

Tennessee School Improvement
Planning Process (TSIPP)
for



Jefferson County School System
2006-2007

361 W. Broadway Blvd.
Jefferson City, TN 37760
Phone: (865)475-6133

FORM 1.2: Subcommittee Formation and Operation

(Rubric 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

Member Name	Position	Chair
Leslie Thomas	8 th grade technology, dept chairperson	Y
Donna Jordan	7 th grade technology	
Mike Moffat	6 th grade wellness	
Brian Smith	7 th grade wellness	
Joyce Williams	8 th grade wellness	
Ashley Glenn	Band director	
Brian Hall	Study skills teacher	
Twila Greene	Parent	
Pettis Moody	Lab Facilitator	

Component 1 Subcommittee has met and minutes are on file.

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Kay Moody	6 th grade science teacher, dept chairperson	Y
Jane Crosby	6 th grade science teacher	
Betty Cantrell	7 th grade science teacher	
Cindy Mabry	7 th grade science teacher	
Ann McGhee	8 th grade science teacher	
Diana Price	8 th grade science teacher	
Tracy Jett	Parent	
Mitch Cain	Parent	
Mark Brown	Parent	
Pam Dockery	Community member	

Component 2 Subcommittee has met and minutes are on file.

YES

NO

Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jerry Loveday	8 th grade math teacher, dept chairperson	Y
Garry Jett	6 th grade math teacher	
Lynn Gunter	6 th grade math teacher	
Tim Landefeld	7 th grade math teacher	
Yvonne Robinson	7 th grade math teacher	
Debbie Gietema	8 th grade math teacher	
Greg Williams	Community member	
Jamison Robison	Instructional Assistant	

Component 3 Subcommittee has met and minutes are on file. YES NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Curricular, Instructional, Assessment, and Organizational Effectiveness

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Johnny Henry	7 th grade LA, department chairperson	Y
Marilyn Dyer	6 th grade language arts	
Jennifer Smelcer	6 th grade language arts	
Laura Shisler	6 th grade language arts	
Carrie Holt	7 th grade language arts	
Erica Kizer	7 th grade language arts	
Sue Finchum	8 th grade language arts	
Christa Holt	8 th grade language arts	
Jone Jones	8 th grade language arts	
Robin Snell	Parent	

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

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 Action Plan Development

Member Name	Position	Chair
Jim Bales	8 th grade social studies, dept chairperson	Y
Frank Brown	6 th grade social studies	
David McGinnis	6 th grade social studies	
Nick Oakes	7 th grade social studies	
Alisa Lemons	7 th grade social studies	
Johnny Gann	8 th grade social studies	
Dawn Kistner	parent	
Kay Conner	Instructional assistant	

Component 5 Subcommittee has met and minutes are on file.

YES

NO

Subcommittee 5 Chair Signature

Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation

Member Name	Position	Chair
Amber Elkins	Special education teacher, dept chairperson	Y
Tosha Moody	Special education teacher	
Beth Britt	Special education teacher	
Sherry Dunham	Special education teacher	
Mary Bow	Art teacher	
Bill Caldwell	Music teacher	
Robyn Beck	Parent	
Darrell Chambers	Instructional assistant	

Component 6 Subcommittee has met and minutes are on file.

YES

NO

Subcommittee 6 Chair Signature

Component 1 - School Profile and Collaborative Process

FORM 1.3.1: School and Community Data

(Rubric 1.3)

Narrative and analysis of relevant school and community factors:

Jefferson Middle School is located in Jefferson City, Tennessee. Jefferson Middle is a part of the Jefferson County School System, and serves students from Jefferson City, New Market, and Talbott.

SCHOOL CHARACTERISTICS:

The primary building in use as JMS was constructed in 1950 as Jefferson High School and converted to a middle school in 1975. In 1950, the original building was designed to serve approximately 350 students. In 1956, the building housed 200 students, a faculty of 18 teachers, and one principal. During the 1975-1976 school year, Jefferson County opened a large consolidated high school and transformed the old Jefferson High in Jefferson City to Jefferson Middle School. During the first year, the school served approximately 450 students, housed a faculty of 24 teachers, and one principal. In 1985, eight classrooms were added on to the school in order to accommodate more students. During the 1999-2000 school year, a new wing was added to provide an additional twelve classrooms. During this building project, the cafeteria was also updated and enlarged to accommodate the increase in student population.

JMS is funded primarily by county and state revenues. Our PTO and other community programs, such as Food City receipts, also help supplement the school budget.

Jefferson Middle has several unique and new programs that have been added in the past few years. We have peer tutoring, recycling, AEP, Elk TV, Beyonders, and Travel Club.

COMMUNITY CHARACTERISTICS:

Our county is vastly growing. Our 2000 census shows that we have a population of 44,294 and in 2005 the population increased to 48,394. In our city we are growing as well. In 2000, Jefferson City had a population of 7760. In 2005 our population increased to 7961.

Carson-Newman College presents numerous cultural opportunities, such as informative lectures on a variety of subjects and drama/musical productions. Also, Jefferson County is fortunate to have several historical sites that offer learning opportunities for students.

JMS has one business partnership. Appalachian Electric Cooperative has partnered with Jefferson Middle to sponsor our students in the Tennessee Science Fair. They also sent an employee to the eighth grade to help educate them on the benefits of conservation. The Cooperative is also working closely with the school to design a new lighting system for the existing football field.

The community where Jefferson Middle School is located has an outstanding recreation program with participation available to citizens of all ages. Competitive programs are provided in baseball, football, basketball, tennis, golf, and swimming. Jefferson City also maintains a community center and sponsors a fitness program, a bike trail, and a nature trail.

STAFF CHARACTERISTICS:

JMS is a member of the Southern Association of Colleges and Schools (SACS). As a result, staffing requirements meet the rigorous demands for membership in SACS. Currently there are 43 certified staff members including two guidance counselors and one librarian. Also, **100%** of the faculty is highly qualified to teach their assigned subject area.

Teachers are contracted for 200 days, 180 are instructional student days. Regular school instructional days begin at 8:00 and ends 3:30, which is approximately a seven hour day. Within the seven hour day, students attend seven 50 minute classes.

As one of the safety precautions, Jefferson Middle School was provided with one School Resource Officer. She has served our school for the past 4 years. She teaches DARE to our 6th grade students.

STUDENT CHARACTERISTICS:

Our school houses sixth grade, seventh grade and eighth grade students from the following elementary schools: Jefferson, Talbott and New Market.

Of the approximate 703 students enrolled, 250 qualify for the free lunch program and 55 qualify for the reduced lunch program. This accounts for 43 percent of our student population.

The family structure in which our students live seems to correlate with the times. Approximately forty-one percent of the students at JMS live in nontraditional settings. Nontraditional is defined as not living with their biological father and mother.

PARENT/GUARDIAN CHARACTERISTICS:

Parents of Jefferson Middle students have a wide variety of jobs. Many of them travel outside the community to work in either Morristown or Knoxville. Jefferson County Nursing Home and Jefferson Memorial Hospital are two of the largest employers. Other businesses and industries include Wal-Mart, Carson-Newman College, and Nashua Paper Company. Dairy and tobacco farming are also important to the economy of this area.

FORM 1.3.2 Other Data Sources (including surveys)

(Rubric 1.3)

Data Source	Relevant Findings
(Enrollment) State Report Card	State Report Card 703 enrollment Current School Attendance Program 690 enrollment Since December 1, 2006, we have added 38 new students and only lost 18 to other school systems
(Attendance) State Report Card	2005 93.8% 2006 94.4% We gained in attendance.
(Demographics) State Report Card	361 Males ; 330 Females enrolled White 91.7%, African American 4.0%, Hispanic 3.6%, Asian 0.7%
(Special Populations) Central Office Special Ed. Census	81 students enrolled with an Individualized Education Plan, 5 Gifted, 11 Speech, 7 LRE, 13 Extended Resource
(TCAP information)	<u>All Students</u> Math - 2005: 11% below proficient, 2006: 11 % below proficient, 2006 State: 11 % below proficient Reading/Language Arts – 2005: 11% below proficient, 2006: 10 % below proficient, 2006 State: 12% below proficient <u>Economically Disadvantaged</u> Math – 2005: 19% below proficient, 2006: 15 % below proficient, 2006 State: 18% below proficient Reading/Language 2005: 16% below proficient, 2006 14 % below proficient, 2006 State: 18% below proficient <u>Students w/Disabilities</u> Math – 2005: 45% below proficient, 2006: 37 % below proficient, 2006 State: 42% below proficient Reading/Language Arts – 2005: 16% below proficient, 2006: 36% below proficient, 2006: 36% below proficient
(Value-added information) CRT NCEs	2005 Reading/Language Arts Status: A Mean Gain 1.8 2006 Status: A Mean Gain 2.3 2005 Math Status: B Mean Gain 1.0 2006 Status: B Mean Gain 1.2 2005 Science Status: A Mean Gain 0.8 2006 Status: B Mean Gain 0.1 2005 Social Studies Status: A Mean Gain 0.9 2006 Status: A Mean Gain 0.9
(Writing assessment info) State Report Card	2004 Score 4.1 2005 Score 4.2 2006 Score 4.2
(Instructional staff information) Central Office	43 Teachers: 2 with Doctorate degree, 6 with EdS, 4 with Masters plus 45, 1 with Masters plus 30, 13 with Masters, 17 Bachelors

<p>(Discipline Referrals) Horizon</p>	<p>2003-2004 692 office referrals 2004-2005 197 office referrals 2005-2006 220 office referrals 2006-March 7, 2007 132 office referrals</p>
<p>(Per-pupil expenditures) State Report Card</p>	<p>System 2006 average expenditure: \$6,669 per student State average expenditure: \$7,469 per student System Local contribution: 27.5% State: 43.3% System Federal contribution: 12.5% State: 11.6% System State contribution: 60% State: 45%</p>
<p>(English Proficiency) State Report Card</p>	<p>25 students or 3.6% of the school's population qualify for English Language Learner (ELL) services.</p>
<p>(Curriculum offerings) Student Handbook</p>	<p>Standard, Intermediate and Advanced courses in: Language Arts Math/Pre-Algebra Science Heterogeneously grouped courses in: Social Studies Wellness Technology Art Music Band Study Skills Elk TV (video production class)</p>
<p>(Parental Support) PTO Minutes</p>	<p>Accomplishments by parents during the school year include: Painting and decorating the teachers' lounge Holding a PTO membership drive Providing refreshments for the Open House in August Funding teacher requests to include: -CD/Tape recorder for music department -Digital camera for yearbook -Paint drying racks for art department -Supplies for the school's clinic -Wireless keyboard for media center -Bookshelves for two teacher's classrooms -White boards for one teacher's classroom -Internal hard drive for Elk TV -Teaching supplies for Social Studies -Percussion mallets for music department -Sponsored a school dance -Hosted a "Night of the Arts" -Provided a teacher/staff appreciation luncheon -Annually fund 4 awards for Awards Day</p>

TSIPP Component 2

Beliefs, Mission and Vision

Component 2 – Beliefs, Mission and Vision

Form 2.1: Collaborative Process

(Rubric 2.1)

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

The Component 2 Committee met on Friday, February 16, 2007 in a collaborative process to reach consensus for Jefferson Middle School's beliefs, mission, and vision. All committee members representing the various stakeholders were present and a sign-in sheet, along with a copy of the minutes from the meeting, are on file at the school. The beliefs, mission, and vision that were developed by the committee was then presented to the Leadership Team for final review and approval.

Form 2.2/2.3: Beliefs

(Rubric 2.2 and 2.3)

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

1. Climate:

- Provide a safe and comfortable climate where students feel accepted
- Develop the concept of community by using academic and extracurricular activities to encourage character development
- Acknowledge and celebrate the achievements of students and staff in learning and leadership
- Promote a sense of teamwork and cooperation through open communication between parents, teachers, and students

2. Staff:

- Focuses on current research and proven effective classroom practices to increase student achievement
- Supports the school's mission, vision, values, policies and goals through attitude and action
- Models the importance of lifelong learning with a commitment to ongoing professional development
- Strives to provide conditions that promote success and encouragement to colleagues and students in an atmosphere of respect and support
- Models professionalism through personal integrity, commitment, and ethical behavior
- Voluntarily participate in the school's decision making process by serving on committees and taking leadership roles

3. Academic Excellence:

- The curriculum challenges students to reach their full potential by promoting intellectual curiosity, wonder and creative thinking
- Through measurable academic standards is aligned with the major instructional goals, high levels of achievement are accomplished
- Focus on character development which incorporates respect, social skills, and moral integrity that is integrated into academic concepts.
- Through academic and extra curricular activities the concept of teamwork is developed.

4. Students:

- Accept responsibility for their learning and actions
- Set challenging goals and give their best effort to achieve high academic standards to meet their individual abilities
- Behave in a respectful and encouraging manner toward other students and teachers in a way that is consistent with good character
- Become active in supporting their school and community
- Adhere to school's policies and guidelines
- Voluntarily provide input and feedback to decision making process through appropriate channels

5. Community Support and Parent Involvement:

- Form partnerships with faculty and staff to demonstrate the importance of education
- Monitor their student's academic progress and encourage excellence
- Play an active role in the academic, social and character education and development of the students
- Volunteer their time and/or service to the school and students to create a bond of academic excellence
- Are supportive of the school's vision, goals, policies and mission
- Voluntarily participate in the school's decision making process by serving on committees and support the Parent/Teacher Organization (PTO)

Form 2.4: Mission

(Rubric 2.4)

Mission Statement (Rubric item 2.4 [clarity])

The mission of Jefferson Middle School is to provide our students with the opportunities to be life-long learners and responsible, productive citizens.

Form 2.5: Vision

(Rubric 2.5)

Vision (Rubric item 2.5 [clarity])

Jefferson Middle School will be an educational community that guides all students to achieve academic excellence and be a positive influence in their character development. The vision statement will serve as a blueprint for improvement and the benchmark by which our progress will be evaluated.

TSIPP Component 3

Academic and Non-Academic Data Analysis

Component 3 – Academic and Non-Academic Data Analysis

FORM 3.1: Variety of Academic and Non-Academic Assessment Measures
(*Rubric 3.1*)

List Data Sources

School Report Card
Standardized testing information (TCAP/TerraNova)
Student academic achievement
TVAAS data
Stanford Diagnostic Reading Inventory/Assessment
Survey data from parents, teachers, and students

FORM 3.2: Data Collection and Analysis

(Rubric 3.2)

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

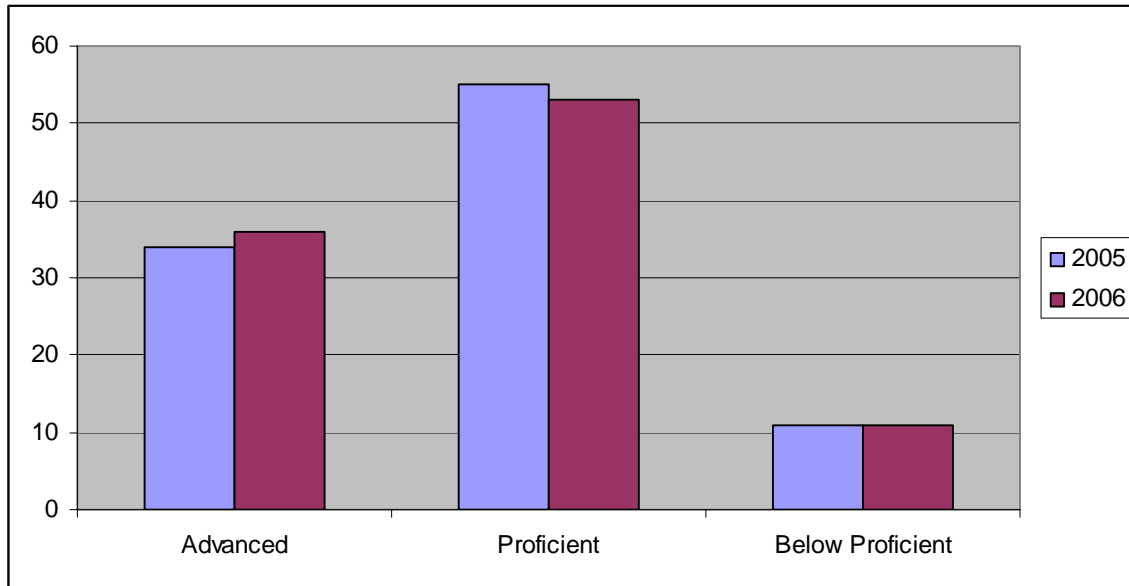
Members of the Component 3 Committee met and considered all relevant data sources. A primary source used was TCAP data since it is standardized information that provides a snapshot of how our students do each year. Another important information source was our school's student data program, Horizon. This gave the committee information concerning students' grades, attendance, and discipline referrals. Information from the parent, student, and teacher surveys were used to provide input from all stakeholders. Consensus was reached on determining strengths and weaknesses through discussion by the committee members and review of collected data. Once the data was analyzed, goals were established for future planning purposes. Finally, the findings were presented to the Leadership Team for review and approval.

FORM 3.3: Report Card Data Disaggregation

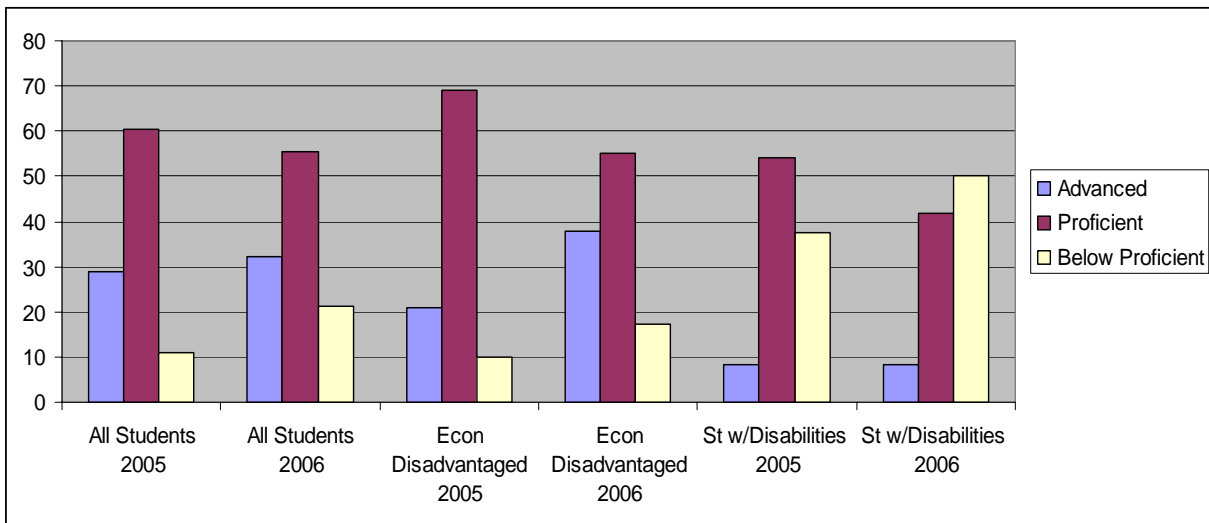
(Rubric 3.3)

Report Card Data Disaggregation

Overall Math



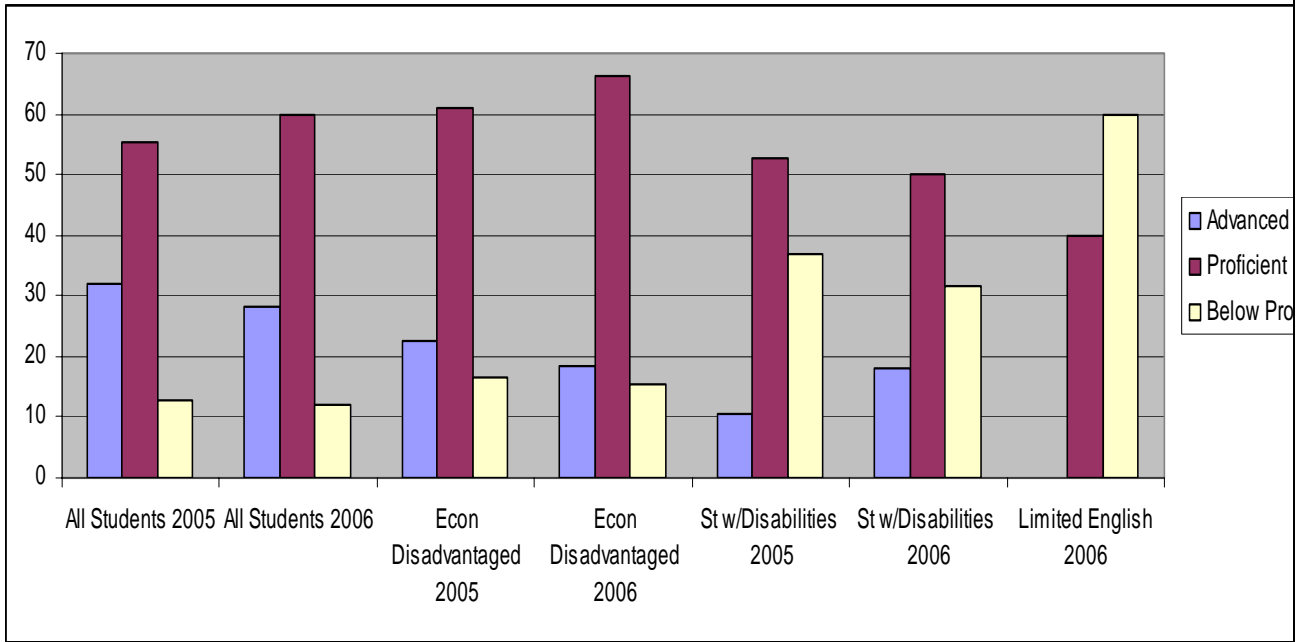
6th Grade Math



Note: Limited English Proficient Student Population was below 5% for 2005 and 2006

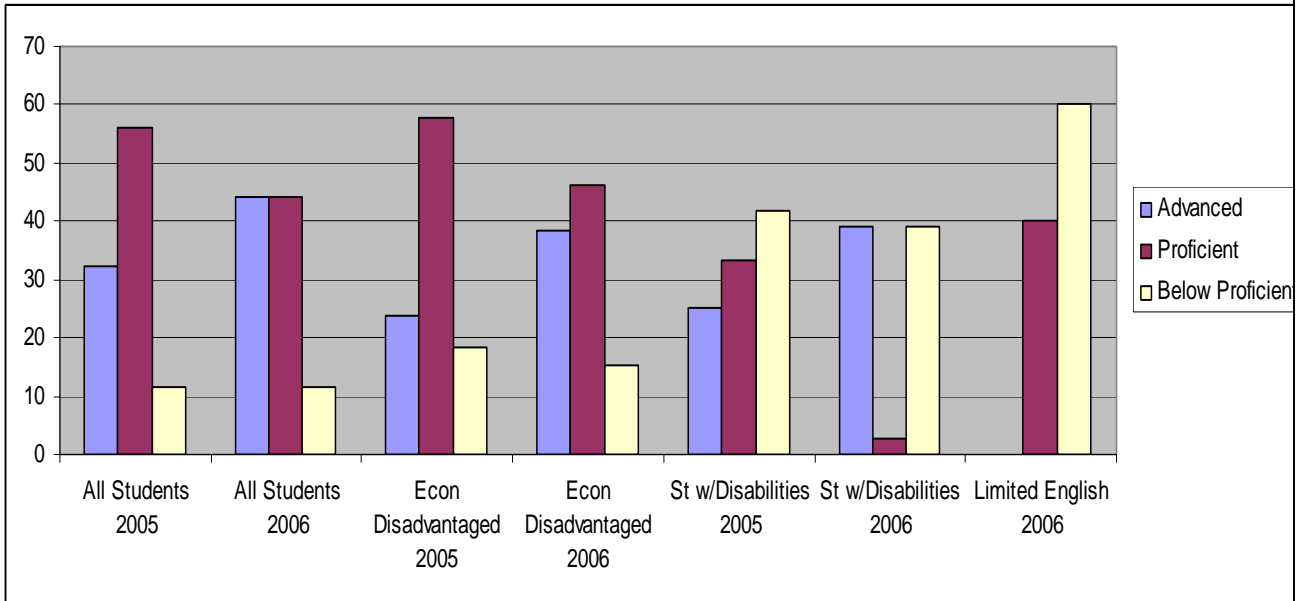
Report Card Data Disaggregation

7th Grade Math



Note: Limited English Proficient Student Population in 2005 was less than 5%

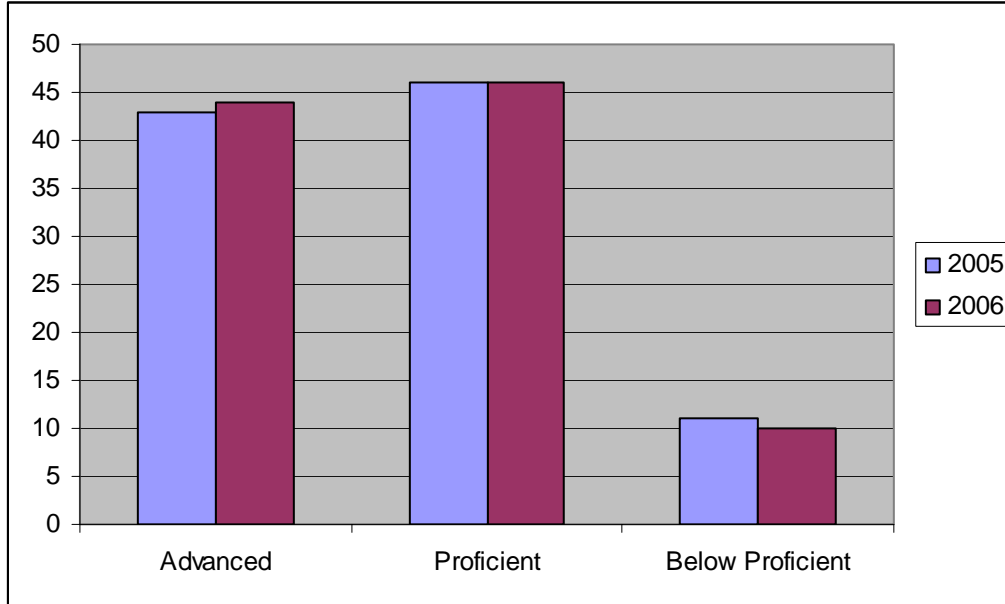
8th Grade Math



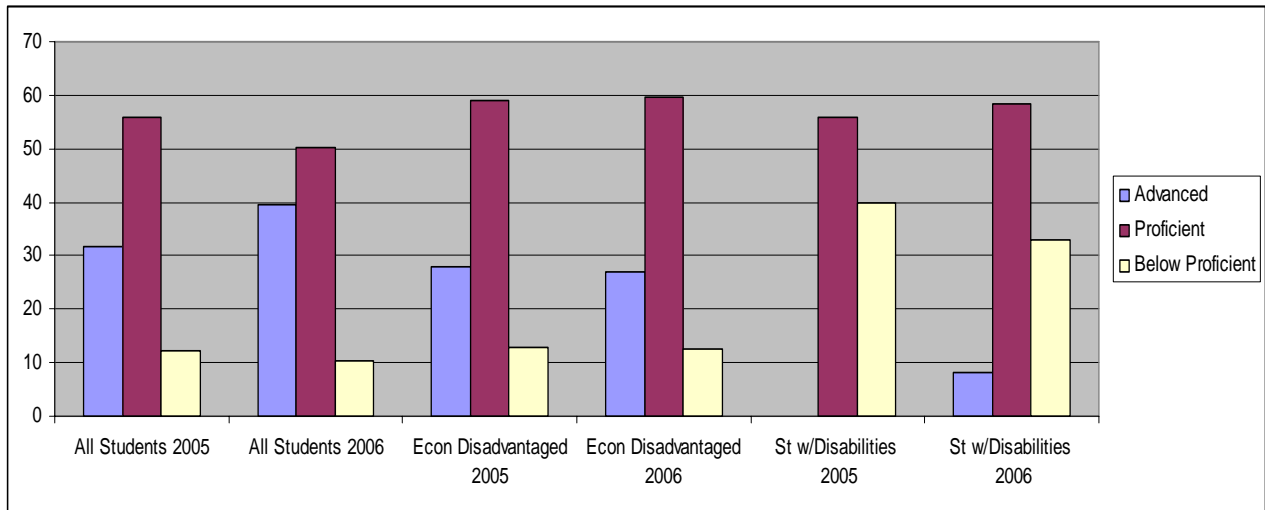
Note: Limited English Proficient Student Population in 2005 was less than 5%

Report Card Data Disaggregation

Overall Reading/Language Plus Writing



6th Grade Reading/Language Only



Note: Limited English Student Population in 2005 was less than 5%

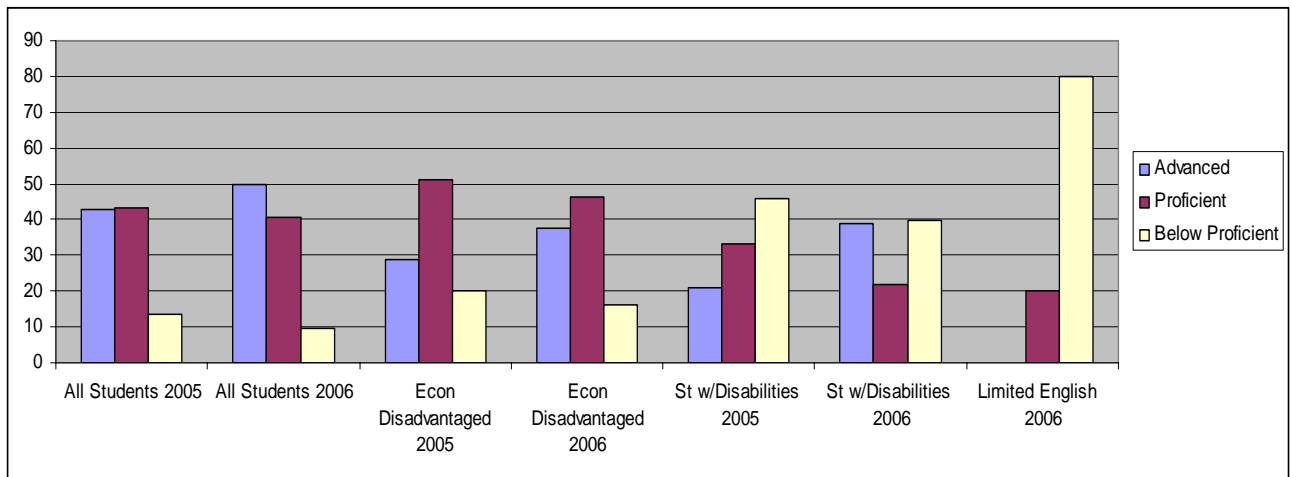
Report Card Data Disaggregation

7th Grade Reading/Language Only



Note: Limited English Student Population in 2005 was below 5%

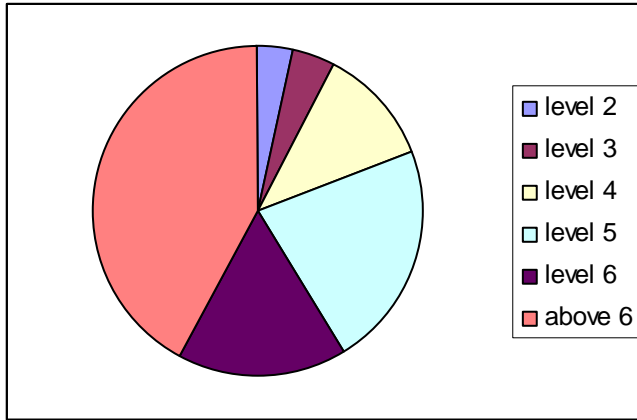
8th Grade Reading/Language Only



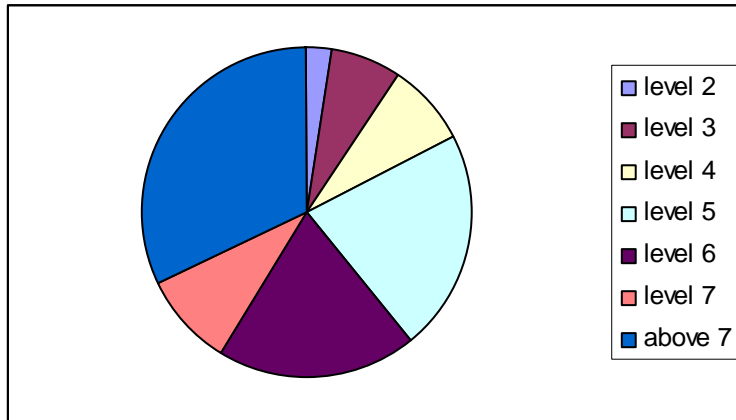
Note: Limited English Student Population in 2005 was below 5%

Report Card Data Disaggregation

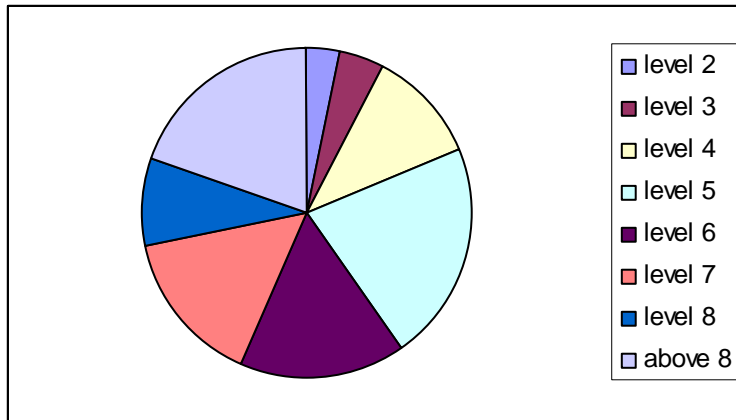
6th Grade Stanford Diagnostic Reading Assessment



7th Grade Stanford Diagnostic Reading Assessment

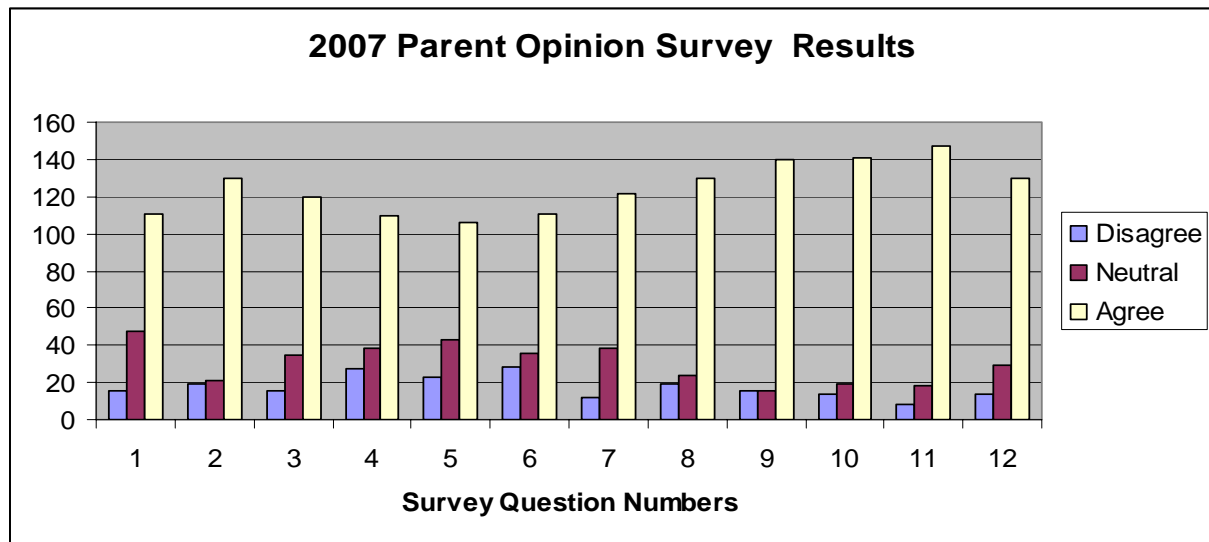


8th Grade Stanford Diagnostic Reading Assessment



Report Card Data Disaggregation

Survey Results



FORM 3.4: Narrative Synthesis of All Data

(Rubric 3.4)

Narrative Synthesis of Data

During the review process, all sources of data were considered. Several items were evident from the data that need to be addressed through future planning. A primary concern that was discussed by the Component 3 committee was the academic progress of our students. With accountability at the forefront of all current education initiatives, it is imperative that academic progress is made each year.

Currently, we are maintaining or improving in all areas of testing. For academic achievement in math and language arts, we received a grade of "B". In science and social studies, we received a grade of "C". This demonstrates that we have room for improvement in all subject areas. When the data is disaggregated to sub-groups, the committee identified several areas of concern.

Math

When looking at math scores for all students, we were able to increase the number of students who scored advanced in 2006. Our goal is to continue to build upon this increase in all three grades. In 6th grade math, we have significantly increased in the number of students with disabilities that are scoring below proficient. Value-added or TVAAS data shows that for a 3 year average, both sixth and eighth grades have exceeded the state 3 year average. However, in seventh grade, we are well below the state average. Adequate gains are not being made by these students.

Narrative Synthesis of Data

Language Arts

In language arts, we again were able to increase the number of students scoring advanced and decrease the number of students that scored below proficient. We will continue to build upon this success. However, when the language arts department administered the Stanford Reading Inventory to all students, 61 sixth graders (out of 220 students) were identified as reading at least two grade levels below sixth grade, 80 seventh graders (out of 242 students) were identified as reading at least two grade levels below seventh grade, and 62 eighth graders (out of 230 students) were identified as reading at least two grade levels below eighth grade. Teachers realize that a student's reading ability directly impacts all subject areas not just language arts.

Science

When looking at the science achievement for our students, we are below the state three-year average gain for value-added. Two grades, both sixth and eighth, are performing below the state growth standard of 0.0. Academic progress for these students is a concern that we will need to address.

Social Studies

Social studies scores over the past three years have been varied partially due to changes in the standardized testing format. However, when looking at our three-year average, we are performing above the state's three year average gain in both sixth and eighth grades. Seventh grade students over the past three years have been well below the state average and remain below the state growth standard.

Parent and Community Involvement

At the beginning of the school year, a Parent and Community Involvement Plan was developed in order to promote communication and participation at JMS by all stakeholders. Results from the surveys administered in April to parents, teachers, and students reflect overall satisfaction with the facilities, programs, and involvement opportunities. Parent attendance at the fall Open House was outstanding with over half of the students' families represented.

From the survey results, 87% of the parents stated that they feel welcome in our school and 83% stated that they are satisfied with the school. The areas that were identified through the survey results as needing improvement were: students are motivated to do their best work; and our school actively promotes parent/teacher communication.

FORM 3.5: Prioritized List of Goal Targets

(Rubric 3.5)

Prioritized List of Goal Targets

The following list of goal targets were created and prioritized by the Component 3 committee members.

1. Improve the reading levels of students reading below grade up to grade level before leaving Jefferson Middle School. (NCLB benchmark)
2. Increase academic achievement for students in the areas of math, science, and social studies by closely aligning the curriculum to the Tennessee Blueprint for Learning and increasing opportunities for collaboration.
3. Increase the number of Limited English Proficient students who score proficient and advanced in the area of math.
4. Address areas that are not meeting the state growth standards: seventh grade math; sixth and eighth grade science; seventh and eighth grade social studies.
5. Increase parent and community involvement by providing additional events/activities and by providing a better flow of communication. (NCLB benchmark)

TSIPP Component 4

Curricular, Instructional, Assessment, and Organizational Effectiveness

Component 4 – Curricular, Instructional, Assessment and Organizational Effectiveness

FORM 4.1: Collaboration (Rubric 4.1)

Collaborative Process

As with any organization, collaboration among stakeholders is an integral part of success. In the spring of 2005, Jefferson County Schools completed a Family and Community Engagement Plan. This plan was developed with local stakeholders, including administrators, teachers, staff members, school board representatives, students, parents, and community leaders. Jefferson Middle School incorporated these standards into our school improvement plan.

First, at the school level, our School Improvement Plan (SIP) was developed by all stakeholders. This process was initiated through the Leadership Team, which is comprised of all the department chairpersons (math, language arts, science, social studies, special education, and technology), as well as parents and community members. Each member of the Leadership Team associated with the school chose a component of the SIP that their department was responsible for completing. Then, dates were set for completion. Each month the Leadership Team met and monitored progress of the SIP. The committees met on various days at various times working on the SIP and documentation of the meetings was kept on file as the school as verification.

Next, the faculty and staff uses a variety of ways to involve the parents and the community in the education process. Programs are offered at various times throughout the year to include open house and parent/teacher conferences. The PTO is extremely active at JMS and very supportive of both teachers and students. Parent e-mail groups are established at the beginning of the year to communicate school events and a new sign in front of the school provides parents and community members with information about the school.

Finally, JMS is responsive to the needs of its families and has an open door policy with the community. Every effort is made to make the school accessible to all stakeholders including those physically challenged. The teachers at JMS are friendly, respectful, and treat families as partners in their child's education. Many teachers give course syllabi and hand out papers listing the requirements for specific assignments to ensure students understand the requirements and expectations of various assignments. Parents and teachers maintain frequent two-way communication concerning their child's progress. The many methods used for this include progress reports at the middle of each grading period, parent access to an online grading program, and the school's/district's website. These sites allow parents to monitor their child's progress at all times. Other means of communication include phone calls and notes home to parents.

FORM 4.2: Evaluation of the Decision-making Process

(Rubric 4.2)

Evaluation of the Decision-making Process

Strengths

Our participatory decision making process implemented this year has for main advantages. First, this style allows for more input from a larger number of individuals, including the community. Next, this style has created a greater sense of ownership among the school's stakeholders. Third, there has been an increase in the growth and development of the faculty through sharing goals, improving communication, improving motivation, and developing a sense of the group process. Finally, changes are more permanent and lasting if the individuals implementing the change feel a sense of ownership in the process.

Limitations

During the first year of implementation, three limitations have been noted in our decision making process. With the Leadership Team and department and grade level meetings, the participatory decision making requires much more time and energy than the traditional top down hierarchy. Next, some decisions require immediate action and do not lend themselves to participatory decision making. Finally, this style requires individuals with a desire to participate. Some individuals resist change while others are not dedicated to this process. The ability of the faculty is also a factor. This ability typically relates to the education and years experiences of the faculty.

FORM 4.3: Resource Allocation

(Rubric 4.3)

Resource Allocation

JMS has many resources for allocation. Community members, businesses, and family members of students have all contributed donations to our school. Food Lion, a retail grocer, gave a \$4,000 technology grant to our school this year. With this grant, a Smart Board was purchased for a math classroom. Food Lion makes this grant available on a yearly basis and one teacher per school is eligible to receive the grant. Our Parent/Teacher Organization (PTO) has been very generous as well. The PTO accepted membership donations from parents and the community totaling \$5,785. Through these donations, the PTO has provided supplies for the teachers' workroom, educational videos, white boards, shelves, art supplies, band supplies, and musical instruments. Teachers have used these items to aid instruction and students have utilized the supplies to enrich their learning. Community and family members of students have provided \$2,475 for school improvement. This money was allocated to the band, 6th grade resources, Fellowship of Christian Athletes, and Travel Club. Students can now fully participate in club activities.

Every classroom contains a 21st Century teacher workstation. These workstations include a computer, printer, large screen television, and most are equipped with DVD players. Classroom teachers utilize PowerPoint to aid in instructional presentations as well as access to Brian Pop and United Streaming videos. Internet resources and various software packages are provided through local technology funds.

Resource Allocation

Each grade level is equipped with a functional computer lab used by students. Each lab contains 25-27 computer workstations. All sixth grade students are taken to the lab by the language arts teachers. Seventh and eighth grade students are scheduled in the technology lab every other day as part of their regular class schedule. Students receive instruction in basic computer use, word processing, PowerPoint, Internet research skills, and technology ethics. Each student also learns correct typing techniques using the Micro-Type program. An increase of integration between classroom instruction and technology use has been the focus this year.

Another available resource for students and teachers is the school's media center. Computers are used to reference materials and books. Also, students may take Accelerated Reader tests on the computers. Teachers may use the management program to determine how well students are progressing in reading with the AR program. Instructional videos are also available for classroom use.

The completion of our building plan provided all science classrooms with mini-labs, which have sinks, microscopes, and various pieces of science equipment. Students now have opportunities to do more hands-on experiments and activities. Additional equipment is continually needed to stay abreast of the growing field of science. Partnerships have been developed by our science teachers with the University of Tennessee Science Department to provide these additional items and the most current information.

Another enrichment resource for our students is Elk TV, a school broadcast program. Two or three episodes per week are aired for all students and staff. Included in each episode are daily announcements, word of the day, thought for the day, lunch menu choices, and upcoming events announcements. These episodes are linked to our school website and can be accessed by parents and community members.

JMS is composed of 44 faculty members: 38 regular education teachers, 4 special education teachers, and 2 guidance counselors. There is also a principal and assistant principal on staff. Teachers work from 8:00 - 3:30 and are responsible for academic achievement, socialization, professional development, classroom management, and lesson planning. Attendance is also mandatory at a variety of meetings. Morning and after-school duties include bus duty, athletic events, and school sponsored events. Special education teachers fulfill duties of a regular education teacher and also complete IEP paperwork and hold IEP meetings. This year, the school moved to full inclusion and two of the special education teachers team taught with regular education teachers. Guidance counselors help students with many issues concerning emotional problems, family situations, school difficulties, and relational experiences. They also complete paperwork for testing and conduct intervention team meetings when necessary. Administrators set goals in all areas of school management. They see that these goals are met through meetings and staff improvement strategies.

Our support staff is a strong part of the human resources at JMS. Less than 5% of our student population has non-English or limited English speaking skills. An ESL teacher was hired in 1999 to work with these students at least two hours a week. Also, an aide works 15 additional hours with these students. The program is conducted in English and it attempts to help students

Resource Allocation

achieve success in school both academically and socially. Eventually students are integrated into whole English-speaking classrooms.

Another resource that has been added to our system is a Reading Specialist for grades 6-12. She is assigned to JMS one day every week to assist teachers in the development of reading strategies and language arts curriculum and instruction. She has also taught the language arts teachers how to use assessment tools to determine reading abilities of students and identify areas of need. We also have county-wide resources, such as a speech pathologist, occupational therapist, and GATE teacher who serves students on an as needed basis.

A school resource officer (SRO) provides security and safety each day at JMS. She teaches the DARE program to all sixth grade students and helps with student discipline issues. She makes home visits and provides information to the Department of Children's Services when necessary. She is on site for all after school events and provides the school's faculty and staff with emergency response training each year.

Other members of our support staff include seven teaching assistants, one school accountant, one attendance secretary, one office receptionist, one nurse, seven cafeteria workers, and four custodians. The teaching assistants provide one-on-one help to special needs students in the classroom. Our school accountant oversees all school finances. The attendance secretary keeps track of all student attendance, issues court notices for truancy, and maintains substitution records for teacher absences. The receptionist answers the phone, takes care of visitors, directs people to the right places, and works on fundraisers. A certified nurse is on staff to handle all student medical needs. The cafeteria workers provide breakfast and lunch each school day and follow both state and USDA guidelines. Our custodians maintain the cleanliness of the school and also complete some maintenance work.

FORM 4.4: Curriculum Analysis and Support

(Rubric 4.4)

Curriculum Analysis and Support

Jefferson Middle School consistently and continually analyzes student data and/or programs to improve student achievement and preparedness for the next grade level. The data I also used to determine academic deficiencies, and to implement improvements that can further help our students. This analysis is accomplished in the following subjects through the processes listed below:

Language Arts

- TCAP percentile scores are analyzed to determine student placement for core curriculum classes of language arts, math, and science.
- Fifth, sixth, seventh, and eighth grade teachers make recommendations regarding the best placement for students.
- Special education teachers and aides collaborate and teach with the regular classroom teachers through inclusion class settings.
- The Star Test which identifies a reading level is given to JMS students when they enter each

Curriculum Analysis and Support

grade level and exit the grade level. The results of the Star Test are explained to the students, and the results of the test are sent home to the parents.

-Diagnostic reading tests like the Stanford Reading Diagnostic Test, Benchmark Reading Test, and Reading Pre-tests are administered to students throughout the year.

-The Accelerated Reader Program is integrated in most of the advanced language arts classes. The scores from the Accelerated Reader reading tests are averaged in the nine weeks grade.

-Language arts classes have a weekly scheduled library time which promotes academic and leisure reading skills.

-TCAP test scores and the Writing Assessment test scores for JMS are made available to the teachers so strengths and weaknesses can be identified.

-JMS teachers have been actively involved with curriculum mapping and have correlated the page numbers in the newly adopted Prentice Hall literature series with the Tennessee assessed TCAP skills.

-The Blueprint for Tennessee Curriculum, curriculum maps, and the Jefferson County website are available online for all teachers.

-A check-off list of the Tennessee assessed TCAP skills which were taught the first semester was submitted to the principal in January.

-Advanced, intermediate, or standard is printed on individual class schedules. Parental input for placement is honored if and when possible or within reason.

-Student class schedules may be adjusted to a lower or more advanced level of instruction to better meet the individual academic needs of the students.

-JMS participates in County-wide Write Away Days. The Write Away Days stress the importance of writing at all grade levels.

-Language arts teachers emphasize writing skills through writing journals, essay collections, and writing portfolios.

-Daily student access to a computer lab reinforces and emphasizes language arts skills currently being taught in the language arts curriculum.

-Student produced PowerPoint presentations, Orchard, United Streaming videos, Brain Pop, and other online resources improve the language arts skills.

Mathematics

-The JMS math curriculum is correlated to the state standards and benchmarks as well as the NCTM standards.

-Prerequisites necessary for the ninth grade math classes are freely communicated to the eighth grade math teachers. The necessary skills are then incorporated into the eighth grade math curriculum.

-Inter-departmental communication between the sixth, seventh, and eighth grade teachers regarding curriculum improves student achievement. This is accomplished through common planning time by departments.

-Lectures, demonstrations, and math skills are improved with the use of technology and other online resources.

-JMS math teachers communicated with the elementary schools that the current Saxon math textbook does not adequately prepare the students for the sixth grade math curriculum.

-Pre-algebra curriculum mapping guidelines are in place for the 2007-2008 school year, and the sixth, seventh, and eighth grade math curriculum will also be mapped during the 2007-2008

Curriculum Analysis and Support

school year.

- Student placement is determined by teacher observations and recommendations as well as by TCAP test scores.
- Scientific calculators were purchased by the school and provided in math classes for TCAP preparation. Enough calculators were purchased so that every student had one for the TCAP tests this year.
- Group activities and projects are included in all grade levels.
- Some math teachers are continuing their education by specializing in mathematics education.

Science

- JMS science teachers coordinated the science textbook with the state curriculum guide and check off the skills as they are taught throughout the year.
- Instructions, practice work, and testing are frequently written in a multiple choice standardized test format similar to the TCAP test questions.
- A National Science Foundation Grant and the University of Tennessee placed a doctoral student in the eighth grade science classes one and a half days per week. The doctoral student conducted experiments that were coordinated with science lessons.
- United Streaming provides up-to-date video support of instruction and reinforcement of science skills.
- Brian Pop responses require students to think and answer questions from a different point of view.
- Sixth, seventh, and eighth graders participated in a school science fair and sent fifteen projects to the Southern Appalachian Science and Engineering Fair at the University of Tennessee, Knoxville. A JMS student placed third in the Junior competition and another student received honorable mention.
- Fetal pigs are dissected by eighth grade science students in preparation for high school biology classes.
- Pre-tests are given to assess prior knowledge, and post-tests are given to determine progress made during the year.

Social Studies

- Social studies instruction is centered on the Tennessee Blueprint for Learning.
- The assessed skills from the Tennessee Blueprint for Learning are posted and checked off as they are taught. In January, a list of skills that have been taught the first semester was sent to the principal by each teacher.
- The teachers in each grade level collaborate during common planning time on the "pacing" of instruction.
- Skills tests are given throughout the year as part of TCAP preparation. Students see their progress on each test. After students take a test, the test is then used as a teaching tool to review frequently missed items or skills.
- Tennessee assessed skills are frequently used in review games, group projects, and tests in some of the social studies classes.
- Instructional videos are used to support classroom instruction,
- Formal and informal assessments involve multiple choice testing, class discussions, and written essays.

FORM 4.5: Instructional Analysis and Support

(Rubric 4.5)

Instructional Analysis and Support

The faculty at JMS is committed to the idea that all students have an opportunity to maximize their academic growth. Many of the curriculum decisions are made at the district level. All students receive instruction in the following academic areas: language arts, math, science, and social studies. Jefferson Middle School is departmentalized and students change classes on a bell schedule. Special education moved to full inclusion this year.

Research Based Strategies

The faculty uses a variety of research based strategies to meet the needs of all children. Students have seven class periods per day. All classes with the exception of language arts are fifty minutes in length. Language arts classes are arranged in blocks of 100 minutes allowing for more time on-task in this subject. All instruction is aligned with the Tennessee Blueprint for Learning ensuring that the appropriate skills are taught at each grade level. Teachers are encouraged to plan weekly so that multiple strategies are used in order to meet the individual needs of all students. These include but are not limited to cooperative learning, higher order thinking skills, and small group instruction.

Presently, students are ability grouped in their academic classes into three levels: advanced, intermediate, and standard. Some standard classes are identified as inclusion classes and have both a regular education and special education teacher assigned. In the inclusion setting, a special education teacher team teaches with the regular classroom teacher and provides the necessary accommodations and support to meet the needs of this group of students. Placement was done this year by looking at each child's TerraNova scores for the previous year. This type of grouping allows teachers to more easily adjust lesson plans and make modifications according to the needs of individuals.

An English Language Learner (ELL) assistant is also scheduled at least once a week in classrooms with the ELL students and supports those students so they will be successful. For special area classes students alternate going to the technology lab and wellness every other day for a total of one-half year credit of each. Art, music, study skills, band, and Elk TV are also in the daily schedule as electives.

Adaptation for All Students

At JMS, the school counselors support classroom instruction by meeting with teachers formally and informally on an as-needed basis. They also make classroom visits and work with students individually and in small groups addressing many issues including academics, bullying, and self-esteem issues. The counselors help teachers understand physical and emotional conditions that may hamper student achievement unless handled in an appropriate manner. The counselors also work closely with parents at meetings, conferences, and creating four-year high school plans for eighth graders.

Instructional Analysis and Support

Intervention teams meet as needed to discuss students who might need additional assistance. Team members typically include a school administrator, school counselor, teachers, and other members as needed. These teams develop plans and strategies to meet the behavioral and academic needs of students.

Multidisciplinary Teams (M-Teams) work similarly to the intervention team by addressing the needs of children who have been identified as learning disabled. Based on the findings of the intervention team and achievement and psychological tests administered by the school psychologists, students may be identified as needing special education services. These services include an Individual Education Program (IEP) with individualized instruction in reading, writing, and math. Some students may also receive services such as speech/language, occupational, physical, and vision therapy.

Appropriate Staff Development

Many professional development opportunities are available for teachers at JMS. For example, eight teachers attended the National Middle School Association's conference in Nashville this past fall. This was an excellent opportunity for teachers at our school to stay abreast of national trends. Several of our teachers have provided professional development for the faculty after attending conferences outside the school district. Many other professional development and inservice activities are offered by the Jefferson County school system, Carson-Newman College, and the University of Tennessee, which are all within easy driving distance.

Other staff development opportunities include: meetings with the reading specialist during plan periods; ongoing workshops with the new reading series; departmental meetings where workable strategies are shared; and a county-wide mentoring program for teachers who are new to the district.

Effective Time Utilization

The Leadership Team meets monthly the week after the district's Administrator's Meeting. This allows the principal to share and discuss information from that meeting the department chairpersons who serve on the team. Departmental meetings are then held to disperse the information throughout the school. Teachers teaching the same discipline were given the same planning time this year which gave them the opportunity to meet and discuss curriculum topics as needed.

System for Monitoring and Adjusting

At the beginning of the year students were placed in academic classes according to TerraNova scores; however, teachers were allowed to have students' schedules changed if they deemed there was a more appropriate placement for the students. This system helps to ensure that students have the proper placement throughout the school year.

IEP meetings are held each spring to establish goals and objectives for the following year. At the beginning of the next school year, meetings with the students' teachers ensure that proper modifications are in place in order for those students to receive the most appropriate education.

Instructional Analysis and Support

The Reading Specialist is available to teachers one day each week. She uses research-based reading inventories to test specific students that are struggling to identify areas of concern. Once the areas of concern are identified, then interventions can be made to help students be successful. This year, all sixth and seventh grade students were tested to determine their grade level in reading. A database will be established to track student performance.

Reporting of Individual Assessment Results to Parents

One of the cornerstones of No Child Left Behind is parental involvement in the education of their child. It is essential that schools communicate with parents multiple times throughout the school year to notify them of their child's progress. The Office of Research, Evaluation, and Assessment from the Tennessee Department of Education provides parents with results from the Tennessee Comprehensive Assessment Program (TCAP) and the TCAP Writing Assessment. These tests are criterion referenced tests which allow parents and teachers alike to monitor strengths and weaknesses of the students. Parents may request assistance in understanding the results from the school or district.

Jefferson Middle School uses a variety of methods to communicate student achievement with parents. Parent/Teacher conferences are held twice a year and an Open House is held soon after school begins in the fall. Progress reports are sent home in the middle of each nine week grading period. Intervention Teams and M-Teams are held as needed. A web-based grading program is used by the teachers giving parents with Internet access the ability to view their child's grades and monitor their progress at all times.

Parents are provided a copy of the Parent & Student Handbook at the beginning of each year or upon enrollment at JMS. Part of the handbook includes the Parent and Community Engagement Plan. The plan is also posted on the school's website. A copy of the plan is provided below.

Parent and Community Engagement Plan

The mission of Jefferson Middle School is to provide our students with the opportunities to be life-long learners and responsible, productive citizens. We believe it is our responsibility to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in Tennessee academic achievement standards and academic assessments. We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

Jefferson Middle School envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. Jefferson Middle School promotes life-long learning to prepare its students to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirements of the No Child Left Behind Act of 2001. The document represents joint development with parents, community members, teachers, and principal. The policy will be available to all parents through the Student and Parent Handbook and the school's website.

Instructional Analysis and Support

1. Parents and community members will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:
 - a. All parents and community members will be invited to an annual Open House event prior to the end of September to maximize the opportunity for participation. The following will be discussed:
 - i. School objectives and instructional methods
 - ii. Teacher and paraprofessional qualifications (Parental “right to know” concerning Highly Qualified status)
 - iii. Test scores and how schools are identified for school improvement
 - iv. School organization, curriculum, and policies
2. Support will be provided to parents and teachers as they plan and implement effective parent involvement. We will:
 - a. Provide parent workshops and activities based on the assessed needs and interests.
 - b. Develop a Parent/Teacher/Student Compact in cooperation with both parents and teachers promoting its use for the betterment of the students.
 - c. Provide a facility that will be a working site for parents to hold meetings/workshops, work on projects, and obtain materials to encourage parents to support their child’s learning.
 - d. Provide current, reputable parent literature/materials in a format that is understandable to parents.
3. In order to promote the school’s and parent’s capacity to form a strong partnership and work toward higher student academic achievement we will:
 - a. Assist parents in such areas as the state standards, assessment, and how to monitor their child’s progress
 - b. Encourage parents to visit during the school day; promote “open-door” policy
 - c. Inform parents of school activities through newsletters, phone calls, web sites, email, school sign, and other media.
 - d. Encourage staff to have regular two-way communication with parents through parent conferences, progress reports, home visits, classroom newsletters, school web site and provide opportunities for observation of classroom activities.
 - e. Cooperate with agencies and other resources to promote training for parents.
 - f. Encourage the education of teachers, pupil services personnel, principals and other staff members with the value of parent involvement in the school.
 - g. Make information available in a language that parents can understand.
 - h. Provide training to parents to work with their children to improve their academic achievement. Such training will include literacy and technology.
4. Jefferson Middle School will encourage coordination of parent involvement activities with Jefferson County Family Resource Center and Jefferson County Central Office staff. Every effort will be made to involve community members in event planning.

Instructional Analysis and Support

5. Parents and community members will participate in the annual evaluation of the content and effect of the parent involvement policy and practice. They will consider:
 - a. Increasing parent involvement
 - b. Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are any racial/ethnic minority background.
6. Parents and community members will have the opportunity to serve on a committee to develop school policies and procedures, including the school-parent compact.

Parents are encouraged to contact teachers and administrators with comments and concerns about Jefferson Middle School. We believe that the education and well being of our students is our primary concern. Success in these areas is best achieved through a partnership with students, parents, teachers, administration, and community.

TSIPP Component 5

Action Plan Development

GOAL 1

Form 5.1: Goal 1

Goal	Increase reading ability for students who fall below grade level up to grade level by the time they leave Jefferson Middle School.
Which Need(s) does this Goal address?	Reading scores for TerraNova; AYP data; TVAAS; NCLB benchmark
How is this Goal linked to the system's Five-Year Plan?	GOAL: EXCELLENCE IN ACADEMIC PERFORMANCE Objective 1: Enhance program to assist students in obtaining and enriching skills for reading, language, and math that are appropriate for their ability level.

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Implement a reading program called Read 180 for students who fall below grade level
Provide professional development to all teachers on how to teach reading in the content areas
Develop and implement a curriculum based vocabulary focus in all subject areas (ex. word walls)

FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
August 2007- Ongoing throughout the school year	Administrators, language arts teachers, Read 180 teacher	\$32,000 for program (grant-funded)	Diagnostic reports from the program; student achievement
August 2007- Ongoing throughout the school year	Administrators, reading specialist, all certified teachers	\$5,000 for presenters and materials	Sign-in forms for PD; written evaluation from participants; student progress
August 2007- Ongoing throughout the school year	Administrators, reading specialist, all certified teachers	No cost; use staff members to develop vocabulary lists	Visual check by admin.; sign-in forms for PD

FORM 5.2: Action Steps (Goal 1)
GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Encourage students to read for pleasure
Implement Reading Is Fundamental (RIF) Program

FORM 5.3: Implementation Plan (Goal 1)			
Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
Fall 2007 - Ongoing throughout the school year	Administrators; language arts teachers; extended contract teacher	One extended contract	After school sign-in sheet; student academic progress
Fall 2007 - ongoing	Librarian; school bookkeeper	\$4,500 a year	Data from RIF company; feedback from students

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Teachers will receive professional development in all areas of reading through goal 1. Specific presenters will be identified and contacted to provide training on Read 180, implementing reading in the content areas, and building vocabulary skills using Marzano's six steps. The Read 180 training will be provided by SRA for the teacher who will be responsible for implementing the program. The teacher will be responsible for training an instructional assistant that will also work with the program.
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Parents and community members will be able to preview the Read 180 program at any time and will be showcased at the fall Open House. Information on reading strategies and vocabulary building activities will be sent home to parents and included in our school's newsletter and website. The after school reading program will encourage students to read for pleasure and parents and community members will be used as guest speakers/readers. Parents will be invited to attend and read along with their child.

GOAL 2

Form 5.1: Goal 2

Goal	Increase student TVAAS gains in the core curricular area of math so that all grade levels are performing at or above state growth standards.
Which Need(s) does this Goal address?	TerraNova scores; AYP data; TVAAS; NCLB benchmark
How is this Goal linked to the system's Five-Year Plan?	GOAL: EXCELLENCE IN ACADEMIC PERFORMANCE Objective 5: The Jefferson County Schools will make every effort to align curriculum content within, and across all grades K-12, to insure a continuous progression of sequential skill acquisition and mastery of content based learning.

FORM 5.2: Action Steps (Goal 2)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Complete curriculum mapping for math and pre-algebra with teachers from all middle schools in the district
Implement ThinkLink for Math, a predictive assessment series correlated with the TCAP test
Provide additional math instruction through elective period by offering a math lab for students who are scoring below grade level
Design and post on the school's website technology-based Internet resources to reinforce/teach basic math skills

FORM 5.3: Implementation Plan (Goal 2)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
2007 – 2008 school year; dedicated PD and inservice days	Math department chairperson; math teachers	none	PD and inservice days sign-in sheets; written curriculum
September 2007 - ongoing	Technology lab teacher; math teachers	\$3,229 (grant funded)	Diagnostic reports from program; TCAP scores; TVAAS data
August 2007 - ongoing	Math teachers; administration	none	Math grades; reports from computer-based math programs
2007-2008 school year; dedicated PD and inservice days	Technology coordinator; tech lab teachers; math	none	PD/inservice days sign-in sheets; web-based resources;

FORM 5.2: Action Steps (Goal 2)
GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)

FORM 5.3: Implementation Plan (Goal 2)			
Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
	teachers; webmaster		evaluation survey

Form 5.3, continued

GOAL 2	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Math teachers will receive professional development in all areas of math through goal 2. Specific professional development days and inservice days will be used to complete curriculum mapping for sixth, seventh, and eighth grade math/pre-algebra. High school teachers, along with professional presenters, will be contacted to provide the necessary training and guidance. Technology training to accomplish the action steps will be provided by the system-wide technology instructional specialist and the three certified technology lab teachers at JMS.
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Parents and community members will be able to access the online math resources that will be created by our teachers. The web-based resources will also be showcased at a spring Technology Open House. Information on teaching math strategies and providing support for a child's math skills will be sent home to parents and included in our school's newsletter and website. Parents will also have input into their child's participation in the math lab class by requesting it as an elective.

GOAL 3

Form 5.1: Goal 3

Goal	Increase student TVAAS gains in the core curricular areas of science and social studies so that all grade levels are performing at or above state growth standards.
Which Need(s) does this Goal address?	TerraNova scores; AYP data; TVAAS; NCLB benchmark
How is this Goal linked to the system's Five-Year Plan?	GOAL: EXCELLENCE IN ACADEMIC PERFORMANCE Objective 5: The Jefferson County Schools will make every effort to align curriculum content within, and across all grades K-12, to insure a continuous progression of sequential skill acquisition and mastery of content based learning.

FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Develop a progressive curriculum approach for Science Fair Projects to include a formal research paper
Implement ThinkLink for Science, a predictive assessment series correlated with the TCAP test
Collaborate with other middle schools in the district to correlate the current science curriculum with the Blueprint for Learning
Complete curriculum mapping for social studies with teachers from all middle schools in the district

FORM 5.3: Implementation Plan (Goal 3)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
2007 – 2008 school year; dedicated PD and inservice days	Science teachers; language arts teachers	none	PD and inservice days sign-in sheets; written curriculum
September 2007 - ongoing	Technology lab teacher; science teachers	\$3,229 (grant funded)	Diagnostic reports from program; TCAP scores; TVAAS data
2007 – 2008 school year; dedicated PD and inservice days	Science department chairperson; science teachers	none	PD and inservice days sign-in sheets; written curriculum
2007 – 2008 school year; dedicated PD and inservice days	Social studies department chairperson; social studies teachers	none	PD and inservice days sign-in sheets; written curriculum

FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Coordinate and schedule guest speakers, including parents, to provide enrichment opportunities for the social studies curriculum
Select and use leveled readers appropriate to middle school science and social studies curriculum

FORM 5.3: Implementation Plan (Goal 3)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
May 2007 - ongoing	SS department chairperson; social studies teachers; PTO president	none	Sign-in sheet for events; student surveys; student grades in SS
August 2007 – December 2007	Dept chairpersons; reading specialist; science and social studies teachers	\$5,000 (grant funded)	Student feedback; #of books checked out in media center; teacher created tests

Form 5.3, continued

GOAL 3	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	Science and social studies teachers will receive professional development in all areas of their curriculum. Specific professional development days and inservice days will be used to complete curriculum mapping for sixth, seventh, and eighth grade social studies and collaborative meetings will be arranged for the science teachers. Professional presenters, including the county-wide Reading Specialist, will be contacted to provide the necessary training and guidance. Technology training to accomplish the action steps will be provided by the system-wide technology instructional specialist and the three certified technology lab teachers at JMS.
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	<p>Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i></p>	<p>Parents and community members will be instrumental in the completion of the year-long Science Fair projects. Resources available with the community for students to use in completing their projects will be identified by both teachers and PTO members. Web-based resources will also be communicated to parents. Projects will be showcased at a school-sponsored Science Fair in January each year. Social studies teachers will identify parents and community members with particular areas of expertise that would be available to speak to social studies classes. A database will be created with contact information and will be added to each year as new students come to JMS. Information on teaching science and social studies strategies and providing support for a child's academic skills will be sent home to parents and included in our school's newsletter and website.</p>
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TSIPP Component 6

The School Improvement Plan and Process Evaluation

Component 6 – The School Improvement Plan and Process Evaluation

FORM 6.1: Formative Assessment

(Rubric 6.1)

Form 6.1: Formative Assessment

The focus of Jefferson Middle School's previous school improvement plan was on the core curricular areas of communication skills (language arts and reading, math science, and social studies.) These areas were found to be most important due to the fact that they are tested on state mandated standardized testing each year. Over the past three years, JMS has continued to improve academic achievement in these areas. This year's school improvement plan includes the cores curricular areas but also focuses on collaboration and parent involvement. Both of these areas are primary concerns for middle grades with the reauthorization of No Child Left Behind.

During the year, periodic, scheduled checks will be made to ensure academic achievement is being increased with all students. The new state-mandated, **student data management system** (STAR Student) will allow us to run **grade reports, attendance reports, and discipline reports** each nine weeks. All of this information will be used to determine success of the implementation process.

A primary data source for academic gains will be **ThinkLink** Predictive Assessment Series. This is an online service that matches diagnostic assessments to the Tennessee Comprehensive Assessment Program (TCAP). The program allows teachers to see student results before they actually test. This will be administered at the end of each nine weeks for reading, language arts, math, and science.

Parent and community feedback will be requested at regular intervals during the school year. A **"Comment Box"** will be available in the office and will also be available during the fall Open House, Parent/Teacher Conferences, and the spring Technology Open House. Formal solicitation of feedback will be included in the **Parent Newsletter** that will be mailed home each nine weeks. The **school's website** also has a "Contact Us" link that allows parents to e-mail the school with any comments or feedback.

Teachers will be asked to complete a **survey** after each professional development or inservice training that is provided by the school. This information will be used to continually monitor the quality and relevance of the professional development that is provided. These days are scattered through the school year.

FORM 6.2: Summative Assessment

(Rubric 6.2)

Form 6.2: Summative Assessment

Beginning of the school year

-Testing will be conducted using the Stanford Diagnostic Reading Inventory, Read 180 program, Orchard, ThinkLink and teacher made tests in order to provide a basis for student progress. The same measurement will be administered at the end of the year to determine how much academic achievement has occurred.

-Teachers will complete a professional development survey prior to the start of the school year. The information gained from the survey will be used to provide quality and relevant professional development opportunities throughout the upcoming school year. A post survey will also be administered to receive feedback concerning the professional development training.

Mid-year

When it becomes available, TVAAS data will be used to determine academic growth of students. Core curriculum areas by grade level will be considered.

End of the school year

-A year-end survey will be administered to determine the strengths and weaknesses of implementation of the SIP. All stakeholders (teachers, parents, and students) will complete the survey.

-TCAP scores will be studied in July in order to determine if student progress was made. Findings will be distributed to teachers, parents, and students. Information will be broken down into specific subgroups. Charts and graphs will be used to make comparisons to this year's data.

-Reports will be generated in the school's student data management system concerning students' grades, attendance, and discipline referrals. This information will be tracked each year to determine progress.

FORM 6.3: Evaluation of the SIP Process

(Rubric 6.3)

Form 6.3: Evaluation of the SIP Process

Yearly updates to the SIP have aided in maintaining a proper focus on what changes need to occur. It has become a guiding document that is used to develop a comprehensive educational program for our students. **Surveys** have been administered each year in order to gain feedback from all stakeholders concerning the school environment, technology program, and learning process. The results from the surveys have been used to guide the improvement process as well.

Obviously, with the convenient and timely access to the **Tennessee Comprehensive Assessment Program (TCAP)**, we are able to use standardized test data to make adjustments and fine-tune our program to fit the needs of individual students. **Value-added information (TVAAS)** has been extremely helpful since it tells us exactly how much gain our students are making each year. We are also able to break that information down further to identify which levels of

students (advanced, proficient, below proficient) are making positive gains and which levels are not. Sub-group data is also tracked to determine how well students are performing at JMS. This has led us to recognize that certain changes listed in our action plan must occur to our current program in order to allow positive gains for all students.

The faculty and staff are committed to providing a quality education for our students. As a result, our focus will remain on the core curricular areas. It is important for our students to do well on standardized tests in order to have every option when considering high school courses. It is also important for them to have good grades. **Classroom grades**, along with standardized test scores and teacher recommendations, are used to determine placement in core curriculum areas. We also recognize the importance of preparing students for a technologically advanced world. Students' technology knowledge base continues to grow every year with each new class of students. We will have to work hard to provide challenging new technology opportunities and advances for our students.

We also recognize the importance of offering relevant **professional development opportunities**. In order for our teachers to continue to challenge students in the classroom and with the available technology, new instructional, curriculum, and technology methods will need to be our focus. Teachers will provide feedback concerning the quality of the professional development opportunities. This information will be used for planning purposes each year.

We also recognize the importance of **parent and community involvement**. Over the next few years, it will become more and more important to involve parents in their child's learning. This is the most crucial role a parent can play in school improvement. Community support is increasingly important as funding issues continue to plague our schools. Partnering with local businesses and industries will give us the advantage and allow us to continue to offer our students every opportunity, both during and after the school day. Both parents and community members will be asked to participate in the school improvement process and evaluation each year.

As both **formative and summative data** are collected, it will be used to fine tune and tweak our current programs. New areas of need will be identified and addressed each year through the school improvement process. Strengths will be celebrated and publicized to parents and the local community through a variety of media sources. All stakeholders will be represented throughout the process.