

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates

Seymour Intermediate School 2009-2010

Components 1-4 are updated in blue print

Component 5 has been rewritten with the exception of
“Evidence of Alignment of Action Steps with Curriculum,
Instruction, Assessment and Organization” which is updated in blue



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

I certify that _____ Seymour Intermediate _____ School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

In the School Improvement process, six committees exist: a leadership team and five subcommittees. Establish a subcommittee for each of the five components of the plan. The Leadership Team is composed of its chairperson, the chairperson from each of the subcommittees, and representatives from each relevant stakeholder group and major initiatives within the school. These stakeholders could include representatives from the following groups: teachers, administrators, non-certified personnel, community, parents, and students. In high schools, be sure to represent faculty from both the academic and the technical paths.

The **Leadership Team** provides guidance for the entire process. When you list the members of the Leadership Team, be sure to indicate who is serving as the chairperson of this team.

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Peggy Oakes	Y	Principal	
Brenda Fulwood	N	Teacher, 3 rd grade	Component IA Chairperson
Geri Scalf	N	Special Education	Component IB Chairperson
Linda Catlett	N	Teacher, 5 th grade	Component 2 Chairperson
Marie Casler	N	Teacher, 4 th grade	Component 3 Chairperson
Amanda Cannon	N	Teacher, 5 th grade	Component 4 Chairperson
Regina Cox	N	Teacher, 3 rd grade	Component 5 Chairperson
Tina Taylor	N	Teacher-, 5 th grade	Component 1A
Wendy Bell	N	Teacher, 5 th grade	Component 1B
Darryl Randles	N	Physical Education	Component 2
Kimberly Summers	N	Librarian	Component 3
Nancy Bass	N	Teacher, 5 th grade	Component 4
Kathy Thomas	N	Teacher, 4 th grade	Component 5
Rodney Helton	N	Assistant Principal	Components 4 & 5
Kathy Arrington	N	Library Assistant	Component 1a
Darren Kitts	N	Parent	Component 3
Melinda Sutton	N	Secretary	Component 1a
Martha Hamilton	N	Community Leader	Component 4
Glenna Jennings	N	Parent	Component 5
Heather McReynolds	N	Student, 5 th grade	Component 1A
Gabrielle Sullivan	N	Student, 4 th grade	Component 1A

Katelyn Norris	N	Student, 3 rd grade	Component 1A
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Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Subcommittees have the responsibility to monitor the development and implementation, as appropriate, of the respective component so that the subcommittee chair can communicate the progress to the SIP Leadership Team.

In completing the templates that name the members of the subcommittees, be sure to indicate each member's position within the school or stakeholder group. Indicate which member serves as the subcommittee chair.

After each list of the members for a subcommittee, be sure to indicate the signatures for the subcommittee chairs are on file and check the box to indicate assurance the subcommittee has met and minutes are on file.

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1a School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Brenda Fulwood	Teacher, 3 rd grade	X
Tina Taylor	Teacher, 4 th grade	Co-Chair
Melissa Jarboe	Teacher, Art	
Becky Sanderson	Teacher, 3 rd grade	
LeAnna Webb	Teacher, 4 th grade	
Chris Smelcer	Teacher, Physical Education	
Melinda Sutton	Secretary	
Kathy Arrington	Library Assistant	
Brooke Bryan	Teacher, 5 th grade	
Allison Gaddis	Parent 3 rd grade	
Steven Elmore	Student, 5 th grade	
William Foster	Student, 4 th grade	
Taylor Lodari	Student, 3 rd grade	

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 1a Chair Signature

Subcommittee for COMPONENT 1b School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Gerilyn Scalf	Special Education	X
Wendy Bell	Teacher, 4 th grade	Co-Chair
Brenda Mize	Teacher, 4 th grade	
Michelle Oliver	Teacher, 3 rd grade	
Jill Wells	Speech/Language	
Heather Daniel	Teacher, 4 th grade	
Veronica Heck	Teacher, 5 th grade	
Betsy Edmond	Special Education	
Gina Haynes	Parent, 4 th grade	
Tyler Skaggs	Student, 5 th grade	
Kiana Bohanan	Student, 4 th grade	
Mackenzie Hamilton	Student, 3 rd grade	

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

YES

NO

Subcommittee 1b Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Linda Catlett	Teacher, 5 th grade	X
Daryl Randles	Teacher, Physical Education	Co-Chair
Teresa Gideon	Teacher, 5 th grade	
Susanne Henry	Teacher, 3 rd grade	
Victoria Rooney	Teacher, 4 th grade	
Connie Fair	Teacher, 4 th grade	
Janice White	Parent, 5 th grade	
Dawson Day	Student, 5 th grade	
Emmerie Wheeler	Student, 4 th grade	
Riley Lyons	Student, 3 rd grade	

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Marie Casler	Teacher, 4 th grade	X
Kimberly Summers	Librarian	Co-Chair
Carol Rose	Teacher, 5 th grade	
Denise O'Bryant	Special Education	
Janet Collins	Teacher, 4 th grade	
LeeAnn Litton	Teacher, 3 rd grade	
Ann White	Teacher, 4 th grade	
Julie Vest	Teacher, 5 th grade	
Melissa Godfrey	Teacher, 5 th grade	
Tracy Collier	Special Education Consulting Teacher	
Teresa Rickels	Bookkeeper	
Darren Kitts	Parent, 5 th grade	
Makenzie Kidwell	Student, 5 th grade	
Regan McCarter	Student, 4 th grade	
Maggie Henderson	Student, 3 rd grade	

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Amanda Cannon	Teacher, 5 th grade	X
Nancy Bass	Teacher, 3 rd grade	Co-Chair
Rodney Helton	Assistant Principal	
Danise Cooley	Teacher, 3 rd grade	
Katie Davis	Teacher, 3 rd grade	
Tracy Wolfenbarger	Teacher, 3 rd grade	
Marcie Loveday	Teacher, 3 rd grade	
Hope McKay	Teacher, Band	
Cathy King	Teacher, Music	
Michelle Franklin	Teacher, 5 th grade	
Sarah Jenkins	Parent, 4 th grade	
Taylor Weekly	Student, 5 th grade	
Leah Humble	Student, 4 th grade	
Morgan Hongkham	Student, 3 rd grade	

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

YES

NO

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Regina Cox	Teacher, 3 rd grade	X
Kathy Thomas	Teacher, 4 th grade	Co-Chair
Nancy Love	Teacher, 3 rd grade	
Joy Lambert	Teacher, 5 th grade	
Brian Sims	Special Education	
Rodney Helton	Assistant Principal	
Peggy Oakes	Principal	
Matt Shuler	Teacher, Physical Education	
Glenna Jennings	Parent, 5 th grade	
Madison Walker	Student, 5 th grade	
Hannah Norton	Student, 4 th grade	
Seth Bowman	Student, 3 rd grade	

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

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

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Teacher Survey	(+) Parents are encouraged to be actively involved in our school and education. (+) The staff uses appropriate evaluation methods for measuring student achievement. (-) Teachers participate in decision-making. (-) Administrative matters and scheduling are handled in such a way to protect instruction time.
Student Survey	(+) I think it is important to obey classroom and school rules (+) My teacher expects me to do my best. (-) Bullying is a problem. (-) My schoolwork provides a challenge for me.
Parent Survey	(+) I believe what my child learns at school is important (+) I believe it is important for my child to obey classroom and school rules. (-) The teachers at this school provide ideas about ways to help my child to do his/her best. (-) My child has access to Internet at home.
University of Memphis Climate Profile	(+) Teachers use a variety of teaching strategies. (+) Information about school activities is communicated to parents on a consistent basis. (-) The administration does a good job of protecting instructional time. (-) Teachers are active participants in the decision making at this school.

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

School Profile and Collaborative Process

The profile for Seymour Intermediate School was developed by consultation and collaboration of all stakeholders: parents, students, faculty, staff, and community members. These entities worked together to construct a plan for increasing student achievement at Seymour Intermediate School.

Student Characteristics

The student’s survey had an 87% response rate. Results from the survey indicate that students feel the strengths of Seymour Intermediate School include teacher expectations and school rules. Teachers and parents agree with the students. According to our students, our needs should focus on the issues of bullying and more challenging work. Parents and teachers did not agree with either of these concerns. However, in order to not disregard the students, Seymour Intermediate School should further investigate these concerns for clarification and action.

As of the end of the first grading period, there are 688 students at Seymour Intermediate School in grades 3-5. There are 363 males and 325 females. From the total student population there are 14 African Americans, 9 Hispanic, seven Asians, one Indian, one Pacific Islander, and 656 Caucasian students.

There are two English proficiency students. From a school population of 688, 217 students qualify for free lunches and 69 students qualify for reduced lunches. These numbers make Seymour Intermediate School ineligible for Title I funds.

As of the end of the first grading period, the attendance rate for the school year 2009-2010 is 95.10%. This school year there have been 51 students who have transferred from Seymour Intermediate and 73 who have entered. There have been 24 discipline referrals made to the office, and no students have been retained to date.

Staff Characteristics

Results from two surveys of faculty and staff were analyzed. The University of Memphis School Climate Survey had a 100% response rate. The survey administered for the school improvement

planning process had 44 respondents. Strengths noted from both surveys include strong parental involvement with consistent communication, as well as, a variety of evaluation strategies for all students. Needs noted consistently from both surveys included the need for the protection of instructional time and collaborative decision making.

The full-time, all Caucasian faculty at Seymour Intermediate School consists of 34 classroom teachers, all of which are females.

There is one CDC teacher, two resource teachers, one librarian, one music teacher, one art teacher, one guidance counselor. All are full-time, white females.

There are three, full-time male staff members including two physical education teachers and one behavior management teacher.

There is a female principal, a male assistant principal, two secretaries, and one bookkeeper. The custodial staff consists of one day-time janitor and three night-time janitors.

The part-time faculty of Seymour Intermediate School is made up of a band teacher, an ESL teacher, a physical education teacher, a speech therapist, a psychologist, two school nurses, and one social worker. SPSET teachers provide speech services for TENN CARE students.

There are four assistants that provide special education services and one library assistant.

The teaching experience of the faculty averages 16 years. Twenty-five classroom teachers out of 34 have advanced degrees. Four specialty teachers out of 7 have advanced degrees. Both the principal and assistant principal have an E.D.S. degree. All five special education teachers have advanced degrees.

School Characteristics

Seymour Intermediate School came into being in the Fall of 1998. A large increase in enrollment made it necessary to create a new school from Seymour Primary School.

Grades 3-5 moved into a school building built in 1961 that had housed a high school and middle school previously. The age of the 48 year old building and the condition of the air conditioning /heating system remains a constant challenge.

Located in Sevier County, Tennessee, the Seymour Intermediate School campus sits just off Boyds Creek Highway and is part of the Seymour Community. The school consists of 34 regular classrooms, a computer lab, library, music room, art room, cafeteria, gymnasium, a special education CDC classroom, a behavior management classroom, and a Read 180 classroom.

The school has specific plans for emergency situations. These are practiced and reviewed each year. A School Resource Officer is on duty at all times during school hours. A Security Plan is followed for building access. All access doors are locked during the day, except for the front door, which leads to the School Resource Officer. Visitors must check in through the School

Resource Officer and a visitor's badge is issued. The SRO also teaches the DARE curriculum for 5th graders. [If the SRO is not at his desk, visitors report to the office.](#) A comprehensive Crisis Management Plan is in place and is practiced throughout the year. All faculty members have a copy of the Crisis Management Plan in an emergency bag that is kept in each classroom.

Seymour Intermediate serves as a third through fifth grade population. There are [208](#) third graders, [220](#) fourth graders, and [260](#) fifth graders.

Student Involvement Programs

[Students who serve on the Student Council identify needs within the school such as school supplies for less fortunate peers, have used money raised through the school store to purchase a computer for a classroom and purchased a bench for the playground. These students also work together to benefit a need within our community such as Ronald McDonald House and Seymour Community Christmas Parade. Student Council has a welcome team which prepares goodie bags for new students. During the school year student council members provide individual tours for new students to help acclimate them to the building and our programs.](#)

[Safety Patrol students welcome car and bus riders in the morning and assist any student that has a problem. Safety Patrol monitors the halls and keeps students moving in an orderly fashion. They report to Mrs. Oakes or Mr. Helton if they experience difficulty in the halls.](#)

[Our student lead 4-H program makes wonderful contributions to the community based on individual classroom decisions. Examples of community projects that the 4-H club supports are Coats for the Cold, Sevier County Food Bank, and Seymour's CROSS ministries.](#)

[All of our students have generously participated in our Caring and Sharing programs which support agencies such as Toys for Tots, CROSS, the American Heart Association, and Relay for Life.](#)

[The administration will establish a Student Advisory Board composed of representatives from each grade level. The group will have a lunch meeting once per six weeks with the administrators to discuss concerns and needs of our school through the perspective of students.](#)

[In addition, several 5th grade students are serving as peer tutors in our Power of I sessions and in early morning sessions for students who have academic difficulties.](#)

[Seymour Intermediate School offers a variety of programs that actively involve students. Fourth and fifth grade students are encouraged to work at their own pace and challenge themselves with Accelerated Math. All grade levels participate in the following programs: Accelerated Math, Accelerated Reader, Study Island, Discovery Education, FASTT Math, My Skills Tutor, SpellingCity.com, Christmas Around the World, Red Ribbon Week, Scholastic Book Fairs, student of the Month, Brag Day, Charm Rewards, Spirit Week, Eagle Diner, Breakfast With the Stars, Awards Day, Leprechaun Walk, Tennessee School Bus poster contest, S.C. Art Show, and a TCAP celebration. Students are also involved in the Healthy School Initiative and have participated by walking with their classmates and using jump ropes which were provided by the](#)

Modern Woodmen organization.

Fourth and fifth grade students participate in 4-H. Band is offered in fifth grade. D.A.R.E. and JA Biztown are scheduled programs designated by the Sevier County Board of Education for fifth grade participation. Scheduling for all of the extra-curricular programs during the school day is not flexible due to outside schedule constraints of the instructors. In addition, fifth grade students are encouraged to become involved in the following programs: Safety Patrol, Student Council, and Library Assistants. [Qualifying 5th graders also participate in Fun and Fitness Day and the County-wide Track Day.](#) A visit to Seymour Middle School is scheduled at the end of the school year for 5th grade students. Two students from each grade are chosen each year to be Mr. and Ms. Eagle. Seymour Intermediate School also participates in the Special Olympics and hosts a second grade orientation for upcoming third graders. [Students also have the opportunity to participate in the National Ambassador Program and the National Academic Program.](#)

Seymour Intermediate School also has several academic recognition programs. These include the school Spelling Bee, [with the top two spellers going to the Regional Spelling Bee](#), the Geography Bee, and Science Fair. Honor Roll students are recognized each month. Fifth grade students with an average of 93 or better in each subject area are invited to join the Beta Club.

Several community businesses allow students at Seymour Intermediate School to be recognized for academic/attendance excellence. These include: Reel Theaters, Chick-fil-A, Mr. Gattis, Dollywood, Nascar Speedpark, Sonic, and The Track. [Modern Woodmen provided jump ropes, USA wristbands, and ecology and health teacher lesson plans.](#)

Curriculum Offerings

Seymour Intermediate School offers students opportunities to learn through fieldtrips within the building, as well as outside the classroom. These fieldtrips enhance and reinforce state curriculum standards. Third grade visits the Great Smoky Mountains National Park, the Smoky Mountain Heritage Center, and the East Tennessee Discovery Center. Fourth grade visits the McClung Museum, the American Museum of Science, the Museum of Appalachia, and Wonder Works. Fifth grade visits Dollywood's Festival of Nations, Arrowmont School of Art, and the Tennessee Smokies Baseball Stadium (as part of the D.A.R.E. program). [The 5th grade scheduled a trip to the Civil War Re-enactment in Corryton, but the trip was cancelled due to the weather. "Abraham Lincoln" came to the school for classroom presentations.](#)

Seymour Intermediate School also hosts several guest speakers throughout the school year. Third grade has a program presented by the Tennessee Wildlife Resources Agency (TWRA) and local/community firefighters present a Fire Safety program. Fourth grade has the East Tennessee Historical Society present a program on pioneer life and Native Americans. Fifth grade also has the East Tennessee Historical Society come to the school to present a program that focuses on life during the Civil War. Arrowmont School of Art visits Seymour Intermediate School to provide fifth grade students with the opportunity to view live art demonstrations.

Parent and Guardian Demographics

The parent survey had a 66% response rate. Of those responses, parents agreed with teachers and students about Seymour Intermediate School's strengths. The parents felt **what their child learns at school is important** and **that it is important for them to follow classroom and school rules**. Parents' lack of access to the internet was noted as a weakness and parents felt that **teachers did not provide ideas about ways to help their child do his/her best**.

A Parent Survey was sent home with every student at Seymour Intermediate School. Each family was asked to respond. **Six hundred eighty-eight** surveys were sent out. **Four hundred fifty-seven** surveys were returned. The vast majority of our students live in a two-parent home. **Thirty-two** of those responding have a family income of \$10,000 or less. **One hundred seventy-nine** have an income of \$10,000-\$50,000, **159** reported an income of \$50,000-\$100,000, and **51** reported an income above \$100,000.

Of **897** parents, the education levels of those responding indicated that **six** had an education of 8th grade or below, **60** had some high school, **297** had a high school diploma, **246** had some college, **205** were college graduates, and **83** had professional degrees.

Community Characteristics

The Seymour Community is located in the northwest corner of Sevier County. The area of Seymour is about 12 miles southeast of Knoxville, Tennessee, 11 miles northwest of Sevierville, Tennessee, and approximately 18 miles southwest of Maryville and Alcoa, Tennessee. Most people living in Seymour drive to these other towns for employment. Serving a large seasonal tourist industry, parents' surveys indicate possibly one-third are employed in this manner. Oak Ridge, Tennessee is also within driving distance and serves as an employment opportunity for the residents of Seymour. The counties of Knox, Sevier, and Blount converge in this area. This area is called the Tri-Counties.

The Seymour community is served by a variety of medical services, drug stores, and a funeral home. There is a post office and a library, which is a branch of the Sevier County Library System. Seymour also has a volunteer fire department, several small businesses, restaurants, grocery stores, and a golf course. Seymour has two community newspapers, and its residents have access to newspapers from Sevierville and Knoxville. Radio, television, cable, electricity, **gas, propane**, and water services are received from **Sevierville** and Knoxville. There are **five** public schools and two private schools in the Seymour Community. Many subdivisions, several apartment complexes, and many mobile home communities are available for residents of our community. Seymour Intermediate School experiences a large transient population.

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
Refer to Component 1 Academic/Nonacademic Helpful Hints.

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

(Rubric Indicator 1.4)

List Data Sources
Members of Component 1B examined the following sources of data: ACADEMIC TCAP--- TCAP Achievement TCAP Academic Growth (Value Added) TCAP Writing Assessment TCAP Portfolio Grade Distribution Unit Tests--- Saxon Math Reading Science Social Studies English Accelerated Reader Accelerated Math FASTT Math My Skills Tutor Discovery Education Baseline Assessment Data Study Island No Child Left Behind (AYP)
NON-ACADEMIC Student Attendance Free/Reduced Lunch Discipline Referrals Retention Rate Transfer Rate Functional Behavior Assessment Prevocational checklist

TEMPLATE 1.5: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

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

A variety of academic and non-academic data was compiled and analyzed to determine our strengths and needs. The TCAP scores used were collected mainly from the TDOE: Report Card for the corresponding years and is accessible online. The data was disaggregated into subgroups to help determine patterns, trends, strengths and needs for instruction and interventions. Based on the analyzed data, the following strengths and needs were identified.

ACADEMIC MEASURES

TCAP Achievement

An evaluation over the three year period of 2006-2007, 2007-2008, and 2008-2009 reveals that achievement grades have dropped in some subjects, while rising or staying consistent in others. Seymour Intermediate students scored an A in math for 2007 and 2008; however it dropped to a B in 2009. This same trend follows in the subject of Reading/Language Arts with students scoring A's in 2007 and 2008, and dropping to a B in 2009. In the subject of Social Studies, students scored a B in 2007, but raised the grade to an A in 2008 and 2009. In Science students scored an A all three years.

TCAP Academic Growth (Value Added)

The faculty uses the value added system to help show the strengths and weaknesses each year. This helps the stakeholders to reevaluate and focus their teaching accordingly. In the subject of Math for fourth grade, in 2007 a 1.5 was scored, in 2008 a -1.4, and in 2009 a 0.8. The three-year average gain was 0, which is above the state three-year average gain of -0.3. In Math for fifth grade, a -1.2 was scored in 2007, a -2 in 2008, and a 1.1 in 2009. The three-year average was -0.7 which is lower than the state three-year average gain of -0.1. Although scores were low in 2007 and 2008, 2009 scores rose. This is an indicator that stakeholders are evaluating scores and teaching accordingly to raise the scores for the future TCAP test. In the subject of Reading/Language Arts for fourth grade, in 2007 a 0 was scored, in 2008 it dropped to -1.6, and in 2009 rose to a 1.7 for a three-year average of 0. The state three-year average gain was -0.2. In Reading/Language Arts for fifth grade, a 0.9 was scored in 2007, a 0.4 in 2008, and it dropped to a -0.5 in 2009. The three-year average was 0.2, with the state three-year average gain being -0.1. These scores show that Reading/Language Arts is a strength. Both fourth and fifth grade scores are above the state's three-year average score. In the subject of Social Studies for fourth grade, in 2007 a -0.5 was scored, a 2.9 in 2008 and a 1.7 in 2009. The three-year average was 1.4, while the state three-year average was a -0.2. In Social Studies in fifth grade in 2007 a -1.7 was scored, in 2008 a -2.1, and 2009 a -6.4. The three-year average was -3.4 and the state three-year average was -0.2. While Social Studies seems to be a strength in fourth grade with scores above the state three-year average, in fifth grade Social Studies need improvement. These low scores are greatly due to the time constraints and lack of teaching time due to programs such as band and D.A.R.E. that are taught in fifth grade. In the subject of Science for fourth grade, a 0.2

was scored in 2007, a -2.1 in 2008, and a 0.7 in 2009. The three year average was a -0.4, with the state three-year average being a 1/10th higher at -0.3. In Science in fifth grade, a 4.3 was scored in 2007, a 1.3 in 2008, and a 0.6 in 2009. The three-year average was a 2.1, with the state three-year average being much lower at a -0.2. These scores show that Science in fourth grade could use improvement, while fifth grade Science scores are much higher than the state average.

Portfolio

Students unable to take the standardized TCAP testing have completed alternate testing in the form of the Alternate Assessment Portfolio. During the 2007-2008 school year, 13 students completed the portfolio process. When the scores were returned, all students were deemed proficient or advanced in the areas of Reading/Language Arts, Math, Science, and Social Studies. During the 2008-2009 school year, 11 students were assessed using portfolio process. When the scores were returned, nine students were advanced in all areas and two students were proficient in all area.

TCAP Writing Assessment

Strengths: Students taking the writing assessment for the three year reporting period have maintained an A each year. **The consistency of high performance in this area suggests a strong program of study.**

Needs: In preparation for the TCAP Writing Assessment in fifth grade and improved scores on AYP, students will begin using the writing rubric in third and fourth grade for a continuum of instruction and to increase their awareness of writing skills.

Grade Distribution

Each homeroom teacher turns in their grade distribution sheets in each subject area for each grading period. Grade distribution sheets were analyzed and there was **a decrease** in F's from third to **fourth** grade **and then an increase from fourth to fifth grade**. Grades decreased as the school year progressed. **Power of I, a program introduced in 2008-2009 has assisted in preventing low performance among the students.** There will also be a student support staff to create intervention plans to improve student performance.

Unit Tests

In addition to unit tests administered routinely in Math and Reading, teachers monitor student progress in Science, Social Studies, and English with unit tests. These test results are evaluated to determine student strengths in objectives specific to the subject areas. These assessments allow for a multi-dimensional summation of students across all academic content areas.

Discovery Education

Discovery Education is a new web-based program acquired this 2009-2010 school year by Sevier County to focus on Math and Reading Language Arts instruction and facilitate Science and Social Studies instruction. **This program aligns with the new Tennessee Instructional Standards**

and provides educators resources to supplement the needs of students. Assessment is done three times a year to measure progress. Seymour Intermediate students were assessed in August 2009 to provide a baseline. Assessments will be done in January and May 2010 to measure progress. Discovery Education provides educators with very detailed reports that address student strengths and weaknesses.

Accelerated Reader

To add depth to the basal reading series, teachers establish goals for students who participate in the Accelerated Reader program. This program offers computerized tests for stories and allows teachers to generate reports that measure an individual's reading level on books, and shows individuals progress toward goals.

Accelerated Math

This computerized program allows teachers to establish goals and offer incentives to students who participate in the Accelerated Math program. The program generates individual tests and reports allowing the teacher to monitor individual progress. Teachers can use the data to re-teach or advance skills as indicated by a printed report customized according to students' needs.

Study Island

This web-based program is specifically designed to cover topics and objectives based solely on the Tennessee Curriculum Standards that are tested on the state-mandated TCAP Achievement test. The question style is similar to the style on the actual TCAP Achievement Test. The dynamic content consists of several thousand questions that constantly change. The answers are multiple choice questions which continuously change position allowing the students to learn the concepts, not memorize the answers. For Math, Science, Social Studies, Reading, and English, students must take a pre and post test in order to complete the program. Study Island records statistics for each user session in a real time report card for teachers and administrators. These statistics measure progress and deficiencies of individual students and can be compared to other students in Tennessee. Students are rewarded with computer generated blue ribbons for each objective mastered.

No Child Left Behind (AYP)

Seymour Intermediate School is listed as a school in 'Good Standing'. This status for the last 3 years demonstrates that the faculty is committed to instructing and reaching all students. The AYP Summary indicated that students who were white, economically disadvantaged, and with disabilities met federal benchmarks in both reading and math. The African American, Asian, Pacific Islander, Hispanic, Native American, and Limited Proficient populations at Seymour Intermediate numbered less than 45 and thus were not reported for federal benchmarks.

NON-ACADEMIC

Student Attendance

Strengths: Attendance rate for TCAP testing in 2007 was 94.3%, 2008 was 94.0% and 2009 was 94.2%. Consistency of attendance is demonstrated with a drop of 3/10th from 2007 to 2008, and a rise of 2/10th from 2008 to 2009.

Needs: Yearly school attendance of student body was unavailable due to the school system upgrading computer software. Improved back-up of this information will prevent this from occurring in the future.

Free/Reduced Lunch

In the school year 2006-2007, 28% of students received free or reduced lunches. In 2007-2008, these numbers decreased to 31.6%, and then rose again in 2008-2009 to 38.3% of students receiving free or reduced lunches. This fluctuation could be due to the downturn in the economy and many people losing their jobs.

Discipline Referrals

There were 313 referrals recorded during the school year 2006-2007. This number drastically dropped the next two years with 2007-2008 having 195, and 2008-2009 having 136 recorded. This could be due to school wide town meetings that address rules and expectations with the students. Guidance also addresses issues such as bullying. Some teachers employ student behavior contracts and reward charms are also used as behavior incentives.

Retention Rate

In the school year 2006-2007 there were 726 total students enrolled and one student was retained. In the school year 2007-2008 there were 709 total students enrolled and none were retained. In the school year 2008-2009 there were 684 total students enrolled and none were retained.

Transfer Rate

There were 120 students who transferred from this school in 2006-2007. The numbers decreased the next two years with 2007-2008 at 109, and 2008-2009 at only 78.

FBA

The Functional Behavioral Assessment is used with students who have/had behavior problems that disrupt the student's learning at school. The assessment piece is used to pinpoint the student's strengths and weaknesses, in order to implement a plan that will reduce distractions. The assessment also identifies where the behavior happens and references medical information and social history that are relevant. This is a tool that is a great help in identifying and implementing a behavior plan for students.

Prevocational Checklist

The Prevocational Checklist is a tool that is used by the Special Education Department in order to assess where the student falls in a variety of categories. The checklist covers such things as: student's behavior without adult supervision, attendance record, and if they control their temper. This checklist helps to see strengths and weaknesses for students, so that improvements can be made.

TEMPLATE 1.6: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

Economically Disadvantaged

As of the first grading period of the 2009-2010 school year, Seymour Intermediate had 41.56% economically disadvantaged students. The observed data follows the same students through third, fourth and fifth grades. The data is from a criterion referenced academic achievement test. In reading, language arts, math, and science, proficient and advanced scores dropped from third to fourth grade in science and language arts, and decreased in social studies from fourth to fifth grade. In social studies, scores increased from third to fourth, but decreased from fourth to fifth (Appendix A).

Race/Ethnicity

As with the previous analysis for this area, the data was not available for this subgroup. The current profile contains the current distribution of:

2006-2007 – 743 white non-Hispanic; 12 African American; 7 Asian/Pacific Islander; 10 Hispanic; 1 Native American

2007-2008 – 690 white non-Hispanic; 12 African American; 3 Asian/Pacific Islander; 10 Hispanic; 3 Native American

2008-2009 – 657 white non-Hispanic; 16 African American; 7 Asian/Pacific Islander; 11 Hispanic; 1 Native American

With the limited data available the only group which could be tracked over the 3-year period was white non-Hispanic.

Limited English Proficiency

The population for ELL students is minimal with no data available for analysis. The current

Report Card Data Disaggregation

distribution of students is 2007 and 2008 with one student and two students for 2009.

Special Education

Students with disabilities generally were stronger in language arts than in math. Language arts scores dropped from third to fourth grade, but rebounded by fifth grade. Math scores followed a similar pattern with a reduction from third to fourth grade with substantial growth from fourth to fifth grade. Science scores demonstrated a consistent decline from third to fifth grade with the largest decline from third to fourth. Social studies followed a different trend with improvement from third to fourth, followed by a sharp decline in fifth grade.

Gender

As of the end of the first grading period of the 2009-2010 school year, Seymour Intermediate had 325 (47.2%) female students and 363 (52.8%) male students. The observed data follows the same students through third, fourth and fifth grades.

Over a three year period, the value added scores for math from our TCAP assessment indicate that females that are below proficient and proficient decreased in skill mastery (Appendix D).

Proficiency

The Tennessee State Report Card and TCAP Achievement Disaggregation Summary Report were used to evaluate and assess proficiency levels over a three year period in the following categories: proficient and below proficient.

In **language arts**, the percent of proficient students decreased. In math, the percent of proficient students increased from 2006 to 2007. In science, the percent of proficient students decreased from 2007 to 2008 and increased from 2008 to 2009. In social studies, the percent of proficient students increased while the percent of advanced students declined. (Appendix E)

TEMPLATE 1.7: Narrative Synthesis of All Data

Give a narrative synthesis of all data. Synthesis would be the blending of the data reviews to give the big picture.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

Narrative Synthesis of Data

After examination of a variety of documents, this component's team members, have concluded that Seymour Intermediate students are showing adequate progress based on data collected from 2009 Criterion Referenced Academic Achievement grades. This document showed students earned **Bs** in math, reading/language arts, **and As in science and social studies**. The vast majority of students scored proficient as evidenced by the Performance Level Summary Report. The Disaggregated Summary Report revealed that over 90% of all students tested proficient or advanced in math and reading/language arts. The NCLB reported that Seymour Intermediate School has sustained a status of good standing. The attendance rate at our school has consistently exceeded the state's goal of 93%.

Reports from the fifth grade writing assessment revealed that students **maintained an A**. The scores were **a B** in math, reading/language arts, **and an A in science and social studies**. Related needs concerning the writing assessment included that educators need to teach the use of the writing rubric beginning in the third grade. Educators also need to provide opportunities for students to write across the curriculum.

Seymour Intermediate School has excelled in many areas. However, there are evident deficiencies that need to be addressed. As evidenced by the TVAAS school report, there has been a lack of growth standard gains social studies. Seymour Intermediate School provides opportunities for fifth grade students to excel socially through extra curricular activities such as band, 4-H, D.A.R.E., chorus, and J.A. Biz Town. Even though these activities can be considered a strength based on student socialization, they also exemplify a need. The county mandates these extra-curricular activities creating a lack of instructional time. These time constraints have caused science and social studies to be sacrificed instructional areas, resulting in lower achievement test scores in these subject area. Additionally, an effort must be made to retain important statistical data in the areas of Accelerated Reader, Accelerated Math, and attendance from year to year for reference purposes.

Discovery Education and FASTT Math have also been provided by the Sevier County Board of Education to increase student academic success and provide additional instruction tools for educators. Both of these programs provide detailed data to assist in instructional planning.

The staff at Seymour Intermediate School is making efforts to maintain high standards of student success in all academic subject areas. Through the implementation of the web based program, Study Island, proficient learners are challenged to a higher level of academic achievement in all subject areas. Accelerated Reader creates a higher level of purposeful reading for students. Accelerated Math challenges proficient and advanced math students by increasing opportunities for math practice. Implementation of various instructional tools displays a commitment of the staff and administration to provide an ongoing learning experience for all students at Seymour Intermediate School.

TEMPLATE 1.8: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 4 (Action Plan) will be derived from this prioritized list of goal targets. Prioritized goals would identify the most critical areas of need and where your work would start.

TEMPLATE 1.8: Prioritized List of Goal Targets
(Rubric Indicator 1.8)

Prioritized List of Goal Targets

The listed goal targets align with data priorities noted through surveys and data analysis. The goal targets also assist Seymour Intermediate School in maintaining and improving their standing for Annual Yearly Progress aligned with NCLB benchmarks.

1. **Maintain** data (statistical information) retention and storage areas of AR/AM, STAR reading/math, and attendance (using the new system). **ADD Discovery education assess new forms of data.**
2. Improve time on task through alternative scheduling and a rotation process so that Social Studies is not always sacrificed and the scores will increase.
3. **Continue** focus on writing skills in all grades using the state approved rubric for writing. (teaching use of rubric as writing skills increase)
4. Challenge proficient and advanced readers to a higher level of purposeful reading through a web based program (Study Island **and Discovery Education**) and create new incentive programs in Accelerated Reading.
5. Challenge proficient and advanced math students by increasing opportunities for Accelerated Math studies, Study Island skills tests, **My Skills Tutor, FASTT Math, and Discovery Education.**

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision
(Rubric Indicators 2.1 and 2.2)

Beliefs

Seymour Intermediate School is a partnership of students, parents, teachers, community members and support personnel which embodies the spirit, the culture, and the love of learning. Seymour Intermediate School believes the attributes of high performing schools provide direction to our beliefs, mission, and vision. The beliefs guide our purpose which is our mission. The mission is the path to seek our vision.

Seymour Intermediate School believes . . .

- Communication among stakeholders supports student academic **and social** success.
- Goals, benchmarks, and action steps align to increase student achievement based on data collected from research based strategies.
- Policies and procedures directly **impact student success while providing a safe learning environment**.
- Stakeholders contribute to the decision-making process of our learning environment.
- Stakeholders recognize the uniqueness of each child as they grow academically, emotionally, physically, and socially.
- Students **will** obtain proficiency in all academic areas according to their cognitive ability.
- Every child **will** be challenged to fulfill his/her potential **utilizing** a wide range of current, up-to-date teaching strategies, technology, and resources.
- Stakeholders will **continue to** evaluate **and revise our vision and purpose to ensure student growth**.
- Students **will** be challenged to **set goals that will lead to their success of becoming productive members of society as well as lifelong learners**.

Common Mission

The mission for Seymour Intermediate School is to enable all students to achieve academic excellence using literacy and research based instruction to encourage lifelong learners that are ready, responsible, and respectful citizens.

Shared Vision

Seymour Intermediate School's vision is to create a safe environment where teacher and community partnerships empower students to be academically and socially successful.

Component 3

Current Curricular Practices	School uses the Tennessee Department of Education approved standards and provides training to staff in the use of the standards. / (Technology Training, Professional Days, Flexible Inservice Days, Teacher Mentoring Program, and Standards Training at System Level)	School has implemented formative assessment aligned with school benchmarks. /(Accelerated Reading and Accelerated Math, Criterion Referenced Tests, Teacher Made Tests, Read 180, Study Island, Discovery Education results , FASTT Math , MySkillstutor.com. , Discovery Education)	School has established school wide student achievement benchmarks. / SACS/CASI and TSIPP action plans
Evidence of Practice (State in definitive/tangible terms)	Teacher contracts allow for flexible inservice days, professional development, and teacher training per teacher requests. Sevier Co. Board of Education sponsors the teacher mentoring program.	School wide individual contracts for Accelerated Reading and Math.	2004-2005 SACS/CASI Action Plan, 2009-2010 SACS/CASI Action Plan , 2005-2006 School improvement plan (TSIPP)
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective (All teachers have the opportunity to participate in the above practice.)	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher surveys, Required training and staff development offered by the system	Tangible rewards for individual contract completion.	Implementation of programs addressing goals and action steps of both plans.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	SYIS has a computer lab schedule for 100% teacher and student access to technology training, "Promethean Boards and Mimio Bars" are also available for teacher use.	In AR and AM the majority of our students have reached their individual goals.	Seymour Intermediate School scored 3 As and 1 B on the TN Report Card. Our grade card represents 95% accomplishment of all goals and actions.
Evidence of equitable school support for this practice	Staff development on practices stated above is available to all teachers.	100% of students have the opportunity to meet their goal.	All students participate in a state level Tennessee assessment.
Next Step (changes or continuations) Tennessee School Improvement Planning Process Templates – August, 2007	The school media specialist has been providing ongoing technology training.	The tangible reward system for completion of goals will continue.	Faculty, staff, and stakeholders will analyze current data with Component 4 to write a new TSIPP Action Plan.

Curricular, Instructional, Assessment, and Organizational Effectiveness

3.1. a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

3.1.a: Curricular Practices (continued)

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Continue to focus on literacy with strong emphasis on vocabulary development. School has implemented a grade appropriate cohesive standards based model for literacy. (McGraw/Hill reading series inclusive of intervention materials)	Support system is in place for enhancing the quality of curriculum and instruction (Special education faculty and staff)	Monitoring is in place for enhancing the quality of curriculum and instruction. (lesson plan books)
Evidence of Practice (State in definitive/tangible terms)	This is the required reading series adopted by Sevier County.	4 SPED Teachers 1 SPED Consultant 1 Speech/Lang. Teacher 4 SPED paraeducators 1 School Psychologist	Teachers list state standards in their books, and the principal checks and monitors plans and instruction weekly.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Weekly unit tests and grade distribution sheets.	11 Personnel	Plan Books
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	97% of students have received a "C" or higher in reading as of this writing	100% of special education students receive services/ 8 % are eligible.	100% of teachers include standards in their lesson plans.
Evidence of equitable school support for this practice	This series is available for all students.	Support staff and faculty are available to all teachers and students.	The principal monitors all teachers and staff.
Next Step (changes or continuations)	Word walls will be utilized to encourage vocabulary development across the curriculum and grade levels using Tennessee Vocabulary Project as a model. We will continue to use this series for four years and additional professional development will be provided by McGraw/Hill	A continuum of services will be maintained and provided for all special education students.	The principal will continue to visit classrooms and check books. The administration will make informal visits to classrooms to observe instruction using the Walk Through Assessment Model.
Tennessee School Improvement Planning Process Templates –		August, 2007	Page 27 of 62
	Sevier County supervisory staff.		

3.1.a: Curricular Practices (continued)

(Rubric Indicators 3.1 and 3.2)

3.1.b: Curriculum Gap Analysis

(Rubric Indicator 3.2)

Current Curricular Practices	School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats. (Parent SPI booklet available on school system website, teacher expectation letters, grade level orientation nights, assignment books, parent-teacher conferences)
Evidence of Practice (State in definitive/tangible terms)	Parent guide booklet listing “Student Performance Indicators” were distributed and are available online. Every student has an assignment book, parent-teacher conferences are scheduled 4 times a year and as requested by parents.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	SPI booklet is available to all students and parents online. TN grade card results published in the newspapers. Web sites are available. School budget supports assignment books, school calendar, newsletter and marquee.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% of stakeholders have opportunity to learn more about what students are expected to know at each grade level through our variety of media.
Evidence of equitable school support for this practice	All parents and students have access to the SPI booklet as well as the SyIS website. Grade card results are in the newspaper.
Next Step (changes or continuations)	We will continue to distribute guide books to all parents and students.

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of:

TIME, MONEY, PERSONNEL and OTHER RESOURCES

- **TIME**

Time is built into the schedule for collaborative planning. Time is also provided by the Sevier County Board of Education for professional days.

- **MONEY**

Seymour Intermediate School budget money is spent to improve and update student technology, equipment, and software to support and develop curriculum. The school budget also is spent to provide the tangible rewards for individual student contract completions. The extension of the school day with the provision of the “Kid’s Place” program supplements our school budget. The supplement provides for additional professional development for our faculty.

- **PERSONNEL**

In addition to the 75 members of the Seymour Intermediate School faculty and staff, we have itinerate teachers, behavior intervention specialist, vision and hearing specialist, physical therapist, occupational therapist, licensed clinical social worker, two part time nurses and reading specialists available as valuable resources to our faculty, staff, and students.

- **OTHER RESOURCES**

Seymour Intermediate School is fortunate to have many other curriculum resources available for our students. Through the University of Tennessee Extension program we have 4-H and Project Teach available for our students. Power U is provided by UT. [Woodmen of America provide various grade level curriculum activities aligned with the new Tennessee Revised Standards for Curriculum and Instruction.](#) Sevier County Bank provides economic education. The local sheriff’s department provides our DARE program. BizTown is provided by SmartBank. The East Tennessee Historical Society provides “in-school” fieldtrips. The Sevier County Board of Education [supplies](#) training in Differentiated Instruction, technology, the newly adopted McGraw/Hill reading series, [Discovery Education](#), [myskillstutor.com](#), and [FASTT Math](#).

“What ought to be” – How should we be using our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**

[Component 3 team members believe that we should have](#) one day per month allocated by the Sevier County Board of Education for collaborative planning opportunities. [We also believe that](#) when itinerate teachers are allocated to schools that it should be done weeks prior to the start of school so that it allows for schools to adequately schedule the programs provided by those itinerates with minimal disruption to the students’ school day and equitable daily distribution of the teacher planning time. [We also believe that the county](#) should provide additional professional development time for faculty and staff to write grants for curricula programs and materials which can assist in increased student achievement.

- **MONEY**
All stakeholders believe contributions from local businesses would benefit Seymour Intermediate School by providing money for additional salary positions and grant writing.
- **PERSONNEL**
When considering the optimal personnel for Seymour Intermediate School, [Component 3](#) felt that we should have more special areas personnel (art, music, physical education, and guidance), a full time computer teacher, and a full time reading interventionist.
- **OTHER RESOURCES**
[Component 3](#) would like to extend invitations to other businesses and stakeholders to visit and be a routine part of our school operations.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Seymour Intermediate School provides equity for all teachers to seek professional development in any area that is beneficial to our students.

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

Funds and resources at Seymour Intermediate School are made available for teachers to purchase intervention curricula, materials, professional development fees, and assessment documents. Our funds and resources are targeted effectively to meet the needs of all of our teachers in order to provide effective instruction to all of their students.

Seymour Intermediate School achieved AYP (Annual Yearly Progress) in the [2008-2009](#) school years. Our TVAAS scores indicate we are progressing above at or above one year growth level. Data supports that [SYIS](#) is accurately meeting the needs of all students in our school.

3.1. c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The major strengths of Seymour Intermediate School are many and varied. Our special education department provides a continuum of services unrivaled in the county. Our parent surveys in special education indicate that parents are very satisfied with the services and supports that their students receive in our building. As part of the special education department, a social development class (SDC) provides an inclusive behavior modification program that allows students to remain in their home school setting and still maintain academic growth. Our success with our SDC class is indicated by the fact that not all schools with grades 3 – 5 host SDC classrooms. Yet, we are able to do so successfully with students earning their promotions to the next grade level. The inclusion of all special education students is also a source of great pride and joy for our faculty, staff, and. Other programs that are strengths include our continuum of service school wide for reading and the interventions that help us monitor the programs for struggling students. The Read 180 has been an integral aspect in the continuum for reading. From non-readers to advanced readers, our reading instruction adequately challenges and meets the needs for every student. Our success is indicated in our value-added scores for reading. The Read 180 progress reports also indicate success. Mentoring teachers also are a solid strength in the area of curriculum for Seymour Intermediate. Our new teachers with the guidance and mentoring provided, do well on their accountability reports and look forward to returning to our building. The professional development opportunities for our faculty and staff are also strengths. Our faculty and staff “pay it forward” when they return from professional development by sharing their experiences with the rest of the faculty and staff during in-service days. [Examples of this type of shared professional development include Discovery Education training, FASTT Math training, Promethean training, My Skills Tutor training, and Analysis of Data information.](#) Materials are shared and enthusiasm for teaching is continuously renewed and revived. Seymour Intermediate School also does a superb job recognizing student achievement and good behavior through our school-wide behavior plan with tangible rewards for individual goals. The students are proud of their accomplishments and share them weekly with their parents.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as curricular practice challenges identified in the template above, that could be a cause of the prioritized needs identified in component 1).

[As Seymour Intermediate School has met its goals on AYP and TVAAS, we should address other academic areas that are addressed with our assessments inclusive of social studies and science curriculum in order to have our strengths more well-rounded.](#)

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Seymour Intermediate will continue to address our challenges in all academic areas. We will continue to work to improve math, reading/language arts and science through the use of Study Island and Discovery Education which both align with the new Tennessee curriculum standards. The administration will monitor the use of these programs through usage reports. Discovery Education provides resources links which will supplement Science and Social Studies instruction and focus on assessed standards. TCAP Coach books will be used to focus on Math and Social Studies standards.

3.2. a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Opportunities to receive additional assistance beyond the classroom. (The Power of I program and/or Study Hall)	There is a wide range of research based, student centered teaching strategies. (Differentiated Instruction)	Classroom management techniques support the learning process. (Teacher created behavior plans)
Evidence of Practice (State in definitive/tangible terms)	Power of I meets four hours a month. There is a study hall available daily as needed.	Teachers highlight differentiated instruction strategies in their lesson plans.	Classroom rules are posted in classrooms. The school wide rules and consequences are distributed to each student and parents in the student planner and also posted in the hallways.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	This is a new program. It is too early to determine its effectiveness. As of this writing, students appear to be making progress.	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student work completion and teacher observations imply that progress is made.	Highlighted plan books. Daily work samples, Unit tests, 2 Read 180 classrooms	Teacher created discipline plans. Student planners with school rules, policies and consequences listed. Discipline referrals turned in to the office.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Approximate attendance varies from 15 – 20 students weekly. Study hall attendance ranges daily.	Teachers show evidence of differentiated instruction.	Discipline referrals have dropped significantly.
Evidence of equitable school support for this practice	The Power of I and study hall are available for any student struggling with academics.	This is recommended for all teachers.	Every student has rules and consequences.
Next Step (changes or continuations)	Implement peer tutoring during Power of I with our CSA students.	In-service on differentiated instructional strategies will continue in order to encourage all teachers to plan lessons with a variety of differentiated instructional strategies.	The faculty, staff and administration will continue enforcing behavior plans and reward positive behaviors.

3.2. a: Instructional Practices (continued)

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Instruction is aligned with assessments. / (Saxon Math)	Instruction is aligned with standards based curriculum. / (New Tennessee Revised Standards for Curriculum and Instruction.) The use of standards keep teachers focused on instructional needs and limits redundancy across grade levels.	The teaching process is data driven. / (Read 180)
Evidence of Practice (State in definitive/tangible terms)	All teachers are required to use Saxon Math. This requires daily assessments as well as unit and cumulative tests. With the adoption of a new math series in 2010-2011, our faculty will begin curriculum mapping in math.	All teachers are required to list state standards in their lesson plan books.	One fourth grade and one fifth grade class meet daily for 90 minutes.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores, Cumulative tests	Teacher Plan Books	Growth Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Students scoring advanced or proficient 2008/2009 3 rd Grade 93%/91% 4 th Grade 93%/94% 5 th Grade 97%/97%	100% of teachers state "SPI" in plan book.	As of this writing, students have shown growth.
Evidence of equitable school support for this practice	All students are instructed using this series.	The principal checks all teachers' plan books.	All students are screened for eligibility. All students who qualify are enrolled.
Next Step (changes or continuations)	Teachers will continue to monitor progress and adjust instruction.	The principal will continue to check plan books.	At least two Read 180 classes will continue to meet each year.

3.2.b: Instructional Gap Analysis

(Rubric Indicator 3.4)

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**
Seymour Intermediate School schedules and follows content area instructional time on task requirements as mandated by state guidelines.
- **MONEY**
Seymour Intermediate School’s budget and fundraising efforts are used for instructional resources such as Study Island, Reading A-Z computer based program, class novel sets, Accelerated Math and Accelerated Reader libraries, student agendas/planners, [Promethean technology](#), [Mimio bars](#) and numerous instructional items.
- **PERSONNEL**
The instructional personnel of Seymour Intermediate School consists of 2 Read 180 teachers, one CDC teacher, one SDC teacher, two resource/small group intervention teachers, one media specialist, 7 extra-curricular teachers and 34 grade level classroom teachers.
- **OTHER RESOURCES**
The Instructional Materials and resources available for students at Seymour Intermediate School include, the state and county textbook adoptions for content areas, the DARE program, the Sevier County Bank program, UT Extension programs of 4-H and Project Teach, the Spelling Bee, the Geography Bee, JA BizTown, Junior BETA Club, [Discovery Education](#), [FASTT Math](#), and [My Skills Tutor](#).

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**
Component 3 of Seymour Intermediate School recommends the [county reevaluate the extra opportunities provided to the intermediate level student and reconsider the number of activities assigned to the fifth grade](#).
- **MONEY**
Funding from Tennessee and Sevier County for additional instructional and media materials and personnel would be optimal.
- **PERSONNEL**
In order to adequately implement the “what ought to be” programs, additional personnel

would need to be hired. These personnel would be a full time Read 180 teacher, a full time computer teacher, a full time Reading Specialist to assist with small group instruction and in classroom for response to intervention data gathering, and a full time 3rd grade transition teacher.

- **OTHER RESOURCES**

In order to gain and encourage additional stakeholders to contribute funding to programs, the faculty and staff need to engage stakeholders in a giving campaign or have them actively participate in the attainment of grants.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Instructional materials are provided for all teachers and students as needed on the individual basis of either the teacher or the student.

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

Funds and resources at Seymour Intermediate School are made available for all teachers to purchase instructional materials.

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

Seymour Intermediate School achieved AYP (Annual Yearly Progress) in the 2009-2010 school years. Our TVAAS scores indicate we are progressing above a one year growth level. Our data supports that we are accurately meeting the needs of all students in our school.

3.2. c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The major strengths in instruction for Seymour Intermediate School are reading, math, and writing. Seymour Intermediate School achieved AYP (Annual Yearly Progress) in the 2008-2009 school years. Our TVAAS scores indicate we are progressing at or above one year growth level. Our data supports that we are accurately meeting the needs of all students in our school.

With the purchase of Study Island students with internet access at home have the ability to focus on Tennessee Curriculum Standards. They can work on grade level, in remediation, or in accelerated work in the Study Island program. This enables our parents to be more involved in student progress in all curriculum areas.

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Opportunities to receive additional assistance beyond the classroom are needed. In order to accomplish this, Seymour Intermediate School needs additional personnel.

Time within the instructional day or extra personnel is a challenge in meeting the individualized needs of students.

Instruction is aligned with standards based curriculum. Our challenge is to stay current in technology.

We need to develop extra computer lab time for students who do not have internet access at home to have additional time with our Study Island program.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will address our challenges by requesting more personnel to provide additional small group opportunities which would include interventions and enrichment for our students. We would also like to add additional personnel in the form of a computer lab teacher/technician to provide technology instruction for our students.

We need to continue to encourage parents to take advantage of our weekly Power of I sessions. School personnel are encouraged to volunteer their time to monitor the computer lab before or after school for students.

3.3. a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Uses student assessments that are aligned with the TDOE standards based curriculum. (Macmillan/McGraw Hill reading series)	Uses a variety of data points for decision making relative to student achievement. (STAR reading, Discovery Education)	Assesses all categories of students. (Accelerated Reader)
Evidence of Practice (State in definitive/tangible terms)	Weekly and unit tests are administered.	The STAR Reader and Discovery Education assessment are administered three times per year.	Students take reading tests on their independent reading levels.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student grades/grade distribution sheets	Discovery Education baselines in Reading have been established in August assessments.	TOPS reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	____% students receive a “C” or higher	50% of students exhibited growth in the 2008-2009 school year as evidenced by Star assessment data. Student growth in Discovery Education will be analyzed in January and May.	As per this writing, 100% of students are working toward meeting their goal.
Evidence of equitable school support for this practice	All students are assessed weekly.	All classes have access to STAR reading test and are required to use Discovery Education	Books and tests are available for all independent reading levels.
Next Step (changes or continuations)	We will continue monitoring and adjusting as needed.	Testing three times per year will continue.	Accelerated Reader tests will be continually updated to meet the needs of students.

3.3.a: Assessment Practices (continued)

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc. (Saxon Math)	Provides professional development in the appropriate use of assessment. (Read 180)	Provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning. (Weekly grades work folders sent home.)
Evidence of Practice (State in definitive/tangible terms)	Saxon Math requires daily and cumulative assessments.	Teachers were trained on various occasions for program administration. Teachers also observed the program in use.	Student graded work folders are sent home weekly.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student grades and cumulative formative assessments.	Growth Reports	Parent Response Sheets
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Students scoring advanced or proficient 2008/2009 3 rd Grade 93/91 4 th Grade 93/94 5 th Grade 97/97	Students in last two years have shown growth.	98% of folders are signed and returned weekly
Evidence of equitable school support for this practice	All classes use Saxon Math.	All students were screened. Students in 4 th and 5 th grades who met READ 180 program criteria participate.	All students have a weekly folder.
Next Step (changes or continuations)	We will continue using this series until the next county wide textbook adoption.	We will continue to have 2 READ 180 classes.	We will continue using folders and responding to parents' comments.

3.3.b: Assessment Gap Analysis

(Rubric Indicator 3.6)

Assessment Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES

- **TIME**
Time is built into lessons for assessing all learning.
- **MONEY**
Seymour Intermediate School’s budget has allocations to purchase Accelerated Reading Tests for library books, as well as MacMillan/McGraw Hill Reading Series supplemental books. School budget money is also allocated to support all assessment practices, maintain computers, and purchase a site license for Study Island. [The Promethean Boards and Mimio bars](#) also are maintained by the school’s budget. Sevier County School System provides TCAP Coach books in content areas for practice and review. [Discovery Education assessments, FASTT Math, and myskillstutor.com](#) are provided county wide to all schools.
- **PERSONNEL**
All teachers use assessment practices provided by the school and county. Personnel have also attended training and shared this training information with our faculty.
- **OTHER RESOURCES**
Other resources in support of our assessment practices at Seymour Intermediate School include interest and learning style inventories found on the internet. The guidance department also uses a personality inventory with our students to provide us with valuable information to assist our students with their academic quest towards mastery. The S-team (Student Support Team) process collects various data to determine interventions, teaching and learning strategies and general assistance with students that are struggling either academically and/or behaviorally. [Teacher Learning Communities \(TLC\) use assessment data to analyze student needs and implement response to intervention as a result of student support teams.](#)

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**
Assessment should be ongoing and differentiated in order to account for the diverse learning styles of our students.
- **MONEY**
Additional monetary resources need to be acquired in order to provide for additional web based assessment programs. [Technology at Seymour Intermediate School is obsolete and funds need to be obtained in order to rectify this issue.](#)

- **PERSONNEL**

In order to adequately implement the “what ought to be” assessment practices, additional personnel would need to be hired. These personnel would be an additional full-time Read 180 teacher, a full time computer teacher, a full-time Reading Specialist to assist with small group instruction, and collection of “response to intervention data” gathering, and a full-time 3rd grade transition teacher. Additionally, in order to obtain these additional funding sources, a full-time grant writer would be beneficial.

- **OTHER RESOURCES**

In order to gain and encourage additional stakeholders to contribute funding to programs and assessment practices, the faculty and staff need to engage stakeholders in a giving campaign, or have them actively participate in the attainment of grants.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

All students are assessed fairly and according to their individual ability levels.

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

SYIS is targeting funds and resources effectively to meet the needs of all our teachers in being effective with all of their students.

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

Based on TCAP, grade distribution sheets, web based growth reports, portfolio assessments, and Individualized Educational Plans, Seymour Intermediate School is accurately meeting the needs of all students.

3.3. c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Teachers use TCAP scores to identify teaching strengths and weaknesses. We use these to plan for instruction. We use a wide variety of formative assessment to direct our instruction. **This year Sevier County has provided Discovery Education Instruction and Assessment to aid in accessing the needs of our students. Discovery Education provides accurate reports that focus on the needs of students based on Tennessee Instructional Standards. The program provides resources to immediately allow educators to provide additional support for students.**

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Seymour Intermediate School uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum. Seymour Intermediate's major challenge is providing adequate technology in every classroom to support web based assessment programs that align with state standards, such as [Discovery Education](#), [Study Island](#), and [FASTT Math](#).

Seymour Intermediate School uses a wide range of assessments. Our major challenge is completing all assessments and having time for instruction and re-teaching based on these assessments.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Our challenge of providing adequate technology to support web based assessment programs that align with state standards will be addressed by focusing fundraising and grant writing towards updating our technology.

The challenge of time persists with the use of assessments to guide and direct re-teaching opportunities based on data. We will address this challenge by looking at the master schedule and trying to provide more consistent uninterrupted time for teacher planning in order to provide time for more consistent data analysis.

3.4. a: Organization Practices

(Rubric Indicators 3.7 and 3.8)

Current Organization Practices	School's beliefs, missions and shared vision define the purpose and direction for the school. (School handbook, Mission/Vision, Beliefs displays, school wide behavior plan, orientation, teacher expectation letters, and TSIPP)	School provides continuous professional development for school leaders. (Technology training, Differentiated Instruction Training, 3 Tier Model of Reading Instruction Training, Data Analysis, Discovery Education, FASTT Math training)	School is organized to be proactive in addressing issues that might impede teaching and learning. (School wide behavior plan, Guidance – small groups address various student issues)
Evidence of Practice (State in definitive/tangible terms)	Every student/family is given a handbook. Town Hall Meeting with students twice annually.	Sevier County provides two days for media specialists to lead technology training for individual teacher needs.	Classroom rules, consequences and school behavior plan are posted throughout classrooms the school and in the handbook.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Beliefs, mission and vision are stated in the handbook. Town Hall meetings are recorded in administrative records.	Calendar of professional training days available.	School wide plan and classroom rules are sent home at the beginning of the year. They are also posted in school. We have "Town Meetings" to reiterate and reinforce the rules.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Parent Signatures	Teacher usage of technology (computer lab schedule)	Discipline referrals have declined.
Evidence of equitable school support for this practice	Every family receives a handbook.	Training available to all students and teachers.	All students are advised of the behavior plan.
Next Step (changes or continuations)	Continue to update handbook yearly.	Continue training as requested by teachers.	Continue to increase awareness of behavior through "Town Meetings" and reward good behavior and achievement with charms for necklaces which each student has.

3.4. a: Organization Practices (continued)

(Rubric Indicators 3.7 and 3.8)

Current Organization Practices	School is organized to engage the parents and community in providing extended learning opportunities for children. (Study Island, Discovery Education)	School is organized to support a diverse learning community through its programs and practices. (Christmas Around the World)
Evidence of Practice (State in definitive/tangible terms)	All classrooms have a designated Study Island computer lab time.	Our Annual Christmas Around the World is held every December.
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	As of this writing, per parent comments, students are making progress. Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Computer generated reports.	newspaper clippings
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% of students have password and log in assigned	Approximately 1,500 stakeholders attended
Evidence of equitable school support for this practice	Available to everyone	All staff/faculty and students participated.
Next Step (changes or continuations)	We will evaluate at the end of the year to make a decision on whether on not to purchase the program again.	We will enhance and expand learning opportunities for future years.

3.4.b: Organization Gap Analysis

(Rubric Indicator 3.8)

Organization Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME, MONEY, PERSONNEL, and OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**

Seymour Intermediate School adheres to the calendar and time on task set by Sevier County Schools. Administrative work days are used for organizational tasks, staff development, school improvement planning, and faculty communication. In-service days are used for professional development centered on our goals and action steps for school improvement. Flexible and Additional Professional development opportunities are part of employees’ contracts. Additional professional development opportunities and conferences are sought by many of our teachers outside those required. Additional duty time is spent offering programs and incentives for students to perform their best both behaviorally and academically.

- **MONEY**

Seymour Intermediate School develops a budget with school board approved funds. Additional funds are provided by our parent support group upon request from the school and are provided upon the approval of the parent support group.

- **PERSONNEL**

The number of Seymour Intermediate School personnel is allocated by the Sevier County Board of Education. The teacher to student ratio recommended by SACS/CASI quality school indicators is strictly adhered. Additional personnel are provided by special education to serve the needs of our students with special education needs. Seymour Intermediate is fortunate to be able to partner with several local colleges and universities in their student teaching programs. These future teachers from schools such as South College, East Tennessee State University, Tusculum College, and Johnson Bible College provide additional instructional and practice help in the classroom. We are also fortunate to partner with Seymour High School and their intern program. Students who are interested in pursuing an education career work in a specific classroom for ninety minutes everyday for a semester. These high school students provide tutoring and mentoring assistance to students in these classrooms.

- **OTHER RESOURCES**

The building of Seymour Intermediate School is 48 years old. The building adequately houses the number of students we serve; however, it is need of constant repair. When asked, our community members rise to the task of any request to assist us with obtaining high quality curricular practices and also offer many programs to supplement our curricula. A few grants have also assisted us with new opportunities for technology; however, much more is needed.

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL

And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- **TIME**

Seymour Intermediate School would like to have one day per six weeks to spend on organizational tasks and collaboration.

- **MONEY**

Seymour Intermediate School would like to increase funds available for organizational tasks and collaboration time through grant writing. Mandates are made but funds are not provided for their implementation. There should be no unfunded mandates.

- **PERSONNEL**

In order to adequately implement the “what ought to be” organizational practices, additional personnel would need to be hired. These personnel would be a full time Read 180 teacher, a full time computer teacher, a full time Reading Specialist to assist with small group instruction and in classroom for response to intervention data gathering, and a full time 3rd grade transition teacher. In order to obtain these additional funding sources, a full time grant writer would be beneficial. A full time guidance teacher would allow for more individual and group time. The additional staff would allow for more flexibility in the organizational structure and planning of the school schedule to optimize time on task for teachers.

- **OTHER RESOURCES**

Community resources inclusive of international students from the University of Tennessee would enrich the lives of our students through various activities (Christmas Around the World). Writing extensions with international students would be mutually beneficial. Extensions with a local private school and their foreign exchange students would enrich the reality of a shared tradition with different aspects. A career day inviting local workers to present to our students would also expand the diverse learning community offered to our students and give our stakeholders the opportunity to learn more about what Seymour Intermediate School is offering to the community. Additional funding to incorporate after school tutoring for the benefit of students who are struggling and do not have academic support at home would be a dream come true.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Organizational practices are a challenge for every school building. With the constraints placed upon our school by the scheduling of itinerate teachers, Seymour Intermediate School provides equity and adequacy to all of our teachers to the best of our ability.

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

Seymour Intermediate School provides limited funding for teachers requesting professional development for organizational practices. All requests from teachers for this type of professional development are considered and are granted based on what will best meet the needs of most. The ability to share the information effectively with other faculty and staff members is also a consideration. Seymour Intermediate School does not have adequate county

or state funds to effectively meet the needs with organizational efficacy.

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

Based on the academic assessments and inventories of organizational practices we are accurately meeting the needs of all students in our school.

3.4. c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Seymour Intermediate School is organized to engage the parents and community in providing extended learning opportunities for children. **There is a strong parental support for the learning opportunity through Study Island and Discovery Education.** Parents **are very organized to provide support for teachers and students by volunteering their time in the classroom, organizing graded papers, putting together weekly folders, running Breeze Freeze operations, Teacher Appreciation, The Christmas Around the World and the Leprechaun Walk and providing supplies as requested by teachers. Without the volunteer time that parents spend in our school, the teachers would not have the time to spend on extended learning opportunities.** The parental survey strongly supported that our parents play an active role daily in our building.

School provides continuous professional development for school leaders. Teachers use professional development on future growth plans to make changes in their teaching strategies and the activities that they use with students.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component Seymour Intermediate School is organized to be proactive in addressing issues that might impede teaching and learning. The protection of teaching time was identified as a weakness by the teachers. Time cannot be created; therefore, **investigation** and research other master **schedules that** provide uninterrupted classroom time **will be paramount**. Initiatives are not prioritized by the county, and time in the school day is limited.

Seymour Intermediate School is organized to support a diverse learning community through its programs and practices.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will address a change of grade level for many of the county initiatives to provide for more uninterrupted time in the day.

Component 4 – Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

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

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Students will meet or exceed the state average NCE scores and will show a 2% increase in proficient and a 2% increase in advanced scores in writing by the 2010 writing test.

Which need(s) does this Goal address? This goal addresses the need for students to write at or above grade level by the end of 5th grade according to NCLB. Based on the 2009 writing assessment the Seymour Intermediate School average was 4, which was below the State student mean of 4.03.

How is this Goal linked to the system’s Five-Year Plan? The system’s 5 year plan states that all students will perform at or above proficiency level in writing by 2011-2012.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Grades 3-5 students will write daily in journals and revise their writings regularly. Parents will sign their journals. Teachers will select some winning stories to be printed in a local newspaper. Writing portfolios will be passed on by grade level.	2009-2010 School year	Classroom Teachers	Spiral Bound Notebook per student	None to school	Peer, self, and teacher evaluation.	100% participation in portfolios, with an increase of parents signing journals.
Action Step	All students will be taught how to use the State Testing Rubric. Grades 3-5 will have school-wide writing assessments 3 times during the year with these assessments and their rubrics being sent home to parents.	2009-2010 School Year	Classroom Teachers and parents	School-wide rubrics and prompts	None to school.	Writing samples will be compared throughout the year.	Scores will increase from previous assessments.
Action Step	In-service for new teachers for instruction on “Blowing Away the State Writing Assessment” with a review for returning teachers will occur at the beginning of the school year.	Sept. 2009	5 th grade teachers	“Blowing Away the State Writing Assessment” booklets.	None to school.	End of in-service Survey	All teachers will utilize steps from inservice to raise writing scores.
Action Step	Teachers will use Study Island and Promethean boards to incorporate technology in writing and will send home Study Island progress reports each six weeks..	2009-2010 School Year	Classroom Teachers	Study Island Program and Promethean software	None to school.	Study Island Pretests and Posttests	Immediate feedback on writing components.

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Use research based strategies to promote achievement across all subgroups with emphasis on advanced students in Social Studies in order to raise AYP.

Which need(s) does this Goal address? This goal addresses the need to improve the gains noted in the 2009 Diagnostic Report regarding the gains in the low, middle, and high achievement groups in Social Studies, to raise AYP for NCLB benchmarks.

How is this Goal linked to the system’s Five-Year Plan? The system’s 5 year plan states that students will reach expected levels of growth as measured by TVAAS in social studies by 2011-2012.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Time will be provided by special area teachers to use TCAP Coach books to make sure that all assessed skills are covered throughout Social Studies instruction.	2009-2010 school year	Special Area teachers	TCAP Coach Social Studies books for each grade level.	None	Principal will check lesson plan and homeroom teachers will grade coach assessments.	Increase test scores
Action Step	Students will be given a 30 minute computer lab time to use Study Island and will be encouraged to use it at home. Progress reports from Study Island will be sent home each six weeks.	2009-2010 school year	Classroom teachers and students.	Study Island program	\$7000, funded through cookie dough and Leprechaun Walk fundraisers	Study Island progress reports	Parental involvement will increase as well as an increase in test scores.
Action Step	Teachers will utilize United Streaming/Discovery Education to provide video accounts of history during applicable instruction.	2009-2010 School year	Classroom teachers.	United Streaming/Discovery Education	None	Use of Video quizzes at the end of each lesson.	Visual learner scores will increase.
Action Step	The school will host a cultural exchange at Christmas time and invite members of the community. All students and teachers will work on presentations of countries from around the world.	Dec 2009	All faculty, staff, students and community members.	Research about Christmas in other countries.	None	Students get their “passport” stamped and then share with their class.	Increase community involvement to raise achievement awareness.
Action Step	Seymour Intermediate teachers will have access to an eight hour video workshop, “Social Studies in Action” for professional development of Social Studies instruction.	School year 2010 and 2010-2011	Classroom Teachers	Computers, Promethean Board for grade level use	None	Teacher evaluations	Increased teacher competency in SS instruction; increased test scores

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Proficient and advanced scores in reading will increase by 4% on the TCAP test in 2010.

Which need(s) does this Goal address? According to 2008-2009 TVAAS scores, the number of proficient scores in Reading did not increase as much as the advanced scores. The goal addresses the need to increase data for high achievers according to NCLB benchmarks.

How is this Goal linked to the system’s Five-Year Plan? The system’s plan states that all students will perform at or above proficiency in reading /language arts by 2011-2012.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Administration will provide a 90 minute block of time for reading/language arts instruction during which all students will participate in daily sustained reading with reflection time. Reading inclusion, small group studies, and Read 180 will be used for struggling students.	2009-2010 school year.	Principal Oakes, Assistant Principal Helton	None	None	Compare reading TCAP scores previous year’s scores.	Increase reading TCAP scores.
Action Step	Use Discovery Education Benchmark tests 3 times during the school year. Teachers will use test results to analyze student weaknesses and use resources to reteach skills that are weak.	2009-2010 School year	Classroom Teachers	None	None	Compare benchmark test throughout the year against the objectives that have been taught.	Increase test scores with focus on standards that aren’t mastered.
Action Step	Accelerated Reader incentives will acknowledge attainment levels, providing motivation for independent reading.	2009-2010 School year	Librarian	Incentives for students.	\$300 provided by the Parent Support Group	Increase in progressing to higher reading levels according to STAR tests.	Increase in AR points.
Action Step	Teachers will use Accelerated Reader, Study Island, Interactive Boards, and Discovery Education to provide additional objective practice for reaching skills.	2009-2010 School year.	Classroom teachers	None	None	Progress reports will be sent to parents each six weeks.	TCAP scores in reading will increase.
Action Step	Teachers will participate in inservice training provided by Jim Davis, Sevier County data coach and Colleen Goss, Tennessee Department of Education Accountability Office. Teachers will become more familiar with data results. Data will be used to analyze and improve student progress.	2009-2010 and 2010-2011 school year	Jim Davis, Sevier County Data Coach; Colleen Goss, TN DOE; Peggy Oakes,	Data Reports; DE/TCAP, etc.	None	PLC will continue to use data to drive instruction and map curriculum direction	Discovery Education and TCAP Reading/LA scores will increase.

			Principal; SyI Data Team				
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GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Use research based strategies to promote achievement across all subgroups in math in order to raise AYP.

Which need(s) does this Goal address? According to the 2009 TVAAS school report, the goal addresses the need for value added scores of proficient and advanced students in math in order to increase student achievement according to NCLB.

How is this Goal linked to the system’s Five-Year Plan? The system’s goal is for all students to perform at or above proficiency levels in mathematics by 2011-2012.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
2009-2010 School year	Classroom Teachers	None	None	Compare benchmark test throughout the year against the objectives that have been taught.	Increase test scores with focus on standards that aren’t mastered.
2009-2010 school year.	Classroom Teachers	None	None	Progress reports will be sent home each six weeks.	All subgroups math scores will increase.
2009-2010 school year.	3 rd Grade Teachers	None	None	Progress will be communicated through progress reports.	Math scores will increase.
2009-2010 school year	Classroom teachers	None	None	Accelerated Math reports	Advanced students will increase their scores in AYP.
2009-2010 2010-2011	Classroom Teachers, Jim Davis, Colleen Goss, Peggy Oakes,	Data Reports, DE/TCAP, etc.	None	PLC will increase use of data to drive instruction and curriculum planning.	Discovery Education, Math, TCAP Math scores will increase

	SyI Data Team will facilitate this process.		SyI Data Team				
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Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

On August 12, 2009, Principal Oakes reported to the faculty that during the school year, 2009-2010, our school would be subject to a Quality Assurance Review (QAR) by a Southern Association of College & Schools review team. A meeting followed with Mr. Randall Kincaid, a facilitator of the SACS team, the facilitators from the Sevier County Board of Education, and the administrators from the schools that would host a QAR visit. At that time, all guidelines for a SACS/QAR visit and guidelines for a standard assessment were reviewed. Mrs. Oakes and Mr. Rodney Helton, assistant principal, attended this meeting.

In September, Mrs. Oakes met with the component chairs of our 2008 TSIPP plan. At that time, committees were adjusted based on the 2009 faculty and staff members and the 2008 TSIPP components were reviewed. Chairpersons for the SAR components were introduced and other stakeholders were assigned to the seven SARS components.

Following the September organizational meeting, TSIPP chairs met with their component members to re-evaluate the content of each component.

Component IA, chaired by Brenda Fulwood, met September 21. Surveys for students, parents, and faculty were constructed and prepared to be distributed October 6. Results of the surveys were tabulated and analyzed. Strengths and weaknesses from survey results were identified.

Component IB, Academic & Non-Academic Data Analysis, chaired by Geri Scalf, met on October 13. At that time, the 2008 TSIPP component was discussed and each component member was given data to collect.

On October 20, data disaggregation was started and results were discussed. On November 5, the team met and updated their portion of Component 1.

Component 2, Beliefs, Mission, and Vision met October 12 with Linda Catlett as chair. Members met to discuss the existing Beliefs, Vision, and Mission statement of SYIS and agreed to use the rubric to add any changes that they felt necessary. The committee met again on October 20 and collaborated on revisions for the Beliefs, Mission and Vision. New statements were distributed to faculty, staff, parents, and community members for their input before a final draft was presented. On November 3, the committee met and completed a final draft utilizing parent, faculty, and community suggestions. The final draft was voted on and accepted at the

Evidence of Collaborative Process – Narrative response required

November 11 inservice.

Component 3, Curricular, Instructional Assessment and Organizational Effectiveness, with Marie Casler as chair, met on October 7. Necessary changes and updates were made to Component 3. The committee met in four groups: Curricular, Instruction, Assessment and Organizational Effectiveness. Each group edited and presented to the entire committee. Each area was approved following necessary discussion.

Component 4, Action Plan Development with Mandy Cannon as chairperson, met on October 7. They discussed how to locate data that would verify that goals from the 2008 TSSIP had been met or if they needed to remain in the Component. After data was collected, the Component members met on October 14 and October 21. At that time, the group analyzed data and the action plan was adjusted to meet the 2009-2010 needs of Seymour Intermediate.

Component 5, the School Improvement Plan & Process, met on November 2 with Regina Cox as chair. Each member of the committee was given a copy of the 2008 Component 5 and discussed revisions. Component 5 met again on November 23 to summarize and edit information submitted by all components.

Evidence of Alignment of Data and Goals – Narrative response required

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

The following data collection from many sources (TCAP Achievement Scores, TVASS Scores, Star Reading Data, Accelerated Math Objectives , Accelerated Reading Points, Study Island Report, Discovery Education Benchmark results, TCAP Writing Scores, and end of unit tests from textbook assessments support alignment data with instructional goals. Component 4 committee agreed to adjust the goals of our 2008 TSIPP.

Component 4 contains a detailed action plan for reaching goals.

Evidence of Communication with All Stakeholders – Narrative response required

What evidence do we have of our communication of the TSIPP to all stakeholders?

The school improvement plan is communicated to all stakeholders in many ways. The school improvement plan is published on both the county and school websites. Successes are celebrated with stakeholders through TCAP home reports, monthly newsletters, at parent support meetings, through the state (TDOE) report card, and at parent teacher conferences. The action plan is shared with all parents at the beginning of the year orientation night. The TSIPP is given to all faculty and staff members via handbook. The action plan is communicated in the student handbook and is shared with students, in kid friendly language, during our town meetings at the beginning of each semester. TCAP achievement and value added scores are used by all

Evidence of Communication with All Stakeholders – Narrative response required

professional learning communities to evaluate teacher strengths and weaknesses.

TSIPP is monitored three times a year: beginning, mid and end by the leadership team to address any needed adjustments.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

The action plan aligns with our mission, vision and beliefs. We have had high expectations for all students. We recognize the importance of literacy to be the strong foundation on which our academic program is based. We encourage the development of strong reading skills through the implementation of our literacy based McGraw Hill Treasures and Triumphs reading series. In addition, we encourage the use of chapter book reading, writing within all areas of the curriculum, strong listening and speaking skills, and the use of literacy reading programs such as Accelerated Reading, Study Island, and Discovery Education. Writing instruction is on-going across grade levels and is assessed three times a year. We support a strong math foundation through the Saxon math's spiraling curriculum. Accelerated Math gives students of all levels opportunity to strengthen math skills. Study Island and Discovery Education use research based math instruction. FASTT Math is a research based program used to increase the math fluency of students. My Skills Tutor provides remediation for low-achieving students. Our social studies and science curriculum are supplemented through our commitment to the use of Study Island and United Streaming. Our faculty is committed to the use of technology to make learning in our core curriculum more meaningful.

Technology allows us to provide grade level instruction, remediation, and acceleration in order to meet the educational needs of all of our students. Our school wide positive behavior program, Be Ready, Be Responsible, Be Respectful aligns with our vision, mission, and beliefs by helping develop students into well prepared adults. All stakeholders are informed of student progress and on-going programs which encourage students for the next level of their educational journey.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

Our Language Arts scores from TCAP, Star Reading, Accelerated Reading, and Grade Distribution based on formative and summative assessments including Macmillan/McGraw-Hill TCAP weekly assessments, as well as, end of unit assessments indicate that we need to challenge our higher-achieving students. We will continue to **identify and** challenge the proficient students and move them to the advanced level through purposeful reading instruction, including

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

additional time for focused reading, vocabulary study, classroom discussion of selection skills and daily writing about the reading selection. This focused reading will be the foundation for increasing Reading progress and scores. Our advanced students' instruction will be addressed in the same way. Accelerated Reading will be utilized as an enrichment activity to encourage more reading. Study Island will be used to strengthen skills. Reading selections will come from Macmillan/McGraw-Hill "Treasures and Triumphs" series as well as classroom novel sets and individual reading choices. Our school will provide ninety minutes of Language Arts instruction at all grade levels. [Inclusion classrooms have been provided mimeo boards to enhance instruction; these classroom teachers completed training in August 2009.](#) Struggling readers will also be challenged to make strides with purposeful reading, including focused reading, writing, and discussion. Below grade level readers will be remediated with the Triumph Intervention Series. These students will also be challenged with leveled readers, Accelerated Reading, and Study Island. In addition, small groups for specific Language Arts/Reading skills will be provided by our Special Education staff. Read 180 classes are provided for fourth and fifth grade students who meet the criteria for this intervention program. Seymour Intermediate School CDC [and SDC](#) staff provides a focused beginning level reading class for students with critical reading gaps. All students will be STAR tested at least three times a year to measure reading progress.

Our faculty wants to focus on a continuum of writing skills taught across all three grade levels. We will focus on specific skills addressed in the state writing rubric. Writing samples will be completed three times a year. Samples will be marked according to the rubric and documented to measure progress. Writing folders will be passed on from grade to grade to measure the vertical growth of each student.

Math scores collected from TCAP scores and Saxon Math formative assessments indicate all students' scores need improvement. Accelerated Math, [My Skills Tutor](#), and [FASTT Math](#) will be used to meet individual needs of our students. Study Island is a resource to help to remediate below proficient students, as well as to challenge the higher-achieving students. Also, small groups for focused math instruction will be provided by our Special Education Teachers [and assistants](#).

Teachers will use the TCAP Social Studies Coach books to focus on the skills that will be assessed. Our Social Studies Textbook, Harcourt Brace, will be used as a supplement to enhance the presentation of these specific skills. Also, Study Island will be used to focus on these specific skills outlined in Tennessee Blueprint for Learning. Other technology such as United Streaming will be used to clarify Social Studies skills.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Our administration has creatively established common planning time for our teachers, which has benefited the TSIPP planning process. PLCs are encouraged to continuously collect and examine data to focus on instruction and identify teaching strengths and weaknesses. Our staff is continuously being educated on data analysis and how to use data to accelerate and remediate instruction.

Our county and school has made efforts to get school improvement information to parents. Faculty is gaining confidence in reporting and explaining results. Sevier County has hired a data coach that will be working with individual schools to become more cognizant of data usage. Our principal collected and organized data that is needed for TSIPP and SACS reporting. Most data has been collected and organized in her office and is available to all staff.

Professional learning communities, grade level teams, the leadership team, and other faculty members will monitor and adjust areas of need. All staff members have a hard copy of our school improvement plan and it is posted on the website.

TEMPLATE 5.2: Implementation Evaluation

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

What is our plan to begin implementation of the action steps?

In the winter of 2010, our updated TSIPP will be implemented after being reviewed by the leadership team and presented to the faculty. Teachers will use prioritized curriculum in reading, language arts, math, and social studies. Instructional strategies and technology suggested in the action plan will be used. Professional learning communities will focus on strategies, instructions, and assessment that will follow our plan.

Success and improvement needs will be addressed and reported to our administration through PLC notes and grade level meetings. Teachers will use both formative and summative data to analyze instructional successes and needs. Students who need alternative instruction and modifications will be identified and interventions documented. Teachers will utilize response to intervention in regard to S-Team referrals. Professional developments will focus on meaningful instruction through literacy focus, research based instruction, and technology. We will continue to engage our parents and community through back-to-school orientation, book fairs/family night, Christmas Around the World, Leprechaun Walk, field days and TCAP celebration. We will continue to welcome stakeholders in many aspects of school service, field trips, and parent

and community volunteers.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Professional learning communities will analyze data collected from many sources to direct their instruction, identify strengths and weaknesses in student learning and teacher effectiveness. Formative assessments will help teachers adjust instruction and plan for reteaching.

Unit assessments and data from Discovery Education and Study Island help teachers see gaps in instruction for TCAP assessment. Six weeks grades are collected and the data team can use these reports to look for trends.

The data team will look for school and teacher trends in various types of data to identify strengths and needs. Data is difficult to use as effectively as possible due to the short length of time that students attend this school when data is available for use. The Seymour Intermediate data team will meet with the new county data coach to identify more methods of using data to drive instruction and meet student needs.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The school leadership team will meet in May to discuss the progress our school has made with our action goals. Discovery Education benchmarks will be used to measure our progress. The plan will be adjusted if needed when we are able to review 2009-2010 TCAP results. Due to the adoption of new standards we predict lower scores and will readjust our goals. This will be shared with the faculty.

We also will be meeting with our data coach to be analyze data and adjust instructional plans.

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

Ongoing evaluations using data from formative and summative assessment will be conducted during the school year to determine if instructional strategies and action plans are successful. We will use 2008-2009 and 2009-2010 data to make these decisions. In addition, we expected that Discovery Education assessment data will be a great tool to help redirect instruction and measure student strengths and weaknesses during the academic year. All of these data points will indicate a continuation of our action plan or the need for additional adjustments in action steps as new data becomes available.

Evidence of a Process for Adjusting Plan – Narrative response required

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

The leadership team will make an annual evaluation to determine the success of the intervention strategies of our action plan. TCAP achievement and value added scores will indicate the success of our instructional strategies. However, on-going evaluation of student success and needs can be addressed through assessments such as Discovery Education, Study Island, FASTT Math, etc., as well as weekly/end of unit assessments. Professional learning communities will evaluate the effectiveness of teaching strategies throughout the year. Action steps will be reviewed and adjusted as needed during the school year. Goals will be adjusted with the collection of 2009-2010 summative data from TCAP.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

Professional learning communities will report success/challenges to the principal in minutes and at grade level meetings. Success will be celebrated at monthly faculty meetings. Parents and students will be advised of success at parent teacher conferences, assignment books, progress reports, phone calls, weekly folders, newsletters and report cards. Success of the Seymour Intermediate improvement plan will be communicated to all stakeholders through planned programs, monthly school newsletters, school website and newspapers.