

Walter J.
Baird
Middle School



School Improvement Plan 2007-2008

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>
Denise Gibson	Y	Librarian	Component 4 (Chair)
Linda McDowell	Y	Assistant Principal	Component 4 (Chair), Comp. 3 & 5
Scott Benson	N	Principal	Component 2 & 4
Chip Bevis	N	Assistant Principal	Component 1 & 4
Audrey Burger	N	Special Education Teacher	Component 2 (Chair)
Melba Carr	N	Science Teacher	Component 1 & 4
Tina Claridy	N	Math Teacher	Component 3 (Chair), Comp. 4
Rebecca Dixon	N	Gifted Teacher	Component 2 & 4
Nikki Gann	N	Parent Rep./PTO Pres.	Component 4
Debbie Gray	N	Educational Assistant	Component 4
Jeni Howerton	N	Language Arts Teacher	Component 1 (Chair), Comp. 4
Rachel Kelley	N	Math Teacher	Component 1 (Chair), Comp. 4
Melinda Ledford	N	Math Teacher	Component 3 (Chair), Comp. 4
Velma Liddle	N	P.E. Teacher	Component 1 (Chair), Comp. 4
Marcie Polk	N	Math Teacher	Component 5 (Chair), Comp. 4
Leslie Pruitte	N	Community Representative	Component 4
Carol Ann Smith	N	E.L.L. Teacher	Component 2 & 4
Nancy Smith	N	Reading Teacher	Component 2 & 4
Lisa Williams	N	American History Teacher	Component 1 & 4

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jeni Howerton	Language Teacher	Y
Rachel Kelley	Math Teacher	Y
Velma Liddle	P.E. Teacher	Y
Chip Bevis	Administrator	N
Jayne Bleam	Bookkeeper	N
Joanie Blevins	Language Arts Teacher	N
Stephanie Bost	Parent Representative/Educational Asst.	N
Melba Carr	Science Teacher	N
Tim Chappell	P.E. / Health Teacher	N
Ron Davenport	Band Teacher	N
Cheryl Ellis	Computer Teacher	N
J. Lain Eskew	Teen Living Teacher	N
Heath Hagan	P.E. / Health Teacher	N
Brandi Hays	Math Teacher	N
Tyson Hoppe	Music Teacher	N
Jean Johnson	Art Teacher	N
Titus Kelley	Community Representative	N
Lisa Williams	American History	N

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

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Audrey Burger	Special Education Teacher	Y

Scott Benson	Principal	N
Melinda Bone	Guidance Counselor	N
Eloyce Brown	Guidance Counselor	N
Rebecca Dixon	Gifted Teacher	N
Rachal Dodson	Special Education Teacher	N
Fred Dye	Community Representative	N
Sharisse Dye	Special Education Teacher	N
Jennifer Elliott	Special Education Teacher	N
Nell Estes	Educational Assistant	N
Jim Hancock	ISS Teacher	N
Gailon Hassell	Special Education Teacher	N
Gregrhi Love	Alternative Teacher	N
Carol Ann Smith	ELL Teacher	N
Nancy Smith	Reading Teacher	N
Sandy Wellman-Agnew	Parent Representative	N

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

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

YES

NO

Subcommittee 2 Chair Signature

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Tina Claridy	Math Teacher	Y
Melinda Ledford	Math Teacher	Y
Linda Badger	Social Studies Teacher	N
Leslie Beadles	Language Arts Teacher	N
Martha Buford	Math Teacher	N
Chuck Graviss	Science Teacher	N
Melissa Hudson	Educational Assistant	N
Margaret Hunt	Language Arts Teacher	N
Randall Hutto	Community Representative	N
Joyce Jones	Science Teacher	N
Linda McDowell	Assistant Principal	N
Pam Nichols	Language Arts Teacher	N
Regina Santana	Parent Representative	N
Traci Sparkman	Math Teacher	N
Mary Winston	Social Studies Teacher	N
Bethany Wright	Language Arts Teacher	N

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

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

YES

NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Denise Gibson	Librarian	Y
Linda McDowell	Assistant Principal	Y
Scott Benson	Principal	N
Chip Bevis	Assistant Principal	N
Audrey Burger	Special Education Teacher	N
Melba Carr	Science Teacher	N
Tina Claridy	Math Teacher	N
Rebecca Dixon	Gifted Teacher	N
Nikki Gann	Parent Rep./PTO Pres	N
Debbie Gray	Educational Assistant	N
Jeni Howerton	Language Arts Teacher	N
Rachel Kelley	Math Teacher	N
Melinda Ledford	Math Teacher	N
Velma Liddle	P.E. Teacher	N
Marcie Polk	Math Teacher	N
Leslie Pruitte	Community Representative	N
Carol Ann Smith	E.L.L. Teacher	N
Nancy Smith	Reading Teacher	N
Lisa Williams	American History Teacher	N

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

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>
Marcie Polk	Math Teacher	Y
Becky Kegley	Language Arts Teacher	N
Penelope Mason	School Secretary	N
Kali McCubbin	Math Teacher	N
Linda McDowell	Assistant Principal	N
Judy Metcalf	Science Teacher	N
Randy Sampson	American History Teacher	N
Nachel Tenbarga	Language Arts Teacher	N
Laura Waddle	Parent Representative	N
Randy Waddle	Community Representative	N

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

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

YES	NO
-----	----

Subcommittee 5 Chair Signature

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Parent Survey	80% or higher of parents agreed or strongly agreed that this school was welcoming, expects their children to learn, and they were satisfied with their child's overall academic progress. The biggest concerns for parents were students showing respect for each other and personal belongings left at school might not be safe.
Student Survey	<p>Students rated high that their teachers wanted them to do their best; they are learning the math and science skills they will need to succeed, and they know how they are supposed to act at school by knowing the rules.</p> <p>They did not feel like their things left at school were safe, and that students at this school should show respect for each other.</p>
Faculty Survey	<p>The survey questioned vision, standards/expectations, leadership, collaboration/communications/alignment to standards monitoring of teaching and learning, professional development, learning environment and family and community involvement.</p> <p>100% of teachers agreed that the school's curriculum is aligned with state standards and they have a good understanding of the standards in the areas they teach, and students receive extra help when they need it. The findings show we can improve in the following areas: providing feedback to each other to help improve instructional practices, assisting students to respect those who are different from themselves, and they would like to see more parents who volunteer at the school.</p>
MMGW technical visit	<p>WJB was commended for:</p> <ul style="list-style-type: none"> • Creating an atmosphere that conveys a sense that all students matter. • Providing strong, effective leadership and support to the staff and faculty. • Exhibiting many examples of effective integration of technology into the instructional program. • Providing a system of extra help for the students. <p>Challenges:</p> <ul style="list-style-type: none"> • To build on the many examples of student engagement/ effective instruction and to work toward a more uniform distribution of these practices across the faculty and curriculum. • Raise the level of academic rigor required of the students as well as raising the level of academic expectations. • Further develop the guidance and advisement program to include long-range academic planning and transition efforts between WJB and the elementary, upper elementary, and high schools.

<p>Survey of high school students who previously attended</p>	<p>The students enrolled at the high school in Honors Algebra 2 and Honors English increased from 2005 to 2006; however the numbers decreased in Honors World Geography from 2005 to 2006.</p> <p>As freshmen, more students failed Algebra 1A than any other class. Grade point averages for males and females increased in 2006 from 2005.</p>
<p>Spring 2007 School Survey</p>	<p>The goal of the survey was to gain insight into what staff in the school perceived to be areas of collective strength or areas in need of improvement. The survey used a 0 to 3 scale, where 0 was the lowest possible rating and 3 was the highest possible rating. WJB scored above 2 in all areas with instruction, management, and data receiving the highest scores and collaboration the lowest.</p>

TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

School Characteristics

The Lebanon Special School District (LSSD) is one of the two public school systems located in Wilson County, Tennessee. The system consists of 3 primary schools (grades Pre-K-4), an upper elementary school (grades 5 and 6), and a middle school (grades 7 and 8). Three private schools are also located in Wilson County.

Walter J. Baird Middle School, built in 1974, is a part of the Lebanon Special School District. It is located on a 12-acre campus in the northern part of Lebanon. The school was named for Walter J. Baird, a prominent Lebanon citizen, who served for many years on the school board. Nine new classrooms were added to the original building in 1991 to accommodate the move of 6th graders to our school. When the upper elementary building was built in 1996, the 6th graders went to that school.

We strive to provide a safe environment for students and staff. The school has a Crisis Response Plan for fire, tornado, and other possible emergency situations. Periodically drills are performed at the school to maintain student awareness of emergency situations. Many school employees have received in-service training on Professional Crisis Management (PCM). Crisis kits are located throughout the building. The safety of all students, faculty, and staff at school is very important. Therefore, surveillance cameras, with a monitor located in the office, have been placed throughout the building to ensure school safety. These cameras monitor outside doors, interior halls, the cafeteria, and the gymnasium.

In the fall of 2001, a button entry system was installed. All outside doors are locked at 8:00 a.m. Additional safety features include: gates that are secured each evening and additional fencing around the back and side of the campus. Visitors are required to go to the office to sign in and receive a pass. Any non-employee in the building without a pass is asked to leave or check in with the office. There is a full-time School Resource Officer (SRO) in our building and all administrators, as well as bus drivers, are equipped with two-way radios.

A school uniform policy has been established in the Lebanon Special School District. All students must wear solid navy, khaki, or hunter green pants or skirts and solid white, navy, hunter green, and royal blue shirts that must be tucked into their pants or skirts. We believe that this dress code has established a

safe atmosphere and a sense of equalization and unification in students, thus promoting a stronger academic focus.

Student instruction at Walter J. Baird is based on 180 days. The instructional day for students is 7:55 a.m. to 2:55 p.m. each day. The instructional time during a school day is 420 minutes.

Resource Allocations



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

(Rubric Indicator 1.4)

List Data Sources

- Tennessee Comprehensive Assessment Performance
- Tennessee Formative Assessment Performance
- Gateway
- TCAP ALT
- Math Academy
- Academy of Reading
- Study Island
- ThinkLink
- Reading for Success
- Teacher Assessment
- Oral Presentations
- Mentoring Programs
- End of Course Comprehensive Assessments
- End of 9 weeks Comprehensive Assessments
- Tutoring Sponsors
- After School Extracurricular Activities Sponsors
- Athletic Director
- Truancy Reports
- Attendance Boards
- In School Suspension
- Alternative Replacement Instructor
- Learning Lab Director
- Buddy System
- Content Mastery Program
- Report Card Data
- Progress Reports
- Related Arts Reading
- Parental Contact List
- Focus Groups
- Teacher Web-Pages
- Pre-testing
- Teacher surveys
- Parent surveys
- Student surveys
- Parent advisory committee

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.

The faculty, staff, principals, and other stakeholders at Walter J. Baird collaborate on many different levels. We keep documentation on each collaborative effort in the form of sign-in sheets, minutes, and agendas. In an effort to enhance professional learning, teaching practices, and to formulate a diagnosis of strengths and weaknesses, a survey was compiled by the school leadership team, principals, and parents. The leadership team met with all mini teams consisting of a minimum of six subject area teachers, related arts teachers, principals, and parents to discuss ways to enhance the school climate and learning at Walter J. Baird Middle School. Each team compiled a list of questions and topics that centered on current learning practices and needs. It was these collective discussions that helped to lay the framework for a questionnaire and data analysis that would allow for a more direct insight on the school's focus.

Furthermore, each mini team met to dissect the current test data and individually evaluated test scores between each subgroup taking notice of test scores, test range, and quintiles. The mini team came together and combined their knowledge and evaluation of the data which in turn led to a discussion of each individualized assessment, where they collaboratively discussed programs, assignments, and measures of formative and nonformative testing that strengthen and weaken the current data. Plans and action steps were hypothesized and generated to increase the effectiveness of teaching practices with the lower scoring subgroups, and to continue our path towards higher level approaches with our middle to high scoring sub groups.

TEMPLATE 1.6: Report Card Data Disaggregation
(Rubric Indicator 1.6)

Report Card Data Disaggregation

Race/Ethnicity

Based on the 2006-2007 report card data, Caucasian students scored 96% Proficient/Advanced in Math and 97% Proficient/Advanced in Reading/Language Arts during the 2006-2007 school year. The previous year, Caucasians scored 96% Proficient/Advanced in Reading/Language Arts and 96% Proficient/Advanced in Math during the 2005-2006 school year.

The 2006-2007 TCAP tests show that African American students scored 88% Proficient/Advanced in Math and 89% Proficient/Advanced in Reading/Language Arts. During the 2005-2006 school year, this subgroup was 77% Proficient/Advanced in Math and 85% Proficient/Advanced in Reading/Language Arts.

There were only 38 Hispanic students who took the Language and Math portions of the TCAP test during the 2006-2007 school year. These students were 79% Proficient/Advanced in Math and 70% Proficient/Advanced in Reading/Language Arts. There were 20 Hispanic students who took the test during the 2005-2006 school year. These students were 76% Proficient/Advanced in Math and 77% for Reading/Language Arts. This year Walter J. Baird has 40 Hispanic students enrolled, and our ELL teacher is working with 34 of these students.

The school is comprised of only one Native American and six Asian students who were enrolled during the 2006-2007 school year. Native Americans scored 100% Proficient/Advanced in Math and Reading/Language Arts, while our Asian students scored 100% Proficient/Advanced in Math and 88% Proficient/Advanced in Reading/Language Arts. In the previous 2005-2006 school year, there were less than 45 students enrolled in this subgroup resulting in non-disaggregated data.

Economically Disadvantaged

During the 2005-2006 school year, 83% of economically disadvantaged students scored Proficient/Advanced in Math and 86% Proficient/Advanced in Reading/Language Arts. During the following school year, 2006-2007, almost 50% of the entire student body qualified as being economically disadvantaged. These students scored overall 87% Proficient/Advanced in Math and 88% Proficient/Advanced in Reading/ Language Arts.

Special Education

The number of students tested over the past four years has increased. Based on the 2005-2006 data, 64% of students scored Proficient/Advanced in Math and 75% scored Proficient/Advanced in Reading/Language Arts. Students in this subgroup scored 67% Proficient/Advanced in Math and 75% Proficient/Advanced in Reading/ Language Arts during the 2006-2007 school year.

Limited English Proficient

TEMPLATE 1.7: Narrative Synthesis of All Data
(Rubric Indicator 1.7)

Narrative Synthesis of Data

The staff of Walter J. Baird Middle School was given the task to compile all the academic and non-academic assessments implemented during the school year. We used the following academic assessments to develop the School Improvement Plan and to provide instruction appropriate to student needs: Tennessee State Report Card, Tennessee Value-Added Scores, TCAP Writing Assessment, the TFAP test, the TCAP test, end of nine-week tests, unit tests, comprehensive examinations, pre-tests, final examinations, performance based assessments, Math Academy, Academy of Reading, Study Island, ThinkLink, R4S (Reading for Success), CPS (Classroom Performance System), Learning Lab, Content Mastery, teacher websites, Related Arts Reading, focus groups, ISS (In School Suspension), alternative placement, various extended contracts, and oral presentations. We also continue to use research-based strategies outlined in the program Making Middle Grades Work, and in the books Classroom Instruction that Works and What Great Teachers Do Differently. Non-Academic measures include the following: truancy and attendance reports, suspensions, discipline data, free-and-reduced lunch information, parents', students', stakeholder, and faculty surveys, the mentoring program, sponsoring clubs, after school and intersession tutoring, and the implementation of the buddy system.

An examination of data from the Tennessee State Report Card for 2006 showed that achievement in Math and Reading/Language Arts remained constant (A and B respectively), while Social Studies rose from a C to a B, and Science rose from a B to an A. This current trend in growth is a continuation from achievement in 2004. The writing scores continue to be strong as indicated by a score of an A in 2006 and 2007.

We believe that Reading is a very critical area that impacts all other subjects. We are continuing to focus on Reading so that all core subjects will be in the above average or exemplary range on the Tennessee State Report Card. We still have a Reading coach who works with small groups of students who are below proficient. Student achievement has been phenomenal in these groups with the 2006 scores indicating, of those participating, 86% of non-proficient 7th graders and 96% of non-proficient 8th graders Reaching proficiency. Additionally, we have restructured our Accelerated Reader Program to provide students with more differentiation, therefore, promoting student interest. In 2007, 89% of the students in the reading class showed gains.

The TCAP Writing Assessment scores have continued to show strength. From 2004 to 2005 our competency levels increased from 86.7% to 88%. In 2006 scores show that 90% of regular education students scored proficient (84.5% school wide).

White, African American, and economically disadvantaged subgroups met the Federal benchmark in Math, Reading, Language Arts, and Writing. The remaining subgroups (Hispanic, Native American, Asian/Pacific Islander, and Limited English Proficient) had fewer than 45 members; therefore, these groups were not disaggregated.

Based on TCAP data, 91% of eighth grade students scored proficient in Math compared to the state average of 85% during the 2006-2007 school year. During the same year, there were

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

Prioritized List of Goal Targets
<ol style="list-style-type: none">1. Based on the 2007 NCLB Benchmark profile, the SWD subgroup will achieve 89% proficiency in Reading/Language Arts and 86% proficiency in Math or decrease the number of non-proficient by 10% on the 2008 TCAP test.2. Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 86% proficiency or higher in Math on the 2008 TCAP test.3. Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 89% proficiency or higher in Reading/Language Arts during the 2007-2008 school year.4. Based on the 2007 NCLB Benchmark profile, all students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test.5. Based on the 2007 NCLB Benchmark profile, the students in the fifth TVAAS quintiles in Science will increase by 10% on the 2008 TCAP test.

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

The faculty and staff at Walter J. Baird believe:

- that research-based information and data should be used to drive decisions.
- that students learn in different ways and shall be provided with a variety of rigorous instructional approaches to support their learning.
- that a clear purpose and direction for our students is provided.
- that our policies and procedures are aligned to maintain a focus on achieving the school's goals for student learning.
- that we engage in appropriate internal and external communication.
- that collaboration between our staff and stakeholders is a priority.
- that a link between our beliefs, mission, and vision has been established.
- that a safe structured environment promotes student learning.
- that each student is a valued individual with unique physical, social, and intellectual needs.
- that compassionate educators cultivate a unique foundation for nurturing empathy in all students.
- that all students are responsible for their academic and behavioral progress.
- that both parents and community involvement are vital components in helping students be successful and productive citizens.
- that teachers hold high expectations for all students and use diverse teaching strategies to foster success in all areas and promote life-long learning.

Common Mission

Our mission is to provide opportunities for academic and behavioral success by equipping students with the necessary skills and tools to be successful in high school.

Shared Vision

The vision of Walter J. Baird faculty and staff is that all students will perform to a high academic standard as set forth by the Tennessee State Department of Education.

Template 3.1.a: Curricular Practices

Rubric Indicators 3.1 and 3.2

Current Curricular Practices	School uses the TN DOE state approved standards and provides training to staff in the use of the standards.	Curriculum is prioritized and mapped	School has established school wide student achievement benchmarks.
Evidence of Practice (State in definitive/tangible terms)	Teachers have been trained and utilize the <u>Blueprint for Learning</u> for lesson planning and post SPIs in individual classroom and on syllabi for each course.	All teachers utilize pacing guides, curriculum is prioritized and mapped in subject area meetings. SPIs stated in lesson plans and syllabi, planning meeting minutes, benchmarks have been established and tested each 9 weeks.	Teachers have developed common standards-based 9 week tests.
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, Writing Assessment, TFAP, End of Nine Weeks benchmark tests	TCAP, Writing Assessment, Unit tests, TFAP, Parent, teacher and student surveys	Scores on tests Tracking sheets
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Met or exceeded state average in all subject areas.	Met or exceeded state average in all subject areas.	Fewer failures on report cards, and the number of students moving to a higher performance level increased.
Evidence of equitable school support for this practice	TFAP tests reports and professional development for all teachers	Dedicated meeting time for subject area planning which benefits all students.	Benchmarks are given to all students and held to the same standards.
Next Step (changes or continuations)	Utilize standards/SPI tracking.	Benchmark tests each 9 weeks will be given to all students in each subject area.	Share at faculty meeting how teachers are using tracking sheets.

Current Curricular Practices	School has implemented a grade appropriate cohesive standards based model for literacy.	School has implemented a grade appropriate cohesive standards based model for mathematics.	School has implemented formative assessment aligned with the school benchmarks.
Evidence of Practice (State in definitive/tangible terms)	Reading Academy (reports and trophies earned), Reading for Success (R4S) (reading logs), Social Studies Study Island (weekly reports), Bridges Intervention Reading Program (lesson plans), Literacy Circles (lesson plans), Literacy Night (attendance logs), Teaching State Vocabulary in core subjects (vocabulary tests).	Glencoe Text linked to Tennessee standards, Math Academy, teaching state vocabulary, three algebra classes, 7 th grade pre-algebra, after-school tutoring, and Math Club	Teachers collaborated to develop syllabi, Benchmark tests and common End of Course exams for each subject area. TFAP testing (Reports 2 times a year), Benchmark testing each nine weeks (Summary reports).
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, Unit Tests, Benchmarks, 9 weeks tests, TFAP	Gateway tests, TCAP, 9 week tests, and unit tests	Syllabi, End of Course Tests results, 9-week Benchmark tests results, Gateway test results, and TFAP reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	240 students moved to the next performance level in at least one subject.	100% of students scored advanced on Gateway for four years. 93% Proficient/Advanced in math for 2007	TVAAS scores showed gains in math, science, and 8 th grade Language Arts.
Evidence of equitable school support for this practice	A Three Tiered Reading Intervention Program that meets the needs of all students. Training on how to correlate standards into daily lesson planning and various opportunities to explore all students' test data.	All students participate in math program Teacher training for Math Academy	Training in use of TFAP, time for collaborative planning and developing benchmark tests and analyzing the results for all students.
Next Step (changes or continuations)	Work toward consistency in all classrooms.	Have SWD subgroup make AYP Professional development with SWD specialists	Track mastery of each SPI for each student and track percentage of students that are proficient on the Benchmark Test each 9 weeks and use the results to refer students for content mastery, tutoring, etc. and for teachers to collaborate on successful strategies for each standard.

Current Curricular Practices	Support system is in place for enhancing the quality of curriculum and instruction.	Monitoring is in place for enhancing the quality of curriculum and instruction.	Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.
Evidence of Practice (State in definitive/tangible terms)	Content Mastery (content list), Inclusion (schedule), After school and Intersession tutoring (attendance logs), increased parent contacts (teacher call logs), LEAP Grant (attendance logs), Various clubs and activities (attendance logs) as well as sports (programs).	SIP checklist Classroom walk-throughs Vertical Subject Area Meetings Horizontal Subject Area Meetings	TFAP is used by all students. Teachers have correlated texts to Tennessee standards. State vocabulary is used. Curriculum is aligned to the standards.
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)	Higher NCE scores, fewer failures, and increased attendance. 7 th grade students attending tutoring showed a mean gain of 7.7. 8 th grade students attending tutoring showed a mean gain of 12.8.	Higher NCE scores Minutes of meetings Copies of check list Notes on walk-throughs Teacher evaluations	Curriculum maps Syllabus for each subject Pacing guides – <u>Blueprint for Learning</u>
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Students involved in the support services, scores are tracked and compared to previous years.	Below proficient numbers decreased substantially from 2005 to 2007.	Each teacher will turn in test scores for a 9 weeks test and analyze these. Monitored by assistant principal.
Evidence of equitable school support for this practice	All students have access to support programs and extra-curricular activities.	All teams turn in checklist. All teams are evaluated on rotating basis.	All teachers in all subjects are held accountable.
Next Step (changes or continuations)	Implement the Student Learning Lab as an additional support system for all students and increase the number of students in extra-curricular activities.	Implement SIP action steps and monitor and adjust as needed.	Continue

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.		
Evidence of Practice (State in definitive/tangible terms)	School Website, mission statement posted throughout the building, IEP meetings, Literacy/Pizza Night, Parent/teacher conferences, Professional Intervention Team (PIT) meetings, weekly calendars, newsletters, SPI and essential questions posted daily, procedures taught/reviewed regularly, student organization and expectations stated in agenda, email, phone calls, and syllabi for each course.		
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)	Parent surveys, student surveys, parent conferences, answering of essential questions daily, evidence of successful performance, consistent agenda use, hits on Website, phone logs, parents participation in development of SIP.		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	86% of parents surveyed agreed or strongly agreed that the school keeps them informed about the expectations for their children. 76% responded that the school keeps them informed about how their child is doing.		
Evidence of equitable school support for this practice	All students have agenda books, and Syllabi are sent home to all parents.		
Next Step (changes or continuations)	Post the SIP on the Website for anyone with Internet access to view.		

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

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

- **TIME**

Extra time is allocated daily for students to work in small groups with teachers during content mastery. Extra time is allocated daily for students to meet in Learning Lab to stay current on assignments.

- **MONEY**

Money has been provided for enrichment of students through the LEAP program. Money is allocated for after school and intersession tutoring for struggling students. Numerous grants are awarded for specific causes that teachers deem enriching.

- **PERSONNEL**

All personnel are actively involved in various enrichment or remediation activities daily. School personnel is also involved in all after school activities such as LEAP, Drama, sports, tutoring, Math Club, Naturalist Club, Beta Club, and so forth. The ELL teacher and translator are available daily.

- **OTHER RESOURCES**

Community business leaders communicate and present career information on Career Day to encourage students to remain in school and set higher goals. Community businesses are involved in donating school supplies and other items for student needs.

“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**

Computer lab and library open and monitored before and/or after school hours for half hour.

- **MONEY**

A parent committee could be formed to seek further grants to provide more current library books, software, computers, etc., for classrooms.

- **PERSONNEL**

Guidance counselors will present a monthly program to advisory classes in order to inspire student excellence in student character and academics.

- **OTHER RESOURCES**

Increased current reading material in order to peak students’ interest in reading. Science materials available for hands-on science experiments and demonstrations.

Equity and Adequacy:

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

All teachers are provided with plenty of effective resources in order to equip students to be successful. If any teacher sees a need, every effort is made to provide each teacher the resources necessary.

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 are effectively provided to meet the identified needs of our students. A special reading class to help struggling students was developed and has proven successful. Individualized programs such as Math Academy and Study Island have also been purchased to meet the needs of all students. From analyzing test score data, these efforts are proving successful.

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

Every effort is being made to accurately meet the needs of each individual student at his or her level of development. Analysis of each student's mastery level of skills as addressed by Tennessee State Standards is used by every teacher to plan effective instructional strategies for student learning.

Template 3.1.c: Curricular Summary Questions

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

In previous years, to assist in identifying students' strengths and weaknesses with regard to state standards in Language Arts, Reading, and Mathematics, the school utilized the ThinkLink program. The program provided data for teachers to use to identify areas to strengthen. It was given three times a year with progress monitored impertinently. The skills were evaluated as below proficient, proficient or advanced in all standards and benchmarks of Language Arts, Reading, and Mathematics. After the test was given, teachers received a data sheet on each individual student. The identified areas of need became the focus for students and teachers. Preteaching, re-teaching, and enrichment took place to strengthen area of weakness. The test was administered two additional times to target instruction and determine progress. This year the Tennessee Formative Assessment Program (TFAP) will be used instead of ThinkLink. This program identified students' strengths and weaknesses to help teachers identify students below or barely proficient. ThinkLink will still be available for Science and Social Studies classes.

Walter J. Baird's class size averages 25 per class, which gives teachers a better chance of reaching each child. Teachers also work with small groups of 5 or more students on a daily basis in Content Mastery. There are both an after school and intersession tutoring program available for small groups of students. We have many enrichment programs. These programs include Extend for gifted students, Drama Club, Band, Yearbook staff, and Junk Box Wars to teach students creativity and problem-solving. Additional programs are offered to enhance the curriculum including: Literacy Night per mini-school, Math Club, Naturalist Club, and C.S.I.

WJB uses a variety of programs and resources that correlate with the standards. Several programs support our reading series from McGraw-Hill and Holt-Rinehart-Winston. One is the Reading for Success Program (R4S). This program is designed to help develop and sustain a motivation for independent reading. This program will allow the student to experience and explore the elements of various literary media genres. Each student is provided three options for reading during a nine-week period. No matter which option is chosen, all students will read books above the fourth grade level. Each student must read a minimum of 500 pages a nine weeks and at least two of their chosen readings must be nonfiction. Thirty minutes a day is provided during the school schedule for reading practice.

Some teachers utilize the Shurley Method to review skills taught in Language Arts and five paragraph expository essays for the Tennessee State Writing Assessment that is directly aligned with the state standards. Vocabulary Cartoons, a series of words derived directly from the SAT test, is used to reinforce and enrich the vocabulary of students to help them communicate and read more effectively.

The majority of students participating in the tutoring sessions scored at least proficient on last year's TVAAS test. LEAP participants performed at higher levels on the TVAAS test for the 2006-2007 school year. The use of TFAP has been beneficial in identifying strengths and weakness of each student from benchmark to benchmark. Evidence shows from improving test scores that involvement in these programs brings gains in learning.

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Based on the 2007 NCLB benchmark profile, the students with disabilities subgroup will achieve 89% proficiency in Reading and Language Arts and 86% proficiency in Math or decrease the number of non-proficient by 10% on the 2008 TCAP test. By diligently pursuing individualized skill mastery based on state standards for each student, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 89% proficiency or higher in Reading and Language Arts during the 2007-2008 school year. Language Arts and Math classrooms have special education assistants and teachers to assist daily in the classroom. Students identified with below proficiency reading scores attend a 45-minute Reading class four days a week for specialized Reading instruction. The students in each subgroup will show a 10% increase in the number of students proficient or achieve 86% proficiency or higher in Math on the 2008 TCAP test. Tracking each individual student's mastery of Math skills will help us meet our goal and all students in 1-3 quintiles will participate weekly while 4-5 quintiles will achieve graduate level on Math Academy. All students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test through utilizing Study Island and ThinkLink to reinforce and spiral review skills. Students in the fifth TVAAS quintile in Science will increase by 10% through the use of ThinkLink standards based questioning to consistently expose students to skills required by Tennessee State standards.

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

One of the major challenges at WJB is addressing the needs of an increasing number of students from low socioeconomic backgrounds. The number of students qualifying for free and reduced lunch and analyzing demographic data shows this increase. TVAAS demographic data of the school shows that black male students are achieving lower test scores. Furthermore, scores of all minority ethnicities are lower than Caucasian students' scores. Students with disabilities also do not meet AYP on TCAP assessments.

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Classroom instruction is aligned with the standards based curriculum.	Classroom instruction is aligned with the assessments.	Teaching process is data-driven.
Evidence of Practice (State in definitive/tangible terms)	Blueprint For Learning and use state vocabulary daily, pacing guides, standards posted on board each day, standards on student syllabus	7 th grade (4 practice writing prompts), 8 th grade (3 practice writing prompts) and tracking using TFAP results. Curriculum maps are used to plan instruction each 9 weeks. Common 9 weeks assessment in each subject.	Formative assessments are used to drive instruction. Teachers meet in teams to analyze tests and plan for instruction. Minutes of meetings are on file.
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)	SPI tracking sheets, benchmark tests, TCAP, TVAAS, report card	Report card from state, AYP report, TCAP scores	TFAP, unit tests, lesson plans, content mastery lists, tutoring attendance
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All subskills in each subject were at or above state average.	Writing score is an A. TCAP scores have shown trend of improvement.	Improvement on benchmark tests, progress on TFAP 2 nd test
Evidence of equitable school support for this practice	School wide practice and professional development	School wide writing days 4 times a year. All students are tested each nine weeks. All students test TFAP twice a year.	Professional Development programs available school wide.
Next Step (changes or continuations)	Tracking sheets for student mastery. Place vocabulary lists in common areas such as hall and cafeteria.	Professional Development to get more 5's and 6's on writing. Higher overall average for writing assessment.	Use in content mastery, pull students for nonmastery, and common curriculum for test taking skills.

Current Instructional Practices	Students are actively engaged in high quality learning environments as supported by higher order thinking skills.	Teachers incorporate a wide range of research based, student centered teaching strategies.	Classroom organization and management techniques support the learning process.
Evidence of Practice (State in definitive/tangible terms)	Essential questions are stated in lesson plans and posted in the classrooms. Teachers use verbs from Bloom's taxonomy to ask higher order questions.	Lesson plans that include use of 9 research based strategies from Marzano and differentiated strategies, technology in the classroom, and real world math related activities.	School wide discipline plan has been established, two alternative schools – special education and regular education, classroom rules and procedures are posted, core values are posted and ISS teacher
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)	Walk through observations, notes, perceptual data from student/parent surveys	Walk through observations and formal teacher evaluations	Discipline referrals, referrals to alternative school, referrals to Learning Lab
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increase of 240 students who moved up in at least one subject to the next performance level, yearly oral report/written reports and research papers.	Increase of 240 students who move up in at least one subject to the next performance level.	Number of office referrals has decreased.
Evidence of equitable school support for this practice	School wide professional development in effective questioning and student engagement activities as well as differentiated instruction.	School wide/in-service on <u>Classroom Instruction that Works</u> and differentiated instruction	School wide reading of <u>What Great Teachers Do Differently</u> .
Next Step (changes or continuations)	Continue to write Essential Question and standards on board daily and use higher order thinking verbs. Addition of mobile lab for more research opportunities.	Develop more differentiated strategies during subject area meetings, professional development for Classroom Performance System (CPS), materials to use with CPS, and simulations which include real-world activities.	Analysis of processes and collaboration of needed changes.

Current Instructional Practices	Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.	Classroom instruction supports the learning of students with diverse cultural and language backgrounds and with different learning needs and learning styles.	
Evidence of Practice (State in definitive/tangible terms)	Small groups for learning, Learning Lab, Leap grant, extracurricular activities, after and in school tutoring, intersession tutoring, pre-TCAP tutoring, Content Mastery, Reading Lab, Math Academy, R4S	Literary group for gifted students, ELL teacher, and inclusion (3 teachers and 2 CDC classes). Differentiated Instruction	
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?	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Attendance logs, reading reports, Math Academy reports, and R4S logs	TCAP scores TFAP scores ELA scores	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Leap students had mean gain of 4.8 in math with the 8 th grade high & low groups with a mean gain of 10.1 and 9 respectively. 89% of the reading students showed gains.	Growth trend in ELL and SWD from 2005 to 2007.	
Evidence of equitable school support for this practice	BEP funded. All students are given extra help opportunities as needed.	School-wide participation in Reading 4 Success (R4S).	
Next Step (changes or continuations)	Standards based	Increase the number of students participating and more groups.	

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

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

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

- TIME
Content Mastery, Learning Lab, tutoring, and classroom instruction
- MONEY
Technology, ELL teacher, translator, and Learning Lab
- PERSONNEL
Learning Lab teacher
- OTHER RESOURCES
LEAP and extended contract

“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 instructional practices?)

- TIME
Less teacher pull out for meetings during class
- MONEY
More funds for teacher assistants to assist in the inclusion classroom
- PERSONNEL
One-on-one instruction
- OTHER RESOURCES
Meaningful Professional Development

Equity and Adequacy:

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

Yes – all resources listed above are available to all grade level and subject area teachers.

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

Yes – programs are available to all students with specific needs.

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

No – students with disabilities is a targeted group for our school.

Template 3.2.c: Instructional Summary Questions

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our school has several major strengths that are implemented in a variety of ways. Our first major strength includes standardized based curriculum and assessment correlation. All teachers are given a state standards checklist to use for planning and assessing to ensure that all standards are taught in each class throughout the year. Also, teachers are provided with TCAP scores at the beginning of the year to evaluate and plan individualized instruction. Writing prompts are given four times a year to help students prepare for the State Writing Assessment. Teachers adjust teaching strategies based on writing results.

In addition to standardized tests, unit, textbook, teacher-made, oral and common nine-week tests are used to evaluate and adjust instruction. A variety of research-based practices are used including; graphic organizers, math manipulatives, cooperative learning, analogies, note-taking, and subject matter games.

We provide tutoring sessions during spring break and after school. Content mastery is open for all students to receive individualized instruction. The Learning Lab is for all students who need to complete assignments or need re-teaching in a particular area. Enrichment programs are also available for higher performing students.

Our special education department services students from mild to severe disabilities. Students with mild to moderate disabilities are monitored through our full inclusion program, while students with more severe disabilities are serviced in our CDC classrooms. We also have a full-time ELL teacher and on-site translator.

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

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

Our major challenge is raising test scores of the students with disabilities. TCAP scores indicate our students are below proficient within this subgroup. An additional challenge will be to increase test scores in other areas as the required level of proficiency increases. Finally, we need to elevate more students into the advanced category.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

In regards to raising test scores of students with disabilities, we are providing after-school standard-based tutoring. This includes the use of tracking sheets and regular education teacher input.

In order to increase overall test scores, we are using tracking sheets for student mastery and common curriculum and assessments among grade levels.

In addition, to promote student levels from proficient to advanced, we are continuing our LEAP program using TFAP results and individualized instruction.

Template 3.3.a: Assessment Practices

Rubric Indicators 3.5 and 3.6

Current Assessment Practices	Uses student assessments that are aligned with the TN DOE standards based curriculum/	Ensures that the appropriate assessments are used to guide decisions relative to student achievement.	Uses a variety of data points for decision making relative to student achievement.
Evidence of Practice (State in definitive/tangible terms)	TFAP, Study Island, ThinkLink, TCAP, benchmarks, and SPI assessments	Teachers have a variety of assessments available to them and time is allotted to them in team and subject area meetings to analyze and make instructional decisions.	Common 9-weeks test, TCAP, Reading Academy, Math Academy, ThinkLink, small group assessment, IEP, oral testing, mid 9-week report, writing portfolio, Study Island, journals, chapter test
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)	Reports on above mentioned tests	Minutes from meetings Reports from assessment data	Standards based test, % of gain, grade level gains, growth in science on TCAP, project grades, response results, and MMGW
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	State Report Card Grades A's and B's	State Report Card Grades A's and B's	State Report Card Achievement A's and B's
Evidence of equitable school support for this practice	All students are tested at pre-determined intervals.	All teachers assigned to mini-school	School wide usage, compliance, and daily usages.
Next Step (changes or continuations)	Continue as is	More consistent alignment of instruction with assessment results.	Analysis at subject area meetings, evaluate with subject teachers and find % of failures, discuss successful strategies, continue to increase growth in each quintile with each subgroup, continue to increase the # of students in the 5 th quintile, continue with positive notes, get more students onto the programs, increase using algebra skills, and correct until students score an 80.

Current Assessment Practices	Assesses all categories of students.	Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc.	Provides professional development in the appropriate use of assessment.
Evidence of Practice (State in definitive/tangible terms)	All students including SWD and ELL students take all assessments with accommodations and modifications.	TCAP, Writing Portfolios, TFAP, TCAP ALT, Benchmark tests, unit tests, end of course exams, EXPLORE, MMGW assessment	Technical training and training on data analysis TFAP Training
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)	Formative and summative assessment reports	Writing summaries Reports from assessments Schedules for testing	MMGW, TCAP, and TFAP reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All TCAP results were at or above state average.	All TCAP results were at or above state average.	Usage after training
Evidence of equitable school support for this practice	Daily usages by all students	All teachers are required to use a variety of assessments.	All teachers will be required to attend the training.
Next Step (changes or continuations)	Continue and provide Professional Development for new teachers.	Continue	Continue

Current Assessment Practices	Provides support and technical assistance to teachers in developing and using assessments.	Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.	
Evidence of Practice (State in definitive/tangible terms)	Agendas for team meetings Agendas for subject area meetings	Parent/Teacher Conferences Pizza/Literacy Night Team Literacy Nights Mid 9-week reports Parent contacts	
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?	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Common 9 week test SPI assessments End of course test	Sign-in sheets Parent/Teacher Conference logs Contact logs	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Fewer failures (report cards)	Student, parent, and community surveys	
Evidence of equitable school support for this practice	Assessments are developed by all subject area teams, and results are analyzed in team meetings.	All teachers and administrators participate in these activities.	
Next Step (changes or continuations)	Continue to improve assessments.	Continue	

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

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

- TIME

TFAP testing two times yearly, daily assessments, hour long tests 2-6 times per month, 1.5 hour plus 9 weeks test

- MONEY

TFAP – free, Academy - \$1,000, Study Island – \$1,200, ThinkLink - \$2,100

- PERSONNEL

Computer lab teacher, teachers, faculty, educational assistants and volunteers

- OTHER RESOURCES

Computers are used for daily skill assessments for Math; Scantron machine and CPS are tools used to assess students.

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

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

- TIME

Scheduled time for computer labs to practice assessments

- MONEY

\$1,200 for Study Island for Science; \$30,000 for Media Center

- PERSONNEL

All teachers (technology facilitator) need good technology access to improve assessments.

- OTHER RESOURCES

Revamp Library to Media Center for computers that access students/teachers to technology more frequently and adequately.

Equity and Adequacy:

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

No – Social Studies and Science teachers can only provide half the skill coverage time compared to Language Arts and Math due to Science and Social Studies being taught only one semester.

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

No – Social Studies and Science need computers to increase skills with students and curriculum based programs.

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

No – Special Education needs still show inadequate scores.

Template 3.3.c: Assessment Summary Questions

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Walter J. Baird possesses major strengths in each of our subject area departments. Our staff continually uses data driven instruction and assessments as daily practices to ensure our student body is being challenged. We provide many opportunities for a variety of assessments that allow our individual students to grow and achieve necessary results. Usages of Academy of Math, Academy of Reading, chapter tests, nine week tests, TFAP, exit cards, oral responses, a new CPS program, competitive games, SRA readings, Brainpop, quizzes, ThinkLink, Study Island, and the Specific Skills Series program used by our CDC classes are utilized daily for student success with assessments. Culmination of these assessment tools lead to teachers being able to track student strengths to modify and adjust for the learner.

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

We will strive to meet this challenge by providing activities and utilizing available programs to meet each learner's need. Quantifiable improvements will be evident within the current assessment practices. Applied resources will be utilized to address our effectiveness to be a high performing school. Students will work in small group settings, utilize Academy of Reading, Academy of Math, participate in the Specific Skills Series program and be involved in other school sponsored and supported activities to achieve success. Student success will be evident on students' mid nine-week tests, end of nine-week tests, report cards and TCAP test.

Assessment Summary Questions- Narrative Response Required

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

Walter J. Baird has assessed our students with disabilities as an area needing academic focus. Attendance and discipline are also identifiable challenges perceived as priority for student proficiency. Attendance and discipline records kept by central office are tools that identify student needs for proficiency. Results from state testing confirm that students with disabilities are in need of tools for higher proficiency. Each of the tools listed in the “strengths narrative” are utilized by all teachers daily to meet these students where they are and take them to where they need to be. We believe that by identifying these students as an area of focus and incorporating all available staff and tools that we will meet the needs of these students and move them from our area of challenge to an area of success.

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	School's beliefs, mission and shared vision define the purpose and direction for the school.	Organizational processes increase the opportunity for success in teaching and learning at all schools.	Organizational practices and processes promote the effective time-on-task for all students.
Evidence of Practice (State in definitive/tangible terms)	Core Value Program – respect, responsibility, participation, and compassion	Subject area meetings, team meetings, content mastery, and learning lab	Attendance Board meetings, BRAIN (Being Ready And Involved Now), block scheduling, disciplinary & behavior systems/codes, block scheduling, and school uniforms
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?	N/A	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Counselor logs, discipline logs, ISS referrals, parent contact	Evaluations, lesson plans, progress reports, report cards, TCAP results, and student grades	Attendance records, student grades, TCAP scores, discipline referrals, discipline folders, and parent contact logs
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	N/A (newly implemented)	Aligned common syllabus, 9 weeks tests, improvement of scores, low retention rate, student grades, TCAP results	Attendance maintained average 95%, student grades, increase in TCAP scores since its inception, NCE scores have increased, discipline referrals, discipline folders, and parent contact log
Evidence of equitable school support for this practice	Posted school wide, professional development in use/purpose and core value program	Calendar and minutes, content mastery list, improved student grades	Part of system organization and informal/formal observations, school wide practice, number of students in ISS/OSS, and school wide uniform practice
Next Step (changes or continuations)	Analysis of impact on student body	Consistency in meeting SIP next steps and action plan, monitor with tracking sheets, and fewer failures.	Follow up as needed with the attendance supervisor, and review semester numbers to adjust plan as needed.

Current Organizational Practices	School provides continuous professional development for school leaders.	School is organized to be proactive in addressing issues that might impede teaching and learning.	School is organized to support a diverse learning community through its programs and practices.
Evidence of Practice (State in definitive/tangible terms)	Ongoing opportunities for developing school leaders in a variety of leadership positions are embedded in the school. Professional development in the following areas which prepare school leaders: Making Middle Grades Work, Middle School Summit, Model Schools, Tennessee Association of Middle Schools, Mean Girls, How to Make AYP, Co-teaching Strategies for Regular Ed/Special Ed teachers, and SIP workshops.	PIT (Professional Intervention Team) Weekly team meetings with Administrators, and faculty meetings	Extra-curricular activities, after-school tutoring, Reading for Success (R4S), Inclusion/ELL, Extend, Alternative School, CDC, Drama, Band Multiple clubs for different interests
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)	Sign-in sheets, professional development, and future growth plans	Evaluations, PIT log, agendas and minutes of team meetings	TCAP scores, AR tests, reading log, projects, report card, and level system sheets
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Professional learning community and mentoring program	Low retention rate	200 student athletes, participation, TCAP scores, grades, core subject grades, increase in proficiency in SWD scores in math, report card, students working out of the alternative program, perceptual data from student/parent surveys
Evidence of equitable school support for this practice	All teachers are given opportunities to serve in leadership positions.	PIT teams are composed of teachers, administrator, counselors, social workers, parents, SRO, and others who are a large part of a student's life. Each team has 45 minutes of planning time daily. Common planning time each day.	Every student is eligible to participate in these programs. 87% of parents agreed or strongly agreed that sports and extracurricular activities add a lot to this school.
Next Step (changes or continuations)	Continue as is	Better monitoring of PIT interventions.	Continue and revisit at the end of each nine weeks to monitor program's success, and revise program as needs arises.

Current Organizational Practices	School is organized to engage the parents and community in providing extended learning opportunities for children.		
Evidence of Practice (State in definitive/tangible terms)	Meet the Teacher Night, 145 athletic games per year, various school and community activities such as lock-ins, field trips, competitions, meetings, etc., participation, parent support, school wide and daily schedules, school wide practice, Pizza/Literacy Night, Parent/Teacher conferences, community sponsorship of special needs and special programs		
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)	Parent sign-in log, perceptual data from parent survey		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Parent comments 87% of parents agreed or strongly agreed that they were satisfied with their child's overall academic progress at this school. 92% agreed or strongly agreed that they felt welcome at this school and could talk to their child's teacher.		
Evidence of equitable school support for this practice	All teachers involved and attendance		
Next Step (changes or continuations)	Continue		

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

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

- TIME

Class time = 90 minutes daily, Reading time = 30 minutes daily, Content time = 45 minutes daily, and Planning time = 45 minutes daily.

- MONEY

Teacher salaries are based on the college degree received and educational experience. Teachers have the opportunity to obtain additional income through extended contracts and coaching positions.

- PERSONNEL

All of the teachers at WJB are highly qualified.

- OTHER RESOURCES

Professional development, conferences, and inservice.

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

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

- TIME

Our time is being utilized to have maximum time on task.

- MONEY

Growth in the technology realm (i.e., more computers and continuous updating of computers).

- PERSONNEL

Ongoing relevant staff development for WJB highly qualified personnel.

- OTHER RESOURCES

We would like to see more parents and community involvement in our school. Also additional pro-active methods for attendance and discipline should be implemented.

Equity and Adequacy:

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

Yes - teacher salaries are based on current college degree and educational experience. Opportunities are available for additional income if wanted. All teachers are given planning time every day during school hours.

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

Yes - the funds and resources at WJB meet the needs of students and teachers. Remediation, enrichment, tutoring, and extra-curricular activities support learning and develop schema. However, growth in the area of technology, especially in regards to computers, insufficiently supports the curricular tools like TFAP, ThinkLink, Study Island, etc., used to improve student learning.

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

Yes - the aligned curriculum plus additional programs like Content Mastery, Learning Lab, remediation and tutoring meet the needs of the students at WJB.

Template 3.4.c: Organization Summary Questions

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The strengths of Walter J. Baird Middle School influence the students, parents, teachers, and administration of the school, as well as area school systems and general members of the community. One specific positive factor is the extended learning opportunities that engage parents and community members with the school. Some of the extended learning opportunities include Meet the Teacher Night, sports games, lock-ins, field trips, meetings, literacy nights, and an open house/book fair. These various events are documented with sign-in logs from parents and parent surveys. In fact, a 2007 survey shows that 87% of parents reported satisfaction with their child's education and 92% of parents feel confident in communicating with their child's teacher.

Another strong aspect of Walter J. Baird Middle School is the embedded, self-maintained professional staff development provided on campus. The school system supports an equitable participation of the faculty to participate in leadership roles. Faculty education involves Making Middle Grades Work, Model Schools, Tennessee Association of Middle Schools, How to Make AYP, SIP workshops, Future Growth Plans and Team Meetings. The organization of faculty development is communicated with announcements, emails, and sign-in logs.

Proactive programs address issues that impede teaching and learning. Professional Intervention Team (PIT) involves students, teachers, parents, administrators, guidance councilors, and other influential persons to keep students successful in school and school related activities. Weekly team meetings among mini-schools and faculty meetings also keep faculty and staff informed of school activities. All meetings are documented with sign-in sheets.

The diverse learning community is serviced with several programs and practices; ELL instruction, various extra-curricular activities, after-school tutoring, Reading 4 Success, inclusion, Extend, and CDC are many of the implementations. The positive results are evident in AR tests, TCAP scores, reading logs, and report cards. Every student has an equal opportunity to participate in appropriate activities, and in a 2007 survey 87% of parents agree these activities added a lot to the school.

The purpose of the school system correlates with the mission and vision of the school system. The inaugural CORE Value Program's components of respect, responsibility, compassion, and participation are posted throughout the school and in every classroom. CORE values are incorporated into teacher lesson plans. Counselor logs, discipline logs, parent contacts and in school suspension referrals maintain evidence of CORE values. The data of the CORE Value Program is to be analyzed within a year of the program's implementation.

Overall school success is maintained with subject area meetings, team meetings, Content Mastery, Learning Lab, evaluations, lesson plans, progress reports, TCAP results and student grades. Consistency is maintained with correlated curriculum and individual tracking sheets for student progress.

Each minute of student time is used for educational purposes. School-wide programs to promote timeliness are attendance board meetings for students with attendance issues, B.R.A.I.N. activities to begin each class, block scheduling, and discipline and behavior systems and codes. Attendance records, student grades, and TCAP scores prove on task behavior. The school has a 95% attendance rate. On-task behavior is monitored with informal and formal visits from administration to classrooms. The school also maintains a consistent school-wide uniform practice.

(Rubric Indicator 3.8)

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

Walter J. Baird needs to continue to focus on the lowest achieving students in the African American subgroup in all subject areas. The majority of African American students are in the lower to middle quintiles. The school also needs to continue making progress in raising proficiency of students with disabilities. Social Studies also needs improvement in both seventh and eighth grade.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

The extended learning opportunities, staff development, proactive approach, programs for diverse learners, mission and purpose, and effective time on task procedures in place will continue to educate the students succeeding and the students in need of advancement.

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 Based on the 2007 NCLB benchmarks profile, the SWD subgroup will achieve 89% proficiency in Reading/LA and 86% proficiency in Math or decrease the number of non-proficient by 10% on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiency in SWD subgroup in Math

How is this Goal linked to the system's Five-Year Plan? Achieving proficiency and beyond for all students

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	SWD teachers and regular education teachers will track and coordinate the mastering of SPI's and use them to provide extra instruction during content mastery and tutoring.	August 2007-May 2008	SWD chair-Audrey Burger, SWD teachers & regular education teachers	None	None	Common end of 9 weeks test	
Action Step	SWD teachers & Special Education Administrators will share with regular classroom teachers strategies to use with inclusion students.	Bi-monthly team meetings	Lynn Cable-Director of Special Education, SWD chair-Audrey Burger, SWD teachers, & regular education teachers	None	None	SWD observation/ monitoring classes, checklist by SWD teacher, & minutes of team meetings	
Action Step	The LSSD Technology Department will update 5 computers in every Math classroom for the purpose of using Math Academy as needed.	According to system technology plan	Technology Department	TBD	System Funded	Academy of Math Reports	
Action Step	All Teachers will participate in professional development on collaboration between teachers.	Stockpile Day (Jan. 2008) or whenever speaker can be scheduled	Lynn Cable	To be determined after research for the Professional Development that best fits our needs.	Special Education Department	Principal Monitoring	

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	Based on the 2007 NCLB benchmarks profile, the SWD subgroup will achieve 89% proficiency in Reading/LA and 86% proficiency in Math or decrease the number of non-proficient by 10% on the 2008 TCAP test.
Which need(s) does this Goal address?	Deficiency in SWD subgroup in Math
How is this Goal linked to the system's Five-Year Plan?	Achieving proficiency and beyond for all students

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	SWD teachers will visit other schools whose SWD students have a high number of proficient students.	By Dec. 2007	SWD chair- Audrey Burger & SWD teachers	Transportation LSSD	Implementation of new ideas	
Action Step	The school will implement a system of academic support: pre-TCAP tutoring, after school tutoring, Learning Lab, spring intercession tutoring, and Pizza/Literacy Night to communicate test scores to parents and register students for academic support.	Aug. 2007-May 2008	Pre-TCAP Tutoring- Rachel Kelley; After School Tutoring- Audrey Burger, Rachal Dodson, Tina Claridy, & Greg Love; Learning Lab-Stephanie Bost; Spring Intercession- Rachel Kelley & Greg Love	Pre-TCAP tutoring- \$1385; After School Tutoring- \$5585; Special Ed.- \$1818; Extended contract, and Learning Lab-\$17,308	Special Education funding, extended contract, and Learning Lab (BEP 2.0)	TCAP Scores & NCLB Benchmarks
Action Step	Special Education Director, Assistant Principal, & Special Education teacher will attend Co-Teaching Strategies: Increasing the Effectiveness of your Inclusion Program.	Nov. 13, 2007	Lynn Cable, Linda McDowell, & Sharisse Dye	\$555	Special Education Department & LSSD	Shared information with teams, Collaborative planning time, & Collaborative teaching

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 Based on the 2007 NCLB benchmarks profile, the SWD subgroup will achieve 89% proficiency in Reading/LA and 86% proficiency in Math or decrease the number of non-proficient by 10% on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiency in SWD subgroup in Math

How is this Goal linked to the system's Five-Year Plan? Achieving proficiency and beyond for all students

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	The PTO will initiate a Book Buddy program to bring in parent and community volunteers.	Beginning Nov. 2007-May 2008	Nikki Gann & Leslie Pruitt	None	None	Student surveys & R4S reading logs	
Action Step							
Action Step							
Action Step							

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 86% proficiency or higher in Math on the 2008 TCAP test.

Which need(s) does this Goal address? All Learners and subgroups meeting NCLB/State target goals

How is this Goal linked to the system's Five-Year Plan? Helping with the NCLB growth plan for school progress

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	4 th & 5 th quintiles of 8 th grade students will be given an opportunity to participate in a Math Club.	October 2007-Dec. 2007	Marcie Polk Rachel Kelley	Extended contract \$1366	Extended contract & donations	10% increase in TCAP scores	
Action Step	All Math teachers will utilize all computers for Academy of Math daily during Content Mastery.	August 2007-May 2008	Math chairs- Marcie Polk, Melinda Ledford & Math teachers	Math Academy Support	Perkins Grant	9 week Academy Reports	
Action Step	Math teachers will track and coordinate the mastering of SPI's to provide extra instruction during content mastery and tutoring.	August 2007-May 2008	Linda McDowell	Paper and ink —2 cases \$50	School General Fund	Common end of 9 weeks test	
Action Step	Two additional Algebra classes and 7 th grade Advanced Math classes (including pre-Algebra) will be offered.	July 2007-May 2008	Jeanne Ray	45 graphing calculators and Algebra I textbooks \$7500	BEP 2.0	The number of advanced students on Gateway test and 7 th grade end of course test	

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 86% proficiency or higher in Math on the 2008 TCAP test.

Which need(s) does this Goal address? All Learners and subgroups meeting NCLB/State target goals

How is this Goal linked to the system's Five-Year Plan? Helping with the NCLB growth plan for school progress

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	The school will implement a system of academic support: pre-TCAP tutoring, after school tutoring, spring intercession tutoring, Learning Lab and Pizza/Literacy Night to communicate test scores to parents and register students for academic support.	August 2007-May 2008	Pre-TCAP tutoring- Rachel Kelley; After school tutoring- Audrey Burger, Rachal Dodson, Tina Claridy, & Greg Love; Spring Intercession- Rachel Kelley, & Chuck Graviss; Learning Lab- Stephanie Bost	Pre-TCAP tutoring- \$1386; After school tutoring- \$5585; Special Ed.- \$1818; extended contract; & Learning Lab- \$17,308	Special Education funding, extended contract & Learning Lab (BEP 2.0)	TCAP scores & NCLB Benchmarks	
Action Step	An additional instructional position will be added beyond the ADA position.	July 2007	Scott Benson	\$51,685	BEP 2.0	TFAP, Formative Assessment & Tracking Sheets	

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 86% proficiency or higher in Math on the 2008 TCAP test.

Which need(s) does this Goal address? All Learners and subgroups meeting NCLB/State target goals

How is this Goal linked to the system's Five-Year Plan? Helping with the NCLB growth plan for school progress

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	The Learning Lab teacher will communicate with parents every day that students attend the Learning Lab.	Beginning August 2007	Stephanie Bost	\$17,308 salary	BEP 2.0	Learning logs kept of students who visited the Learning Lab.	
Action Step	Pre-Algebra training for 7 th grade math teachers who will be teaching pre-algebra during the second semester.	December 2007	Marcie Polk	-0-		Teachers will set up pre-algebra tracking sheets.	
Action Step							
Action Step							

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 89% proficiency or higher in Reading/LA on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiency in Reading and Language Arts

How is this Goal linked to the system's Five-Year Plan? Increase Reading and Language scores by 2 NCE's in the 3-year average on the state achievement test.

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	The school will implement Reading 4 Success (R4S) program where students will be required to read 5 books (or 500 pages-2 of which will be non-fiction) each 9 weeks for a total of 20 books per year.	August 2007-May 2008	All teachers	New books-\$3500 & Book Fair funds-\$1600	Central Office & Book Fair	Reading for Success Log	
Action Step	Students who are below proficient in Reading will continue to participate in the Reading Academy or SRA daily.	August 2007-May 2008	Reading Teacher-Nancy Smith	\$960 for technical support and upgrades; \$55,339 for Reading Teacher	School Funds & BEP 2.0	Weekly progress reported by Reading teacher	
Action Step	Reading/LA teachers will track and coordinate the mastering of SPI's, and use these tracking sheets to identify students for content mastery, reaching, and small group instruction.	August 2007-May 2008	Linda McDowell	Paper and ink – 2 cases \$50	School General Fund	Common end of 9 weeks test	

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 89% proficiency or higher in Reading/LA on the 2008 TCAP test.

Which need(s) does this Goal address?		Deficiency in Reading and Language Arts					
How is this Goal linked to the system's Five-Year Plan?		Increase Reading and Language scores by 2 NCE's in the 3-year average on the state achievement test.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The school will implement a system of academic support: Pre-TCAP tutoring, after school tutoring, spring intercession, Learning Lab and Pizza/Literacy Night to communicate test scores to parents and register for academic support. Also parental contact by counselors and assistant principal.	August 2007-May 2008	Pre-TCAP tutoring- Rachel Kelley; After school tutoring- Audrey Burger, Rachal Dodson, Tina Claridy, & Greg Love; Spring Intercession- Rachel Kelley & Chuck Graviss; Learning Lab- Stephanie Bost	Pre-TCAP tutoring- \$1385; After school tutoring- \$5585; Special Ed.- \$1818; extended contract & Learning Lab- \$17,308	Special Education funding, extended contract & Learning Lab (BEP 2.0)	TCAP scores & end of 9 week tests	
Action Step	An Alternative school will be established for students who cannot function in a regular classroom. This will insure all students have access to the education of Tennessee standards.	Mid August 2007-May 2008	Beth Winslow & Eddie Satterfield	\$97,476 Alternative Teacher salary & benefits; Assistant to Alternative teacher salary & benefits; & Alternative school equipment	BEP 2.0	Report Card & Tracking sheets for TN standards	

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 Based on the 2007 NCLB Benchmark profile, the students in each subgroup will show a 10% increase in the number of students proficient or achieve 89% proficiency or higher in Reading/LA on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiency in Reading and Language Arts

How is this Goal linked to the system's Five-Year Plan? Increase Reading and Language scores by 2 NCE's in the 3-year average on the state achievement test.

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.)

Action Step	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
An ELL specialist will provide services for professional development for the faculty, such as cultural awareness and assistance with day-to-day instructional strategies to all teachers.	August 2007-May 2008	Debbie Vaughn	\$5608	BEP 2.0	More ELL proficient students	
A Book Buddies program will be established with assistance of PTO to provide volunteers from the community to read with students once a week.	Beginning Nov. 2007-May 2008	Nikki Gann & Leslie Pruitt	None	None	Student surveys & R4S reading logs	
Action Step						
Action Step						

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 Based on the 2007 NCLB benchmark profile, all students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiencies in Social Studies

How is this Goal linked to the system's Five-Year Plan? 95% of the students scoring within the top 2 quintiles at each grade (7-8) will show a year's growth on the 2008 TCAP results in each content area.

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	All Social Studies students will utilize Study Island in the classroom or in content mastery weekly.	August 2007-May 2008	SS Chairs- Lisa Williams & Mary Winston; SS teachers	\$960	School Funds	Results reported on individualized tests	
Action Step	Additional computers will be placed in Social Studies classrooms for Study Island in order for Social Studies teachers to implement Study Island into the curriculum during class and content mastery. Five are needed.	By May 2008	Angie Melton	\$4,495	LSSD Technology Plan	An increase in the number of students making a years gain in Social Studies	
Action Step	The Social Studies teachers will participate in professional development on project based learning.	Stockpile day—Feb. 2008	Research for Professional Development being done by Hazel Matheny	0-	None	Number of projects completed after professional development	

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 Based on the 2007 NCLB benchmark profile, all students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiencies in Social Studies

How is this Goal linked to the system's Five-Year Plan?		95% of the students scoring within the top 2 quintiles at each grade (7-8) will show a year's growth on the 2008 TCAP results in each content area.					
ACTION STEPS – Template 4.2 – <i>(Rubric Indicator 4.2)</i>		IMPLEMENTATION PLAN – Template 4.3 – <i>(Rubric Indicator 4.3)</i>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	All Social Studies students will actively engage in hands on activities and projects bi-monthly.	Sept. 2007-May 2008	SS chairs- Lisa Williams & Mary Winston; SS teachers	Professional Development	LSSD	Administration observation, lesson plans, team meetings, & TCAP scores	
Action Step	Social Studies teachers will use Study Island questions as BRAIN activities and tied to the curriculum.	Sept. 2007-May 2008	SS chairs— Lisa Williams & Mary Winston; SS teachers	None	None	Discussions of ideas covered & grades on BRAIN	
Action Step	Social Studies teachers will implement strategies in their daily instruction that address level 3 TPI's.	Sept. 2007-May 2008	SS chairs- Lisa Williams & Mary Winston; SS Teachers	None	None	Checklist to record when skills are taught and mastered	

GOAL 4 – Action Plan Development

Template 4.1 – <i>(Rubric Indicator 4.1)</i>							
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	Based on the 2007 NCLB benchmark profile, all students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test.						
Which need(s) does this Goal address?	Deficiencies in Social Studies						
How is this Goal linked to the system's Five-Year Plan?	95% of the students scoring within the top 2 quintiles at each grade (7-8) will show a year's growth on the 2008 TCAP results in each content area.						
ACTION STEPS – Template 4.2 – <i>(Rubric Indicator 4.2)</i>		IMPLEMENTATION PLAN – Template 4.3 – <i>(Rubric Indicator 4.3)</i>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step	Teachers will use the Classroom Performance System (CPS) for formative assessment and immediate feedback to students.	August 2007-May 2008	Team Leaders- Melba Carr, Marcie Polk, Tina Claridy, & Chuck Graviss	\$12,500	Leap Grant, Teacher Grant, Anonymous Family Grant, & Perkins Grant	Scores on Unit Test
Action Step	All teachers will participate in professional development on the use of the CPS system.	July 24-August 2007	Jason Miller	\$500.00	Magazine Drive money	Number of days teachers use the CPS system
Action Step	Social Studies teachers will develop a standards based syllabus for the course that will be sent to parents.	August 2007-Dec. 2007	SS Chairs Lisa Williams & Mary Winston; SS teachers	None	None	Syllabus will be submitted to the administration, students, and parents.

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 Based on the 2007 NCLB benchmark profile, all students in each of the TVAAS quintiles will show a gain of one year or more in Social Studies on the 2008 TCAP test.

Which need(s) does this Goal address? Deficiencies in Social Studies

How is this Goal linked to the system's Five-Year Plan? 95% of the students scoring within the top 2 quintiles at each grade (7-8) will show a year's growth on the 2008 TCAP results in each content area.

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	Social Studies teachers and Language Arts teachers will collaborate to develop cross curricular lessons once a year.	Sept. 2007-May 2008	SS teachers and LA teachers	None	None	Teacher evaluation	
Action Step	Related Arts Teachers will implement historical events, songs, foods, art, and research into their classes once a nine-week grading period.	September 2007-May 2008	SS teachers collaborate with RA teachers	None	None	Minutes from collaborative meeting	

Action Step	Social Studies teachers will track and coordinate the mastering of SPI's and use the results to identify students and provide additional instruction during content mastery and tutoring.	August 2007-May 2008	Linda McDowell	Paper and ink-2 cases \$50	School General Fund	Common end of 9 week test	
-------------	---	----------------------	----------------	----------------------------	---------------------	---------------------------	--

GOAL 5 – 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	Based on the 2007 NCLB Benchmark profile, the students in the fifth TVAAS quintile in Science will increase by 10% as shown by the 2008 TCAP test
Which need(s) does this Goal address?	High Achieving Students
How is this Goal linked to the system's Five-Year Plan?	Meeting the needs of individual students by striving for a quality education for all students

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	Students in the 4 th quintile in 8 th grade will be given the opportunity to participate in the LEAP program and the Naturalist Club.	Sept 2007-May 2008	Science Chairs- Melba Carr & Chuck Graviss; Science teachers	\$50,000 Grant & \$1200 extended contract	LEAP Grant & extended contract	TVAAS, participation & group work	
Action Step	Students in the 4 th and 5 th quintiles will be given an opportunity to participate in a club which will collaborate with the Biology Honor Society at Cumberland University.	Jan. 2008-May 2008	Science Chairs- Melba Carr & Chuck Graviss; Science teachers	\$2000	Leap Grant	Rubrics, Reports/ Journals & TVAAS	
Action Step	8 th grade Science teachers will teach biology standards with students and will use the Classroom Performance System (CPS) for immediate feedback.	August 2007-May 2008	Science Chair- Melba Carr & Judy Metcalf	\$12,500 Cost of 6 CPS Systems	Anonymous Family Grant, Perkins Grant, Leap Grant, & Teacher Grant	TVAAS, CPS Data & High School Gateway	

GOAL 5 – 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	Based on the 2007 NCLB Benchmark profile, the students in the fifth TVAAS quintile in Science will increase by 10% as shown by the 2008 TCAP test						
Which need(s) does this Goal address?	High Achieving Students						
How is this Goal linked to the system's Five-Year Plan?	Meeting the needs of individual students by striving for a quality education for all students						
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	Students will be given an opportunity to establish a mentor/peer relationship with a worker in a Science related field.	October 2007-May 2008	Rebecca Dixon	None	None	Journals & observations	
Action Step	Science teachers will provide differentiated instruction to assure that the needs of the 5 th quintile students are met.	August 2007-May 2008	Science Chairs- Melba Carr & Chuck Graviss	None	None	Students in the 5 th quintile will show a years growth in Science	
Action Step	Science teachers will track and coordinate the mastering of SPI's and use the results to identify students and provide additional instruction during content mastery and tutoring.	August 2007-May 2008	Linda McDowell	Paper and ink-2 cases \$50	School General Fund	Common end of 9 weeks test.	

GOAL 5 – 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	Based on the 2007 NCLB Benchmark profile, the students in the fifth TVAAS quintile in Science will increase by 10% as shown by the 2008 TCAP test
Which need(s) does this Goal address?	High Achieving Students
How is this Goal linked to the system's Five-Year Plan?	Meeting the needs of individual students by striving for a quality education for all students
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)	IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Biome Bazaar / Open House	October 25, 2007	Melba Carr & Eagle Team	Donations from parents & community	N/A	Handouts to all students visiting the exhibit	
Action Step	Professional Development for Tremont field trip for students	March 14, 15, & 16, 2008	Chuck Graviss & Kali McCubbin	-0-	N/A	Student survey after Tremont field trip	
Action Step							
Action Step							

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?

In early August, teachers were assigned to teams to provide input into the School Improvement Plan. Each team was given several worksheets to consider when analyzing data and what happens educationally in our building. The teachers used these worksheets to disaggregate the AYP data. Also teachers were given indicators from the SIP Rubric in the areas of Curriculum, Instruction, Assessment, and Organization. They analyzed each practice at WJB that matched the indicator.

On August 31, 2007, faculty met as a whole to discuss student data along with plans for the upcoming School Improvement Plan. At this time, teachers were put into groups with other faculty members with whom they had not previously worked and discussed their findings in each of the above mentioned areas. Also in these same groups beliefs, missions and vision was discussed as group work and then shared with the entire faculty. At that time, individual committees were organized and dates were set for sub-committee meetings. Deadlines for completion of each component were established, and minutes for each of the meetings were recorded throughout the process. (Minutes on file.)

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 component committees had input from the staff in the areas for which they were responsible. Careful study of student progress on standardized testing such as TFAP, Writing Assessment, TCAP, and other assessment tools revealed areas which could be addressed through the Action Plan of the SIP in order to improve student achievement and meet AYP. All goals were established with concrete data and student performance in mind. (Scores on file and available for review.)

Evidence of Communication with All Stakeholders – Narrative response required

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

Information will be disseminated to all stakeholders via the school website. Community members as well as parents/guardians and other concerned parties will also receive a newsletter with pertinent information regarding major points of the TSIPP.

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?

Each of the goals was designed to raise student performance and proficiency in a given area of the curriculum by subgroups of the student body. The school's beliefs, vision, and mission each incorporate student learning and growth through a variety of concepts including but not limited to a variety of instructional methods, stakeholder awareness and teacher dedication. When teachers participate fully in the school's beliefs, mission and vision by designing lesson plans, teaching methods and classroom strategies, students will become motivated learners and the objectives and goals of the school's TSIPP will be achieved.

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?

Classroom strategies are based on state standards which are foundational in both lesson planning and implementation. Teachers are required to include TPI's and SPI's in daily instruction, nine week testing as well as individual student tracking. Goals and objectives for learning are constructed based on these same standards and action steps are directly linked to proven methods for accomplishing goals.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Our leadership committee this year has been designed to include members of each teaching team. The make up of this committee allows faculty to be represented during meetings and information to be communicated effectively. The committee will meet to discuss any needed improvements and will find solutions to resolve any challenges. We will improve the planning process by beginning as soon as the 2008 TCAP data is available to us. This will give the faculty time to more fully analyze the data as well as the curriculum, instruction, assessment, and organization of the school. Therefore the action steps will be updated and in place at the beginning of the 2008-2009 school year. Our school has adopted a motto of quality student learning, and focus on each student needs. We feel this belief will help students achieve academic progress.

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?

As the faculty designed action steps, the responsible person(s) began their individual procedures to set the process in motion. Students will be placed appropriately based on test scores, teacher observations and assessments. Common 9 weeks tests will be administered in each subject area and the TFAP will be administered. Team and subject area meetings will monitor the progress of each program through the analysis of these test results. Leadership meetings will communicate strengths and weaknesses as the year progresses to make any needed adjustments.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

As a faculty data is studied to show strengths and weakness throughout the school. The faculty will use the data to improve assessment process, provide quality extra help for at-risk students and create higher order thinking skill opportunities.

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.

December 5 and May 2 will be the dates the School Leadership Team will meet. Checklists for each goal will be composed by the assistant principal. Each teacher will fill out a checklist. Subject area chairs will compile the teacher responses to the checklists and report to the Leadership Committee. At the December meeting, individual teacher checklists will be reviewed by the committee, analyzed, and recommendations will be made to enhance the plan for each action step. Subject area chairs will discuss the findings with subject area teachers at their subject area meetings. On May 2, the Leadership Team will again meet and do the same. Since this is a stockpile day, all teachers will be involved by evaluating our progress on the SIP. Each step in the Action Plan will be evaluated with recommendations and suggested implementations to follow. The information will also be shared with the Parent Advisory Council.

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?

Grade level subject meetings will be held after each common nine weeks test to discuss areas needing improvement and effectiveness of assessment on a question by question basis. Administrative staff will work to give information to teachers regarding previous years test results disaggregated by subgroup. Checklists will be given to individual teachers to monitor that the steps in the action plan are being implemented. Principal and assistant principal observations, with notes, will also provide feedback to the Leadership Team.

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 Assistant principal will call team meetings to discuss how each teaching team is implementing action steps to reach goals. The data will be shared with the Leadership Team so all faculty can benefit from any procedures being used that are producing positive results. Results will be shared during Wednesday team meetings.

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?

Information gathered by the Leadership Team will be communicated to faculty through team and subject area meetings and faculty meetings and to other stakeholders through parent meetings, newsletters, and the school website.

