out of the control of Seymour Intermediate School but were issues needing to be addressed through the Sevier County Board of Education or the county government. Such comments dealt with traffic problems around the school, bus overcrowding, renovating restrooms, and the age of the building.

Student Opinion Survey

The results are identified by percentages. There were 778 student surveys presented by each classroom teacher. Of the results sent, 83% were returned (642). There were some questions not marked by individual students that were returned. There were 51 students absent on the day the survey was given. The blue indicates strengths.

	Yes	No
1. I like my school.	93	7
2. I feel safe at school.	92	8
3. My teachers want me to learn the subjects they teach.	99	1
4. My teachers help me with my work.	94	6
5. My teachers explain how my work should be done.	97	3
6. Special areas such as library, guidance, P.E., and art are fun and interesting.	86	14
7. I learn a lot of different things in the library.	76	24
8. If I have a problem outside of school, my counselor will help me.	92	8
9. My principal is fair when someone gets in trouble.	92	8
10. The food in the lunchroom is good most of the time.	63	37

Student opinions indicate strengths in liking their school and feeling safe. Students believe their teachers want them to learn, teachers help them with their work, and teachers do a good job explaining the material presented. Students also feel like they can speak with their counselor if there is a need. Students believe the principal is fair when someone is in trouble.

Teacher Survey

The results are identified by percentages. There were 47 teachers surveyed. Of the results sent, 66% were returned (31). There were some questions not marked by individual teachers that were returned. The areas of strength are indicated in blue. The areas of concern are indicated in red.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In developing the district's vision, there was broad input from school and community members.	18	43	36	4	0
District goals have been developed under the leadership of the school board.	17	52	31	0	0
The school has goals that support the district vision.	30	50	20	0	0
Each school has adequate resources to achieve the goals.	0	26	48	17	9
School leaders are flexible in dealing with change and are willing to experiment.	33	57	3	7	0
School leaders analyze information from many sources and use it to make decisions.	24	52	20	4	0
Technology is used effectively in the school.	3	45	14	34	3
School leaders practice and promote equity and excellence for all staff and students.	27	50	17	7	0
School leaders model the behaviors expected of staff and students.	37	53	7	3	0
School leaders cultivate community support for the school and its vision.	28	66	3	3	0
Every student is expected to achieve at a high level.	43	43	13	0	0
Teachers use effective teaching methods to help all students achieve the standards.	47	53	0	0	0
The school has established criteria for measuring the academic performance of all students.	40	60	0	0	0
Curriculum, instruction, resources, and assessment are culturally inclusive.	23	68	3	6	0
Students are expected to learn and demonstrate a core set of values including respect, tolerance, and responsibility.	45	52	3	0	0
The school climate ensures that each person feels safe and respected.	48	42	6	3	0
The school recognizes the contributions that families and the community make in fostering core values.	40	53	3	3	0
The school addresses issues that limit students' ability to be productive citizens.	22	74	4	0	0
The school promotes positive relationships among students and adults.	37	60	3	0	0
The school provides a variety of classroom and after school programs to engage every student.	17	63	13	7	0
High expectations are the norm for student and staff behavior in the classroom, at school events, and in the community.	53	40	0	7	0
School administrators support family-community partnerships.	43	54	6	0	0
Parents actively participate in their children's education.	7	53	17	23	0
Families from different backgrounds and/or cultures participate in school activities.	7	63	16	13	0
The school responds positively to the needs of	43	56	4	0	0

families and their children.					
The school involves the community in improving student learning.	26	56	15	4	0
Professional development meets the needs of participants.	7	74	7	11	0
Professional development helps school staff meet the needs of a diverse student population.	9	78	0	9	4
The school devotes adequate resources to professional development.	4	54	25	14	4
There is evidence that all students meet high expectations.	8	38	35	15	4
School staff review student behavior data.	7	71	14	7	0
Student performance information is easily understood by everyone in the school and community.	4	52	19	19	0
Student performance information is reviewed to identify achievement gaps.	12	84	0	4	0
Academic standards align with state and national standards.	46	54	0	0	0
Standards are the foundation for curriculum and instruction.	46	54	0	0	0
Modifications are made to help special needs students reach the standards.	46	50	4	0	0
Staff demonstrate high expectations for all students in instruction, course content, and advising.	43	54	4	0	0
Teachers are competent in and use a variety of teaching strategies that meet the needs of all students.	43	54	4	0	0
Students actively participate in planning, evaluating, and taking responsibility for their own learning.	10	59	24	7	0
Support programs, such as tutoring, before and after school study sessions, or computer assisted tutorials, are available to all students.	11	39	29	21	0
Strategies and support are in place for students who do not meet the standards.	7	86	4	4	0
Classroom instruction focuses on the desired student outcomes.	30	70	0	0	0
A variety of assessments measure student performance.	33	63	4	0	0
Communication of assessment goals is frequent and useful to students, parents, and others.	29	57	11	4	0
Students are able to apply what they learn.	22	63	7	7	0
Instruction, curriculum, and assessment methods reflect the history, experiences, accomplishments, and perspectives of a diverse society.	14	64	18	4	0
Students have options to pursue their areas of interest within a teaching unit.	7	68	14	11	0
The needs of English language learners are effectively addressed, using research-based practices.	3	59	34	0	3
The curriculum does not propagate racial, ethnic, or gender stereotypes.	43	46	11	0	0

Teachers indicated strengths in effective teaching methods, positive school climate, high expectations for students, standards are aligned with state and national standards, modifications are made to help special needs students.

Teachers indicated areas of concern with technology not used effectively. Although there were some areas that were indicated as disagree or strongly disagree, the majority of teachers indicated strongly agree to neutral in these statements.

SYNTHESIS OF STUDENT PERFORMANCE DATA

The majority of Seymour Intermediate School's test data for student performance shows a positive trend in all subject areas as far as being at or above the state expectancy. However, when you break down the **Tennessee Comprehensive Assessment Program (TCAP)** into a variety of statistical analyses we see where are strengths and weaknesses lie.

The areas that kept showing a negative trend were in language arts (reading and language) and mathematics. The **Median National Percentile (MDNP)** scores indicate that language arts and mathematics are above the 50th percentile but our scores show a negative trend which indicates there is a need for improvement. **The Mean Normal Curve Equivalent (MNCE)** also indicates a negative trend with scores in language arts and mathematics. Science and social studies differ only by a few points. The 5th grade scores show the lowest scores in the MNCE. The **Objective Performance Index (OPI)** scores indicate that the 3rd grade had areas of non-mastery in language arts. The 4th grade had areas of non-mastery in 2002 in science and social studies and in 2003 in the area of language. The 5th grade had the weakest scores with non-mastery in all areas for at least one year.

Our **Norm Referenced Academic Achievement** 3-year average indicated that all subject areas received a B. Our **TCAP Writing Assessment** indicates the majority of our scores fell in the competent range, with a 3-year average of an A. Our **Criterion Referenced Tests (CRT)** 3-year average indicates a B in all subject areas with the State average as a C. Social studies was the highest score with language arts and math as our lowest. All of our **Tennessee Value Added Assessment System (TVAAS)** scores 3-year average indicate that there were no gains except in 4th grade language arts.

No Child Left Behind benchmarks are all being met. We had many areas that had fewer than 45 members, which is not processed. Our **attendance** and **promotion rates** have been marked as exemplary.

COMPONENT 2

BELIEFS, MISSION, &

VISION

Committee Members

Judy Ogle, *Chairperson, Guidance Teacher*

Tina Cogan, *5th Grade Teacher*

Brenda Fulwood, *3rd Grade Teacher*

Dana Howard, *Special Education Teacher*

Jennie Kincaid, *Non-Certified*

Susan Laws, *Co-Chairperson, 4th Grade Teacher*

Michelle Oliver, *3rd Grade Teacher*

Ann Ramsey, *Art Teacher*

Tammy Reynolds, *Parent*

Carol Rose, *3rd Grade Teacher*

Sara Schlafer, *Guidance Teacher*

OVERVIEW

Our faculty met to reexamine our mission statement, vision, and beliefs of Seymour Intermediate School. We decided that all needed to be rewritten and condensed. Our committee asked for all team members to give their thoughts. After receiving their input we as a committee came to consensus. We sent the initial statements to all team members. Each had an opportunity to make comments, additions, or deletions.

A faculty meeting convened where consensus was met on our new mission statement, vision, and beliefs.

MISSION STATEMENT

All parents, community, staff, and faculty will work together to provide a quality education that prepares all children for success in the 21st century.

VISION STATEMENT

All parents, community, staff and faculty will work as a whole to ensure continual gains in all students academically, emotionally, and physically in order for them to become lifelong learners and productive citizens.

BELIEFS

1. Every child will continue to grow academically, emotionally, and physically.
 - Highly qualified teachers will teach each child to ensure continued growth in all academic areas. All children will be attended to emotionally by our caring teachers and staff whether it is to just listen or to advise and call parents. We have counseling as a classroom and in small groups for those who are in need. All children will develop their bodies through our physical education program. Our instructors help to educate students about nutrition and all aspects of physical activities to help foster future healthy citizens.
2. Every child has the ability to learn and be successful.
 - Students will be instructed on their individual level to ensure gains in all students.
3. Every child is entitled to a safe and comfortable environment.
 - There are policies in place for our school to ensure safety for all students, faculty, and staff. Each employee is informed of the procedures in case of emergencies.
4. The values and rights of all children and adults are respected.
 - All people at Seymour Intermediate are individuals and have varied beliefs and opinions. All beliefs and opinions are respected.
5. Honesty and equality are expected from all.

- All people at Seymour Intermediate are treated honestly and equally. Each person has the right and privilege to voice their thoughts and concerns to one another. Parents, students, staff, and faculty may approach the administration at any time to give opinions and concerns on how to help improve our school. These opinions and concerns will be addressed in a timely manner.

6. Creativity is encouraged in all aspects of school life.

- There are many people at Seymour Intermediate who have a wide range of ideas and ways of doing things. Encouraging each to share in their differences allows others to see things from a different perspective, which may bring about change in attitudes, instruction, learning, policies, assessment, and decision making.

COMPONENT 3

ACADEMIC & NON-ACADEMIC DATA ANALYSIS

Committee Members

Geri Scalf, Chairperson, Special Education Teacher

Marie Casler, Co-Chairperson, 4th Grade Teacher

Linda Catlett, 5th Grade Teacher

Danise Cooley, 3rd Grade Teacher

Dena Foulk, 5th Grade Teacher

Rodney Helton, 3rd Grade Teacher

Cathy King, Music Teacher

Lesa Fain, Parent

Teresa Rickels, Non-Certified

OVERVIEW

Seymour Intermediate School students have a multitude of assessment data to help determine the level of knowledge and mastery in a grade and subject level. The assessments include the Tennessee Comprehensive Assessment Program (TCAP) Achievement Test, the TCAP Writing Assessment, TCAP Criterion-Referenced Test, text book exams, samples of student works, and teacher observations.

The TCAP Achievement Test is given each spring. It is a timed, multiple choice assessment that measures skills in Reading, Language Arts, Mathematics, Science, and Social Studies. Student results are reported to parents, teachers, and administrators.

The TCAP Writing Assessment is given to fifth grade students. These students are to write a rough draft narrative essay in response to an assigned prompt.

Criterion-Referenced Tests (CRT) measure a student's performance on specific standards, rather than the performance of others tested.

One of the assessment strategies used in the classroom is a test from the textbook. These types of tests are pre-designed by the book companies that test from the specific information developed. Another classroom assessment is the gathering of student work samples. Most teachers at Seymour Intermediate use this as a weekly account of students' work to allow parents to see progress. Teachers also rely on their own observations as to how well a student is grasping a concept. A teacher's observation helps indicate which students need additional instruction and which students need to have enrichment opportunities.

The following tables indicate how our students at Seymour Intermediate School have performed on the TCAP assessment. There are diverse methods of reporting students' test scores. These scores identify what are our students' academic strengths and weaknesses. The following tables indicate a range of methods to identify test scores from 2002 through 2004.

MEDIAN NATIONAL PERCENTILE

A percentile is a norm-referenced, derived test score that ranges from a low of 1 to a high of 99. The median score is the middle score of a set of ranked scores. The national median score is 50. The Median National Percentile (MDNP) scores indicate one-half of the scores that are above the 50th percentile and one-half are below the 50th percentile.

Tables 1 through 5 indicate reading, language, and math scores are all above the 50th percentile except one. However, the majority of these indicate a negative trend through the grade levels and across the years. These are areas that are of concern.

Science and social studies are all above the 50th percentile except for one. Through the grade levels and years, the scores are stagnating. There is not a large increase or decrease in scores.

Table 1

Median National Percentile Reading Composite			
	Grade 3	Grade 4	Grade 5
2002	65	63	63
2003	65	68	63
2004	57	63	55

Table 2

Median National Percentile Language Composite			
	Grade 3	Grade 4	Grade 5
2002	66	67	59
2003	76	66	63
2004	61	56	53

Table 3

Median National Percentile Math Composite			
	Grade 3	Grade 4	Grade 5
2002	69	58	69
2003	80	58	58
2004	65	68	44

Table 4

Median National Percentile Science Composite			
	Grade 3	Grade 4	Grade 5
2002	58	58	61
2003	69	61	55
2004	65	68	59

Table 5

Median National Percentile Social Studies Composite			
	Grade 3	Grade 4	Grade 5
2002	56	65	57
2003	67	63	64
2004	70	66	44

MEAN NORMAL CURVE EQUIVALENT

A normal curve equivalent (NCE) is a norm-referenced, equal-interval, derived standard test score that ranges from a low of 1 to a high of 99. The mean national NCE is 50. The NCE is reported on individual student. The mean NCE (MNCE) is a score calculated for a grade level within a school.

Tables 6 through 10 indicate all scores fall in the average to exemplary range. Overall, the 5th grade has the lowest grades and scores in all subjects. As indicated in the previous scores, there is a negative trend across the grades and the years in reading, language, and math. The 5th grade math scores in 2002 were exemplary but steadily decreased over the next two years. The 4th grade math scores were much lower in 2002 and 2003 than the 3rd grade. Science and social studies scores differed by a few points between 3rd and 4th grade with the 5th grade showing the lowest scores as an average.

Conversion Chart for Tables 6-10

3 Year Average Mean NCE	Report Card Letter Grade For Achievement
60 or higher	A = Exemplary
55-59	B = Above Average
50-54	C = Average
45-49	D = Below Average
Below 45	F = Deficient

Table 6**Mean Normal Curve Equivalent Reading**

	Grade 3	Grade 4	Grade 5
2002	56	57	55
2003	62	58	56
2004	54	59	53
3 Yr. Avg.	57	58	55

Table 7**Mean Normal Curve Equivalent Language**

	Grade 3	Grade 4	Grade 5
2002	56	57	55
2003	65	58	55
2004	56	61	52
3 Yr. Avg.	59	59	54

Table 8**Mean Normal Curve Equivalent Math**

	Grade 3	Grade 4	Grade 5
2002	61	56	60
2003	68	55	55
2004	57	59	47
3 Yr. Avg.	62	57	54

Table 9

Mean Normal Curve Equivalent Science

	Grade 3	Grade 4	Grade 5
2002	56	54	54
2003	61	55	53
2004	58	61	53
3 Yr. Avg.	58	57	53

Table 10

Mean Normal Curve Equivalent Social Studies

	Grade 3	Grade 4	Grade 5
2002	55	58	53
2003	61	56	58
2004	59	58	47
3 Yr. Avg.	58	57	53

Table 11

**2003 NORM REFERENCED ACADEMIC ACHIEVEMENT
3 YEAR AVERAGE**

NRT	GRADE
Reading	B
Language	B
Math	B
Science	B
Social Studies	B

Table 11 scores show the three-year average for all subject areas is a **B**. The highest score that is attainable is an **A**.

OBJECTIVE PERFORMANCE INDEX

The objective performance index (OPI) is a criterion-referenced score that may be defined as the percent of test items answered correctly for an objective.

OPIs are provided for only those objectives that have four or more test items. OPIs show a group's level of mastery on test objectives.

OPI scores are interpreted as follows:

75 or above = mastery of a test objective
50 to 74 = partial mastery of a test objective
below 50 = non-mastery of a test objective

Table 12 indicates there are more partial mastery to mastery objectives than non-mastery objectives throughout the grade levels for the 2002 to 2004 period. The 3rd grade scores indicate the fewest non-mastery scores of all grade levels. The non-mastery areas for the 3rd grade are in 2004 reading and language arts scores. Also, math in 2004 indicated non-mastery in number relationships and measurement. The 3rd grade scores indicated the majority of mastery through the 3-year period was in math.

In 2002 the 4th grade showed that there was non-mastery in each subject with a majority in science and social studies. In 2003, the language scores for 4th grade were all non-mastery except for writing conventions, which was partial mastery. In 2004, the majority of the 4th grade scores were partial mastery except for language again.

The 5th grade scores were the weakest among all grade levels. There were consistently non-mastery scores in math, science, and social studies. In 2004, each objective indicated non-mastery except in life science and earth science, which were partial mastery.

The objectives that identify areas of strengths are indicated in blue and areas of concern are in red.

Table 12

Objective Performance Index (OPI)

		3 rd			4 th			5 th	
	2002	2003	2004	2002	2003	2004	2002	2003	2004
READING									
02 Basis Understanding	70	85	46	77	68	50	60	61	40
Analyze Text	51	62	47	55	68	51	67	44	39
Evaluate Meaning	80	59	47	44	72	50	70	50	40
Identify Reading Strategies	58	83	47		82	49	31	50	40
VOCABULARY									
Word Meaning	52	91	NT	50	65	NT	51	28	NT
Multi-meaning Word	60	89	NT	74	73	NT	56	60	NT
Words in Context	85	57	NT	31	51	NT	32	77	NT
LANGUAGE									
Sentence Structure	54	73	45	56	35	46	49	47	33
Writing Strategies	47	68	42	36	46	49	58	59	35
Editing Skills	70	55	54	50	43	48	54	75	32
LANGUAGE MECHANICS									
Sent/Phrase/Clause	71	86	NT	46	45	NT	46	53	NT
Writing Convent	55	64	NT	59	64	NT	64	61	NT
MATH									
Number Relationships	58	64	49	76	52	51	61	73	21
Comp/Number Est	62	86	52	49	61	54	65	78	23
Operation Conc.	77	88	53	68	76	51	58	56	22
Measurement	51	65	48	50	45	49	27	32	21
Geo/Spatial Sense	86	84	52	52	80	53	78	30	21
Data/Stats/Prob	91	91	51	86	76	51	43	38	23
Pattern/Func/Algebra	88	82	53	51	44	52	39	20	21
Prob. Solve/Reasoning	53	58	NT	31	53	NT	19	24	NT
MATH COMP									
Add Whole #	91	94	NT	NT	NT	NT	NT	NT	NT
Subtract Whole #	80	71	NT	NT	NT	NT	NT	NT	NT
Multiply Whole #	74	67	NT	64	29	NT	78	55	NT
Divide Whole #	22	35	NT	18	24	NT	45	41	NT
Decimals	89	62	NT	38	55	NT	51	18	NT
Fractions	NT	NT	NT	NT	NT	NT	28	21	NT
SCIENCE									
Science Inquiry	71	52	57	66	65	67	62	26	47
Physical Science	85	66	59	51	26	67	39	38	49
Life Science	83	86	61	56	78	68	29	29	50
Earth & Space	20	69	62	24	43	69	25	35	50
Science Technology	93	38	60	13	11	63	60	42	46
Personal & Social	28	64	59	26	7	65	42	45	48
SOCIAL STUDIES									
Geographic Perspective	64	86	62	38	67	60	43	69	25
History & Culture	68	73	64	43	74	62	45	53	24
Civics & Government	74	60	63	55	64	64	36	72	26
Economic Perspective	70	90	62	82	50	62	74	59	24

* NT denotes not tested items.

WRITING ASSESSMENT

The TCAP Writing Assessment was given to fourth graders in 2002. In 2003 and 2004 the Writing Assessment was given to fifth graders. These students are to write a rough draft narrative essay in response to an assigned prompt. The scores reflect percentages of all students, excluding special education students, who took the test.

The TCAP Writing Assessment scores are interpreted as follows:

6 = Outstanding

5 = Strong

4 = Competent

3 = Limited

2 = Flawed

1 = Deficient

Scores 4 through 6 are defined as Proficient.

Table 13

	2002	2003	2004
6	6	4	12
5	20	28	29
4	44	46	39
3	25	18	18
2	5	2	2
1	0	1	0

Table 13 indicates the majority of scores for the writing assessment are in the average score of 4. Also, the largest percentages of students fall in the proficient range. There were a lesser number of students who scored below proficient in 2003 and 2004. The largest number of students scoring in the highest range occurred in 2004.

Table 14

Writing Assessment 3 Yr. Average

	2002		2003			2004			
	Score	Grade	Score	Grade	Trend	Score	Grade	Trend	State
Writing 4th/5th	3.9	B	4.0	A	+	4.1	A	NC	3.9

Table 14 indicates our 3-year average increased from 2002 to 2003 then increased by 1/10 a point to remain a score of **A** in 2004.

Criterion-Referenced Tests (CRT) measure a student's performance on specific standards, rather than the performance of others tested. These items are directly aligned with the Content Standards and State Performance Indicators.

Table 15

**2004 CRITERION REFERENCED TESTS (CRT)
3 YEAR AVERAGE**

	Seymour Intermediate	Grade	State	Grade
Reading/ Language Arts	54	B	50	C
Math	54	B	51	B
Science	55	B	50	C
Social Studies	56	B	50	C

Table 15 indicates that our 3-year average is above the State's scores. All of our scores were within two points of each other. Social Studies was the highest score for our school. Reading, language arts, and math were the lowest scores for our school.

Table 16

CRT Math

	2003 % Below Proficient	2004 % Below Proficient	State % Below Proficient
All Students	12.0	14.0	17.0
Economically Disadvantaged	17.0	28.0	25.0
Students with Disabilities	33.0	59.0	55.0

Table 16 indicates a larger percentage of students who are economically disadvantaged and students with disabilities who are below proficient in math than the percentage of all students. The total numbers of "below proficient" increased significantly in economically disadvantaged and students with disabilities in 2004. Our scores in 2004 are higher in both of these before mentioned areas than the State scores.

Table 17

CRT Reading/Language + Writing

	2003 % Below Proficient	2004 % Below Proficient	State % Below Proficient
All Students	11.0	9.0	14.0
Economically Disadvantaged	17.0	15.0	22.0
Students with Disabilities	38.0	43.0	46.0

Table 17 indicates substantially larger numbers for economically disadvantaged and students with disabilities in reading and language arts. Scores for 2004 indicates a decrease in the total number of students and economically disadvantaged who were below proficient, but the students with disabilities percentage increased. The State's scores of percentage below proficient were higher than either year at our school.

TVAAS / VALUE ADDED

The Tennessee Value Added Assessment System (TVAAS) is a statewide accountability program. It provides information to teachers, parents and the public on how schools are doing in helping each child make academic gains each year. It also provides information to administrators to help identify weaknesses in even the strongest schools.

Grading Scale

		READING/ LANGUAGE	MATH	SCIENCE	SOCIAL STUDIES
A	Exceptional	>1.2	>1.5	>0.4	>0.6
B	Exceeds State Growth Standard	0.7 to 1.2	0.5 to 1.5	-0.1 to 0.4	-0.2 to 0.6
C	Maintains State Growth Standard	-0.1 to 0.6	-0.5 to 0.4	-0.8 to -0.2	-1.1 to -0.3
D	Below State Growth Standard	-0.6 to -1.2	-1.9 to -0.6	-1.6 to -0.9	-1.9 to -1.2
F	Deficient	<-0.6	<-1.9	<-1.6	<-1.9

Tables 18 through 21 indicate that the majority of our scores are in the deficient range. Our gains were in 4th grade reading and language for 2003 and 2004 as well as the 3-year average. We also had gains in 5th grade math for 2002 and 2003 but dropped drastically in 2004, which brought the 3-year

average to deficient. The only other gains we had were in the 4th grade science for 2004 and social studies for 2003.

Table 18

TVAAS for TCAP CRT Reading/Language

	3	4	5	STATE
2002 Mean NCE Gain		-0.8 ^Y	-1.5 ^R	-0.5
2003 Mean NCE Gain		1.4 ^G	-0.4 ^Y	1.2
2004 Mean NCE Gain		0.8 ^G	-3.8 ^R	-0.8
3 YR. AVERAGE		0.5 ^G	-1.9 ^R	-0.1

Table 19

TVAAS for TCAP CRT Math

	3	4	5	STATE
2002 Mean NCE Gain		-3.0 ^R	0.8 ^G	-1.4
2003 Mean NCE Gain		-0.7 ^Y	0.0 ^G	-0.6
2004 Mean NCE Gain		-4.3 ^R	-3.1 ^R	-4.0
3 YR. AVERAGE		-2.7 ^R	-0.8 ^R	-2.0

Table 20

TVAAS for TCAP CRT Science

	3	4	5	STATE
2002 Mean NCE Gain		-3.0 ^R	-3.3 ^R	-3.0
2003 Mean NCE Gain		-1.3 ^R	-2.9 ^R	-2.1
2004 Mean NCE Gain		1.0 ^G	-2.5 ^R	-0.8
3 YR. AVERAGE		-1.1 ^R	-2.9 ^R	-2.0

Table 21

TVAAS for TCAP CRT Social Studies

	3	4	5	STATE
2002 Mean NCE Gain		-0.5 ^Y	-1.2 ^R	-0.4
2003 Mean NCE Gain		0.5 ^G	-0.8 ^Y	0.3
2004 Mean NCE Gain		-2.3 ^R	-5.5 ^R	-3.5
3 YR. AVERAGE		-0.8 ^R	-2.5 ^R	-1.2

NO CHILD LEFT BEHIND (NCLB)

The goal of NCLB is to ensure that all students in all schools are academically proficient in math, reading and language arts by 2014. Schools are asked to show that a greater percentage of students are meeting required proficiency standards. Schools must meet proficiency benchmarks in nine subgroups from race/ethnicity groups to students with disabilities to economically disadvantaged students.

Table 22

+	Met Federal Benchmark
X	Did not meet Federal Benchmark
<45	Fewer than 45 members, does not have to report

	>=95% Tested	%Prof/Adv	>=95% Tested	%Prof/Adv	>=93% Attend
All Students	+	+	+	+	+
White	+	+	+	+	+
Hispanic	<45	<45	<45	<45	
African American	<45	<45	<45	<45	
Native American	<45	<45	<45	<45	
Asian/Pacific Islander	<45	<45	<45	<45	
Economically Disadvantaged	+	+	+	+	
Students with Disabilities	<45	<45	<45	<45	
Limited English Proficient	<45	<45	<45	<45	
Female	+	+	+	+	
Male	+	+	+	+	
Migrant	<45	<45	<45	<45	

Table 22 indicates that we have met all of our benchmarks to this point. There are numerous subgroups in which we had fewer than 45 students. This means that our school did not have enough to show a report.

Table 23

Non-Academic

	2002	2003	
	Grade	Grade	Trend
Attendance	N/A	94.4 / A / Exemplary	N/A
Promotion	99.9 / A / Exemplary	99.9 / A / Exemplary	NC

Table 23 indicates that Seymour Intermediate School has an exemplary attendance and promotion rate.

AREAS OF STRENGTH

- Our MDNP scores were all above the national median score of 50 except in 2004 5th grade scores in social studies.
- Our 3rd and 4th grade MDNP scores are well above the national score. There seems to be a consistency among the scores in 3rd and 4th grade.
- Our MNCE 3-year average scores for subject areas are average to exemplary.
- Our Norm Referenced Academic Achievement 3-year average for all subject areas is a B.
- Our OPI objectives indicate more partial mastery to mastery than non-mastery. Third grade had the most mastery in math during 2002 and 2003.
- The majority of our writing assessment scores are in the competent range. Our 3-year average has shown a positive trend beginning with a grade of B then moving to an A.
- Our CRT 3-year average is a B in all subject areas with social studies being the highest.
- All of our NCLB benchmarks have been met to this point.
- Our attendance and promotion rate is exemplary.
- Our parents have a positive outlook on our school and their child's education.
- Our students like it at Seymour Intermediate and feel that everyone is working in their best interest.
- Teachers indicate that high standards are expected by all, that each child is an individual, and that we all work together for a positive school climate.

AREAS OF CONCERN

- There is a negative trend in the MDNP scores in language arts and math.
- The MNCE scores indicate a negative trend also in language arts and math with the 5th grade having the lowest scores.
- Our OPI objectives indicate numerous non-mastery scores in the 5th grade for the years 2002-2004.
- Language arts and math were our lowest scores in the CRT 3-year average.
- Our economically disadvantaged and students with disabilities CRT scores increased significantly in 2004 for language arts and math.
- Our TVAAS scores 3-year average indicates "below state growth standard" or "deficient."
- Teachers indicate technology is not being used effectively in our school.

Component 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT & ORGANIZATIONAL EFFECTIVENESS

Committee Members

Janet Collins, *Chairperson, 5th Grade*

Regina Cox, *3rd Grade Teacher*

Kelly Kirby, *Co-Chairperson, Special Education Teacher*

Lee Ann Litton, *3rd Grade Teacher*

Lee Ann Logue, *Parent*

Katie Hodges, *4th Grade Teacher*

Daryl Randles, *Physical Education Teacher*

Donna Wilson, *Non-Certified*

Rhonda Williams, *3rd Grade Teacher*

OVERVIEW

Component 4 analyzed all components from one to three to justify the decision of Seymour Intermediate School's performance target goals. We verified all aspects of Component 1 from the structure of our school to the surveys of all stakeholders. Our mission, vision, and beliefs in Component 2 were reviewed again to ensure the goals were aligned with what all stakeholders believe for our school. Component 3 was analyzed additionally in order to ascertain that the tables indicate Seymour Intermediate schools academic strengths and weaknesses.

OVERVIEW OF PERFORMANCE TARGET GOAL DEVELOPMENT

Performance Target Goals

1. Students will demonstrate improved academic performance as measured by TCAP scores in the area of language arts.
2. Students will demonstrate improved academic performance as measured by TCAP scores in the area of mathematics.

Rationale for Goal Statement

- Seymour Intermediate had a grade of D (below state growth standard) or F (deficient) in all subjects on the 3-year average.
- Seymour Intermediate has strengths in many academic area when looking at percentages and OPI scores; however, when looking at gains each year for grade levels we indicate consistent areas of concern in language arts and math.
- Seymour Intermediate's levels of proficiency indicate we are above the state levels of proficiency; however, we have a large percentage of students with disabilities who we need to target on a more individual level.
- Teachers indicated that technology used efficiently was an area of concern. With these goals indicated there will be a focus on gaining more resources and technological knowledge to benefit all students.
- The 5th grade has consistently lower scores than the 3rd or 4th grades.

SUMMARY OF SUPPORTING EVIDENCE FOR PERFORMANCE TARGET GOALS

Target Goal 1:

Students will demonstrate improved academic performance as measured by TCAP scores in the area of language arts.

Target Goal 2:

Students will demonstrate improved academic performance as measured by TCAP scores in the area of mathematics.

Evidence:

- Review of all data indicates the majority of TVAAS scores are D or F. A projected score yearly is C, which shows that a school maintains the growth standard.
- Although many of our percentiles and percentage scores indicate that we are at the state-projected levels, schools are held accountable for TVAAS scores.
- Component 3, table 12 illustrates how in 3rd grade an objective may indicate mastery or partial mastery but the same group of students in the following years do not seem to be progressing.
- Our 5th grade scores are continually the areas of most concern.
- The use of A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum is and will continue to be a significant tool for faculty and administration in order all to ensure all standards are taught and in what grades.
- Technology instruction on how it can be used effectively was indicated in the teacher survey as an area of concern. Technology can be a vital tool in accomplishing both Target Goal 1 and 2.
- Professional development for all Seymour Intermediate faculty and administration will help give the tools to progress from D and F to C in all academic areas.
- Each of our classrooms are within the class size is as mandated by the State, however, most are at capacity causing our faculty and administration to become more creative in providing for a more individual basis.

- Grade level and interdisciplinary level meetings will need to occur either at a joint planning time or before or after school in order for this goal to reach its full potential.

Current Instructional & Organizational Practices with Emphasis on Diverse Interest, Academic Potential, & Technical Skill

The teachers at Seymour Intermediate School instruct to the federal and state requirements including curriculum and NCLB. Our CRT language arts and math scores indicate that we are below proficient with our economically disadvantaged students and students with disabilities. However, we scored higher than the state in language arts for 2003 and 2004, but in math our 2004 scores were higher than the state. With our Target Goals focusing on language arts and math and the addition of our technology lab these deficient areas should increase.

The administration and faculty will begin six weeks grade level meetings during the 2005-2006 school year to determine needs of individual students and needs of the faculty to help in their efforts to reach academic excellence.

Curriculum Analysis

Our faculty follows A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum, which is in alignment with Tennessee's Curriculum Guide. By following these guides this ensures that our faculty does not overlap on skills being taught through the grade levels. Our faculty has met to determine types of chapter books and units taught that cover specific skill per grade level in order not to overlap in this area.

Our assessments follow with the textbooks and in teacher made tests. Each student is assessed on skills taught through the curriculum; these are charted through individual cumulative records. Each student is assessed in reading through the STAR Reading assessment, which is in conjunction with Accelerated Reading. This allows the parents and teacher to see what level a student is performing. The test prints suggestions to help the student to improve his/her reading skills. The 5th grade has begun the process of assessing math skills through Accelerated Math. These students work at their own pace and individual level.

Seymour Intermediate School's largest areas of concern are consistently seen through the Component 3 TCAP data as language arts and math. Our 5th grade has consistently been scoring the lowest among the grade levels. Our parents and students believe we have academic excellence and the positive well being of individuals at the forefront.

Once each teacher has been presented with their list of students for an upcoming year they will study each individual student cumulative record in order

to see the progress made in past years. Our teachers communicate to one another about students who have needs academically or socially in order for progress to continue.

Scheduling allows for collaborative planning to occur only for paired teachers during joint physical education class. The majority of our teachers teach leveled reading classes and split science and social studies. During the upcoming 2005-2006 school year, we will be departmentalizing the 5th grade for reading and math, and splitting social studies and science between two teachers. The 3rd and 4th grade will level for reading classes and split for science and social studies.

Support Mechanisms

Guidance class is provided on a weekly basis for each class at Seymour Intermediate School. Students have the opportunity to speak individually with the counselor during the afternoon. Our counselor has provided additional small group counseling for students of divorced parents, students with anger control issues, bereavement, study skills, and making friends.

Students who qualify for our gifted program, Children with Special Abilities (CSA), provided through Special Education, receive services to work on problem solving, public speaking and research.

Students who need additional instruction on class assignments are provided this through parents who come to our school on a volunteer basis, through teachers tutoring before and after school, and through peer tutoring during the school day.

Curricular Opportunities

Students at Seymour Intermediate School have varied curricular opportunities beyond just the required curriculum. All students have the opportunity to participate in the Accelerated Reading (AR) program. Our school provides additional incentives to progress in this program. In conjunction with AR, the 5th grade has been the initial group who has had the opportunity to participate in the Accelerated Math (AM) program. There have been many students who enjoy this program so much that they have competed with one another to complete all objectives.

The competitive curricular events in which we participate are Science Fair, Spelling Bee, and Geography Bee. Fun and Fitness is also a competitive event that focuses on physical fitness through the physical education program.

The guidance program follows the specified curriculum and incorporates the Character Counts program. All individuals at Seymour Intermediate School

are involved in teaching that character is the forefront of being a good person. Small groups and individual counseling is available each afternoon after the counselor has completed all classes.

Each 5th grade student is given the opportunity to participate in band. This is a class that is provided during the regular instructional day. Band is scheduled during recess in order for the students not to miss out on curricular instructional time. Chorus is another musical curricular opportunity. All students may audition for chorus. These students practice periodically during the school day for several programs performed through the school year.

DARE is provided by the Sevier County Sheriff's Department. A DARE officer instructs 5th grade students on how to resist the pressure to experiment with drugs.

4-H is a program offered to 4th and 5th grade students. These students meet with 4-H leaders, not regular classroom teachers, to participate in projects to develop skills in such things as leadership, citizenship, social development, and vocational training.

Student Council is a school service organization directed by a classroom teacher. Fifth graders have the opportunity to be nominated for this position. The student council promotes leadership skills through school and community projects.

Junior Beta Club begins in the 5th grade. Students who are eligible must attain a 93 grade point average in each subject and be recommended by their teacher. These students participate in community service projects.

Parent & Family Partnerships

The parent survey indicated that most parents feel welcome at our school. Parents indicated that they feel they support their child's education. They also indicated that they feel like they are good parents. Through additional comments we noted that parents feel that our faculty and staff are friendly and communicate well.

Our parent support group, SIBO, helps with our fundraisers, special events, and teacher appreciation luncheon. They also help in planning for upcoming programs and have the opportunity to voice any thoughts or concerns about our school. SIBO, through their fundraising efforts, provide our school with funds for student needs as well as professional development opportunities for teachers.

Seymour Intermediate School has an open door policy for all parents and community stakeholders.

Component 5

ACTION PLAN

Committee Members

Brenda Mize, *Chairperson, 4th Grade Teacher*

Dana Wallace, *Community Stakeholder*

Mandy Cannon, *Co-Chairperson, 5th Grade Teacher*

Betsy Elliott, *4th Grade Teacher*

Tina Galyon, *5th Grade Teacher*

Tammy Cupp, *Non-Certified*

Tami McCroskey, *Parent*

Denise O'Bryant, *Special Education Teacher*

Becky Sanderson, *3rd Grade Teacher*

Kim Summers, *Librarian*

GOAL 1:

DESIRED LEARNER OUTCOME	Students will demonstrate improved academic performance as measured by TCAP scores in the area of language arts.
TARGET AREA	Academic Achievement
GOAL STATEMENT	Seymour Intermediate School will increase scores to proficient in language arts.
GOAL LINKED TO SYSTEM PLAN	1, 2, 3, 5
GOAL LINKED TO STATE PLAN	2, 4, 6, 7

INTERVENTIONS	TIMELINE	PERSON (S)* RESPONSIBLE	PROJECTED COSTS	MONITORING STRATEGIES
<ul style="list-style-type: none"> In the area of language arts, the faculty and administration will analyze their students' TCAP test scores as well as all other testing data provided yearly to check for patterns, positive or negative. This will include analyzing our incoming 3rd graders. A plan will be developed by all teachers to show how they will increase their students' scores. 	Must be attained yearly.	<ul style="list-style-type: none"> Dr. Susan Latham, Principal Mrs. Peggy Oakes, Assistant Principal All teachers (See pgs. 7-9) 	\$0.00	This will be a yearly process that will occur during the first days of inservice before the first day of school.

Professional Development for updated information on language arts. SIBO will provide funds for teachers to have the opportunity to attend instructional conferences related to language arts and/or have instructor come to SYIS to instruct teachers individually.	Must be attained yearly.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Mrs. Peggy Oakes, Assistant Principal • Instructional Supervisor for Intermediate Education • All Teachers (See pgs. 7-9) • SIBO 	<ul style="list-style-type: none"> • These funds will be attained from August through June. • Each year will be adjusted depending on information received and funding provided. 	All information received via e-mail, fax, professional journals, or word of mouth will be kept in Standards Folders for future referencing.
Develop a student computer lab.	To be installed during the summer of 2005.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Technology Coordinators for County 	\$40,000	Create a student computer schedule.
Completion of a functioning school website.	December 2005	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Mrs. Kim Summers, Librarian 	\$500 to website developer	Use of site on the Internet where all stakeholders have access.
Provide the 2 nd and 6 th grade library of textbooks in language arts to all grade levels to promote academic excellence for lower and higher achieving students. This can be discontinued editions or other series not adopted by our school system.	Must be attained by December of 2005.	<ul style="list-style-type: none"> • Dr. Susan Latham • Mrs. Peggy Oakes, Assistant Principal 	Approximately \$300/set	Library of books will be checked out from the library.
Departmentalize 5 th grade for reading.	This is to be in place the entire school year.	<ul style="list-style-type: none"> • Dr. Susan Latham • All 5th Grade Teachers 	\$0.00	List of students per subject/per teacher.

Develop a student support program before and/or after school for tutorial services.	To be in place during the second semester of 2005-2006 school year.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Mrs. Peggy Oakes, Assistant Principal • All Teachers (See pgs. 7-9) 	\$0.00 <ul style="list-style-type: none"> • Volunteer basis for teachers. • Will use Career Ladder Teachers first. 	Daily sign in log of students participating.
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*Responsible persons may designate other individuals to provide assistance.

GOAL 2:

DESIRED LEARNER OUTCOME	Students will demonstrate improved academic performance as measured by TCAP scores in the area of mathematics.
TARGET AREA	Academic Achievement
GOAL STATEMENT	Seymour Intermediate School will collaborate between grade levels and specialties to meet all standards in order to show proficient percentages on all test objectives for all grades.
GOAL LINKED TO SYSTEM PLAN	1, 2, 3, 5
GOAL LINKED TO STATE PLAN	2, 4, 6, 7

ACTION STEP	TIMELINE	PERSONS RESPONSIBLE	PROJECTED COSTS	MONITORING STRATEGIES
<ul style="list-style-type: none"> In the area of mathematics, the faculty and administration will analyze their students' TCAP test scores as well as all other testing data provided yearly to check for patterns, positive or negative. This will include analyzing our incoming 3rd graders. A plan will be developed by all teachers to show how 	Must be attained yearly.	<ul style="list-style-type: none"> Dr. Susan Latham, Principal Mrs. Peggy Oakes, Assistant Principal All teachers (See pgs. 7-9) 	\$0.00	This will be a yearly process that will occur during the first days of inservice before the first day of school.

they will increase their students' scores.				
Faculty and administration will devise a schedule to collaborate throughout the school year. They will devise units that will be collaborated among all levels and units in each separate grade level.	Must be attained yearly.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Mrs. Peggy Oakes, Assistant Principal • All Teachers (See pgs. 7-9) 	\$0.00	<ul style="list-style-type: none"> • Copy of schedule will be kept yearly with notes of pertinent information. • Use <u>A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum</u>. • Teacher lesson plan books.
Develop a list of instructional websites in the area of mathematics.	To be started in August of 2005 and continually updated.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Technology Coordinators for County 	\$0.00	<ul style="list-style-type: none"> • Create an instructional notebook for website information. • Create a file on Microsoft Word for the list of websites.
Completion of a functioning school website.	December 2005	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • Mrs. Kim Summers, Librarian 	\$500 to website developer	Use of site on the Internet where all stakeholders have access.
Professional Development for updated information on mathematics. SIBO will provide funds for teachers to have the opportunity to attend instructional conferences related to mathematics and/or have instructor come to SYIS to instruct teachers individually.	These funds will be attained from 2005-2006.	<ul style="list-style-type: none"> • Dr. Susan Latham, Principal • SIBO 	Approximately \$1,000	Track the number of teachers who attend technology conferences.

Component 6

SCHOOL IMPROVEMENT PLAN & PROCESS EVALUATION

Committee Members

Carrie Wheeler, *Chairperson, 5th Grade Teacher*

Mitzi Graham, *Community Stakeholder*

Jan Kent, *5th Grade Teacher*

Joy Lamber, *Co-Chairperson, 5th Grade*

Donna Linkes, *Non-Certified*

Marcie Marsala, *3rd Grade Teacher*

Joyce Turner, *Physical Education Teacher*

Jill Wells, *Speech/Language Therapist*

Ann White, *4th Grade Teacher*

Tracy Wolfenbarger, *4th Grade Teacher*

OVERVIEW

This process began with an analysis of the profile and history of Seymour Intermediate School. All stakeholders were surveyed including a demographic study of the families we serve (see appendix 1-4). Our mission and vision statement and beliefs were reassessed in order for them to reflect our true selves. The process continued with an analysis of previous three years test scores illustrated in various forms. From these scores and the analysis of the stakeholder surveys we developed two performance target goals.

Each Performance Target Goal is correlated with the Sevier County School System Goals (see appendix 5) and with the State Master Plan Goals (see appendix 6). Interventions have been developed in order for Seymour Intermediate School's goals to be accomplished. The strategies for monitoring the progress on each goal are addressed in Component 5 of the Action Plan.

Component 6 focuses on the projected Performance Target Goals and analyzes the previous Performance Target Goals.

AREAS OF NEED

Target Goal 1:

Students will demonstrate improved academic performance as measured by TCAP scores in the area of language arts.

Target Goal 2:

Students will demonstrate improved academic performance as measured by TCAP scores in the area of mathematics.

Collecting Evidence of Achievement of Goals:

All stakeholders will have the opportunity to observe the Action Plans being implemented.

- All TCAP achievement test scores, TVAAS scores will be the ultimate indicators of our Action Plans.
- Teachers will evaluate their own individual test scores and develop a written plan to show how they intend to increase scores in their classroom. A copy of this plan will remain in the office.
- Administrators will observe classrooms and track students' grades each six weeks.
- Parents will be given their child's progress reports each six weeks. Parents are asked to conference with the teachers when there is a need.
- Parents and community stakeholders will be allowed to observe the usage of the computer lab.
- Parents will be given a monthly newsletter with a section devoted to the achievement of our goals.
- All stakeholders will be encouraged to use the school website, upon completion, to keep abreast of our school's activities, assignments, and policies.
- Teachers who attend a workshop or inservice will instruct all faculty about the information received.
- Teachers will attend monthly faculty meetings and grade level meetings each six weeks. Interdepartmental meetings will also be held each six weeks.

Identifying Goals Not Completed but Still Viable:

The Steering Committee will meet to evaluate the "Database of Evidence" gathered through the school year including all of the testing information. There will be two official meetings: one at the change of semester, the other at the end of the school year. If at the end of the 2005-2006 school year there are goals or portions of the Action Steps not completed, each will be given the opportunity to give their opinion on whether the goals or steps are still viable.

Determining the Level of Accomplishment:

The final determination as to whether the Action Plans were accomplished will be through TCAP scores. The language arts and math scores should all increase, especially in the 5th grade in order to state that the level of accomplishment is enough to move to another goal.

Although students may indicate improvements are being made throughout the school year from decreased discipline referrals, to better grades, to more parent/teacher communication, the ultimate factor will still be our state testing reports since these are the tools which are used for school accountability.

Building a Database of Evidence:

Our database will include:

- yearly state testing scores
- our computer programmed scores
- the first three six weeks Special Education Support Team notes
- parent conference notes from each teacher
- honor roll recipients
- number of A, B C, D, F per teacher
- computer room sign-in sheet
- number of discipline referrals

Communicating to Stakeholders:

Once the Steering Committee has met and made their determinations our plan to communicate to stakeholders includes:

- information in monthly newsletter
- information on the school website
- restating our goals and accomplishments and our upcoming plan of implementation during our "Celebration"

Celebrating:

All stakeholders will be invited to an end of the school year celebration in order to inform every one of our accomplishments and what is to come. We will have a dinner and basketball game between teams of stakeholders who wish to participate.

SCHOOL IMPROVEMENT PLAN

Seymour Intermediate School has several areas of success. Through reviewing and evaluating the previous action plans in our School Improvement Plan we have identified Character Counts, the Tennessee State Writing Assessment, and implementation of various teaching strategies as strengths.

Our School Before

In regard to **Action Plan One**, our goal was to demonstrate an increase in character awareness and proficiency in all interpersonal relationships. Overall, we have successfully accomplished this goal through tracking of student referrals. We have found that there is a decrease in the number of written behavior referrals since the Character Counts program was implemented three years ago. Our long-term plans include continual monitoring of individual student behavior patterns. Student behavior has been monitored by a collaboration of faculty and staff throughout the building. Teachers, staff members, and the community see the results of the Character Counts program through positive behavior on field trips, the Character Counts recognition bulletin board in the main hallway, the school newspaper, and report cards. Cooperative classroom behavior is also communicated through morning announcements over the school intercom.

A plan for implementing Action Plan One was developed through the guidance department. The guidance counselor, Judy Ogle, attended an in-service on Character Counts at Sevier County Board of Education in 2002. She also attended a seminar titled, "How to Handle Difficult Students" in Knoxville, Tennessee, in 2003. She provided feedback to the faculty through an in-service activity on Core Essentials, a division of Character Counts.

Action Plan Two identified our academic strength as writing shown in the State of Tennessee Writing Assessment. Students had a continuous increase in scores over a three-year period (See the graph in part three.). The plan for communicating goal attainment occurred at an in-service held by the fourth grade teachers who shared their experience, strategies, and techniques that had proven effective for them.

In regard to **Action Plan Three**, students use a wide variety of approaches to learning to ensure all ability levels comprehend the curriculum. Teachers use a variety of teaching styles, learning environments, and resources. Some of the approaches include peer tutoring, oral reading to younger students, and nursing home visitations. Learning environments include the courtyard outdoor classroom, greenhouse, and kinesthetic geography map. Student and teacher resources include new audio-visual equipment, calculators, a science lab, computers, portable computer keyboards, subject area manipulative equipment, and professional journals.

Staff collaboration includes team lesson plans and unit plans, an in-house teacher resource center, a new idea bulletin board, and brain storming sessions.

Our School Now

Areas where our school still faces challenges are in academic achievement in the areas of language arts and math. The tables in Component 3 indicate our strengths and weaknesses in all aspects from percentiles to percentages to OPI to TVAAS. The majority of our scores, with the exception of TVAAS, indicate we are within the state guidelines; however, we do still have areas of concern in language arts and math, especially with the 5th grade.

Our Future

Our commitment to each student will continue to be our driving force for academic excellence. If our determination is that we have accomplished these goals, then after we complete our annual surveys to all stakeholders and look at all of our collection of database, we will be able to determine our next plan of implementation.

APPENDIX

APPENDIX 1
Student Survey

	Yes	No
1. I like my school.		
2. I feel safe at school.		
3. My teachers want me to learn the subjects they teach.		
4. My teachers help me with my work.		
5. My teachers explain how my work should be done.		
6. Special areas such as library, guidance, P.E., and art are fun and interesting.		
7. I learn a lot of different things in the library.		
8. If I have a problem outside of school, my counselor will help me.		
9. My principal is fair when someone gets in trouble.		
10. The food in the lunchroom is good most of the time.		

APPENDIX 2

Parent Survey

Seymour Intermediate School

Parent Questionnaire

This questionnaire is designed to gather general information about what parents think and feel about the school and their relationship with the school.

In response to the questions asked below, please mark the box under the answer that is closest to what you think or feel. Thank you for taking the time to complete the questionnaire.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel welcome at my child's school.					
I am informed about my child's progress.					
I know what my child's teacher expects from my child.					
My child is safe at school.					
My child is safe going to and from school.					
There is adequate supervision during school.					
There is adequate supervision before and after school.					
Teachers show respect for the students.					
Students show respect for other students.					
The school meets the social needs of the students.					
The school meets the academic needs of the students.					
The school expects quality work of its students.					
The school has an excellent learning environment.					
I know how well my child is progressing in school.					
I like the school's report cards/progress reports.					
I respect the school's teachers.					
I respect the school's principal.					
Overall, the school performs well academically.					
The school succeeds at preparing children for future work.					
The school has a good public image.					
The school's assessment practices are fair.					
My child's teacher helps me to help my child learn at home.					
I support my child's learning at home.					
I feel good about myself as a parent.					

What are the strengths of this school?

What needs to be improved?

Demographic Data

For each item, please circle or complete the description that applies to you. These demographic data are used for summary analyses; some descriptions will not be reported if groups are so small that individuals can be identified.

Race:

African-American American Indian Asian
 Hispanic/Latino White Other _____

Marital Status:

Married Divorced Single Widowed

Level of Education:

	Father	Mother	Stepfather	Stepmother	Other
Less than 12 th	_____	_____	_____	_____	_____
High School	_____	_____	_____	_____	_____
Some College	_____	_____	_____	_____	_____
College Degree	_____	_____	_____	_____	_____
Post-Graduate	_____	_____	_____	_____	_____

Employment Information:

	Father	Mother	Stepfather	Stepmother	Other
Full-time	_____	_____	_____	_____	_____
Part-time	_____	_____	_____	_____	_____
Disabled	_____	_____	_____	_____	_____
Public Assistance	_____	_____	_____	_____	_____
Stay-at-home	_____	_____	_____	_____	_____

Annual Household Income:

_____ Less than \$10,000	_____ \$35,000-\$49,999
_____ \$10,000-\$19,999	_____ \$50,000-\$74,999
_____ \$20,000-\$24,999	_____ \$75,000-\$99,999
_____ \$25,000-\$29,999	_____ \$100,000 and over
_____ \$30,000-\$34,999	

Children in household: _____

Person completing survey:

Mother Father Step-parent Guardian
 Other _____

APPENDIX 3

Teacher Survey

Seymour Intermediate School

Teacher Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In developing the district's vision, there was broad input from school and community members.					
District goals have been developed under the leadership of the school board.					
The school has goals that support the district vision.					
Each school has adequate resources to achieve the goals.					
School leaders are flexible in dealing with change and are willing to experiment.					
School leaders analyze information from many sources and use it to make decisions.					
Technology is used effectively in the school.					
School leaders practice and promote equity and excellence for all staff and students.					
School leaders model the behaviors expected of staff and students.					
School leaders cultivate community support for the school and its vision.					
Every student is expected to achieve at a high level.					
Teachers use effective teaching methods to help all students achieve the standards.					
The school has established criteria for measuring the academic performance of all students.					
Curriculum, instruction, resources, and assessment are culturally inclusive.					
Students are expected to learn and demonstrate a core set of values including respect, tolerance, and responsibility.					
The school climate ensures that each person feels safe and respected.					
The school recognizes the contributions that families and the community make in fostering core values.					
The school addresses issues that limit students' ability to be productive citizens.					
The school promotes positive relationships among students and adults.					
The school provides a variety of classroom and after school programs to engage every student.					
High expectations are the norm for student and staff behavior in the classroom, at school events, and in the community.					
School administrators support family-community partnerships.					
Parents actively participate in their children's education.					

Families from different backgrounds and/or cultures participate in school activities.					
The school responds positively to the needs of families and their children.					
The school involves the community in improving student learning.					
Professional development meets the needs of participants.					
Professional development helps school staff meet the needs of a diverse student population.					
The school devotes adequate resources to professional development.					
There is evidence that all students meet high expectations.					
School staff review student behavior data.					
Student performance information is easily understood by everyone in the school and community.					
Student performance information is reviewed to identify achievement gaps.					
Academic standards align with state and national standards.					
Standards are the foundation for curriculum and instruction.					
Modifications are made to help special needs students reach the standards.					
Staff demonstrate high expectations for all students in instruction, course content, and advising.					
Teachers are competent in and use a variety of teaching strategies that meet the needs of all students.					
Students actively participate in planning, evaluating, and taking responsibility for their own learning.					
Support programs, such as tutoring, before and after school study sessions, or computer assisted tutorials, are available to all students.					
Strategies and support are in place for students who do not meet the standards.					
Classroom instruction focuses on the desired student outcomes.					
A variety of assessments measure student performance.					
Communication of assessment goals is frequent and useful to students, parents, and others.					
Students are able to apply what they learn.					
Instruction, curriculum, and assessment methods reflect the history, experiences, accomplishments, and perspectives of a diverse society.					
Students have options to pursue their areas of interest within a teaching unit.					
The needs of English language learners are effectively addressed, using research-based practices.					
The curriculum does not propagate racial, ethnic, or gender stereotypes.					

APPENDIX 4
Sevier County School System Goals

- Goal 1 Academic excellence will be nurtured within the instructional program.
- Goal 2 The curriculum process will continuously expand to meet the needs of students.
- Goal 3 Staff development programs will promote continued professional growth and instructional improvement. Staff development will foster academic excellence within the instructional program.
- Goal 4 Parent, community, and government officials will be involved in the promotion of school program.
- Goal 5 Support services will undergird and enhance the instructional program.
- Goal 6 A safe teaching and learning environment will be provided.

APPENDIX 5

State Master Plan Goals

- Goal 1 All children will begin school ready to learn.
- Goal 2 All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.
- Goal 3 All high school students will achieve world-class standards and leave school prepared for post-secondary education, work, and citizenship.
- Goal 4 Technology will be used to improve student learning and analyze data.
- Goal 5 The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.
- Goal 6 Assessment will be used to improve student learning and demonstrate accountability.
- Goal 7 School leaders will be well prepared and responsible for improved performance of schools and school systems.
- Goal 8 All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
- Goal 9 Tennessee will provide adequate and equitable funding for schools.