

School Improvement Plan 2007-2008



**Piedmont Elementary School
1100 W. Dumplin Valley Rd.
Dandridge, TN 37725**

Revised 09-23-08

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Title I – School wide Programs

Our School wide program has implemented a comprehensive school improvement plan which addresses the following required elements:

1. A comprehensive needs assessment of the entire school using data analysis of subgroups as referenced in NCLB.....20-46
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3. Instruction by highly qualified staff as addressed in NCLB.....15
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7. Measures to include teachers in assessment decisions regarding the use of assessment in improving student performance and instructional programs.....79
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9. Coordination and integration of federal, state, and local services and programs...50, 55, 60, 65

Our school wide program includes a list of the state and federal programs that are consolidated and integrated into the school wide plan..... 50, 55, 60, 65

Our school wide plan ensures that the intent and purposes of each federal categorical program is included.....50, 55, 60, 65

Title I paraprofessionals work under the direct supervision of a highly qualified teacher.....16

Tennessee School Improvement Planning Process (TSIPP)

Assurances

With Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

1.1: SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Lynn Husen	Yes	Principal	Leadership Team
Ruby French	Yes	3 rd Grade Teacher	Leadership Team Captain
Melissa Barbee	Yes	3 rd Grade Teacher	C1a School Profile and Collaborative Process
Ashby Morell	Yes	1 st Grade Teacher	C1b School Profile and Collaborative Process
Vickie Garner	Yes	2 nd Grade Teacher	C2 Beliefs, Mission and Vision
Norma Yardley	Yes	5 th Grade Teacher	C3 Curricular, Instructional, Assessment, and Organizational Effectiveness
Jean Pinkston	Yes	Kindergarten Teacher	C4 Action Plan Development
Kay Archer	Yes	Resource Teacher	C5 The School Improvement Plan and Process Evaluation
Bertie Jean French	No	Community Member	C5 The School Improvement Plan and Process Evaluation
Olivia Byrd	No	Student	C3 Curricular, Instructional, Assessment, and Organizational Effectiveness
Jennifer Catlett	No	Parent	C2 Beliefs, Mission and Vision
Louise Barbee	No	Instructional Assistant	C1a School Profile and Collaborative Process

Component 1a - School Profile and Collaborative Process

1.2: Subcommittee Formation and Operation

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Melissa Barbee	3 rd Grade Teacher	Yes
Vickie Bentley	3 rd Grade Teacher	No
Kathy Wiles	2 nd Grade Teacher	No
Lisa Watkins	1 st Grade Teacher	No
Becky Moore	Community Stakeholder	No
Mindy Huebner	Stakeholder	No
Ashby Morell	1 st Grade Teacher	Yes
Michael Horner	5 th Grade Teacher	No
Angie Doan	Kindergarten Teacher	No
Stephanie Bryan	1 st Grade Teacher	No
Tracy Russell	Librarian	No
Ashley Greene	Pre-K Teacher	No
Louise Barbee	Instructional Assistant	No
Pam Kustermann	Parents	No

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>
Vickie Garner	2 nd Grade Teacher	Yes
Joanne Whitley	2 nd Grade Teacher	No
Treva Ogle/Lindsey Walters	Art Teacher/Music Teacher	No
Barbara Bryant	4 th Grade Teacher	No
Ann Harrell	Speech	No
Renee Byrd	Instructional Assistant	No
Jennifer Catlett	Parent – Stakeholder	No
Isaac Fields	5 th Grade Student - Surveyor	No
Hunter Chandler	4 th Grade Student - Surveyor	No

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Norma Yardley	5 th Grade Teacher	Yes
Shelia Smelcer	1 st Grade Teacher	No
LouAnne West	2 nd Grade Teacher	No
Amy Hogsten	Kindergarten Teacher	No
Donna Dobyns	Kindergarten Teacher	No
Pam Oakes	3 rd Grade Teacher	No
Linda Swann	CDC Pre-School Teacher	No
Sandy Smith	Community - Stakeholder	No
Paula Rebeiz	Community – Stakeholder	No
Austin Wright	5 th Grade Student – Surveyor	No
Olivia Byrd	5 th Grade Student – Surveyor	No
Parker Catlett	5 th Grade Student – Surveyor	No

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jean Pinkston	Kindergarten Teacher	Yes
Terry Sams	4 th Grade Teacher	No
Jerry Bouler	PE Teacher	No
Chris Woods	5 th Grade Teacher	No
Ruby French	3 rd Grade Teacher	No
Melissa Guinn	4 th Grade Teacher	No
Cheryl Walker	Parent - Stakeholder	No
Rocky Fields	Community – Stakeholder	No

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>
Kay Archer	Resource Teacher	Yes
Kathy Strange	School Counselor	No
Leigh Daley	Reading Specialist	No
Kathy Pless	Lab Facilitator	No
Tammy Fields	Parent – Stakeholder	No
Tammy Hickle	Community – Stakeholder	No
Bertie Jean French	Stakeholder	No

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

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

Component 1a - School Profile and Collaborative Process

1.3.1: Data Sources (including surveys)

Data Source	Relevant Findings
Analysis of Surveys	Surveys were completed by students, teachers, parents, and community stakeholders. Overall, the results demonstrated diverse viewpoints. Parents, teachers, and community members are closer in agreement than students. However, more of all groups voted in the agree categories on all survey questions than in the disagree categories. According to the results, the overall opinion seems to be favorable.
Student Survey	Ranked high: “Teachers hold high expectations for student learning.” Ranked low: “Students see a relationship between what they are studying and their everyday lives.”
Teacher Survey	Ranked high: “Students have access to a variety of resources to help them succeed in their living, such as technology, media centers, and libraries.” “Students are motivated to do their best work.” “Teachers hold high expectations for student learning.” “Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.”
Parent Survey	Ranked high: “Students have access to a variety of resources to help them succeed in their living, such as technology, media centers, and libraries.” “Teachers hold high expectations for student learning.”
Community Survey	Ranked high: “The school’s facilities are adequate to support the instructional program.” Ranked low: “Students are motivated to do their best work.”
Chamber of Commerce 2000 Census	Community characteristics and demographics.
Academic Attendance Report from Horizon	Attendance, promotion, mobility, and free/reduced lunch.
Piedmont Elementary School	PES faculty and staff.
Jefferson County Report Card	Expenditures

1.3.2: School and Community Data

Narrative and analysis of relevant school and community factors:

HISTORY OF PIEDMONT ELEMENTARY

Piedmont is a small rural community west of Dandridge and located on the south side of Jefferson County. State Highway 92 links this community with Dandridge and Jefferson City while U.S. Highway 25W-70 and I-40 give this community easy access to Knoxville, Sevierville, and the Great Smoky Mountains.

Jefferson County has eleven major industries with a Per Capital Income of \$16, 276. The county continues to grow in population with a major increase between 1990 and 2000; 23% of the population is under the age of 18.

In 1915, John Curry and J.W. Meadows gave land on which a “modern” building was erected. This new building led to the consolidation of Wesley’s Chapel, Newman’s School, and Piedmont School. This new school building was named Piedmont School, but this building burned. In 1951, a larger building was built on land purchased by donations of parents interested in keeping the school in the Piedmont community.

In 1977, a cafeteria was added to the building. Within the last few years, several changes have taken place at Piedmont, as we have experienced tremendous population growth in our area. In 1995 renovations added a new primary area, a media center, and larger office space. Other renovations included heating and cooling systems, wiring for technology advances, and a teacher workroom.

In June of 1999, groundbreaking started on Phase II of the building program for Piedmont. On the Primary wing five classrooms and office areas were added. These house kindergarten, special education, speech, and guidance. On the west wing eleven classrooms were added to house grades two through four. A new cafetorium, bathrooms, staff area, and a nurse’s clinic were also included. Space was renovated for an art/music room, storage areas, and bathrooms in the gymnasium, additional conference rooms, and front office space. The minimum capacity for the building is four hundred students with a maximum of four hundred and fifty students. The Board of Education purchased an additional two acres of land to enhance our outdoor activities and for further growth. In 2004 a pre-school for Exceptional children was added. In October of 2005 a pre-kindergarten class was added as a result of Governor Bredesen’s literacy initiative. We are now serving approximately four hundred and fifty-one students in pre-school through fifth grades.

After a thorough review of student and school data, test scores, input from many areas, and development of goals for improvement, our school was very proud to receive accreditation in the spring of 1999 in SACS (*Southern Association of Colleges and Schools*). In the spring of 2004 accreditation was maintained in SACS (*Southern Association of Colleges and Schools*) after a Peer Team Review. Piedmont Elementary School is in “Good Standing” with SACS and NCLB. We look forward in continuing to serve our community with the same high standards that have governed our school through the years.

Plant Facilities

The school plant sets on twelve acres in the community of Piedmont. The school has twenty-four classrooms, two special area classrooms, a gymnasium, a cafetorium with seating for 180, a library, and a state of the art kitchen, with the building being handicapped accessible. There is one computer server room. There are two custodial storage rooms. There are two full sets of restrooms for students, with K-1-2 having a single restroom in the classroom; there are also four staff restrooms. There is a clinic that contains one restroom. The school contains two teacher workrooms. Office space consists of rooms with two separate conference rooms. The library office was converted to a leveled reader book room where teachers may check out sets of leveled books for classroom use. There is an area in the library with books and videos on child development and parenting skills that parents are encouraged to use. The plant consists of 233 sq. ft. per student. There is 174,240 sq. ft. of usable outdoor space.

Environmental and Safety Conditions

In order to ensure that our school is a safe place to attend and work we adhere to policies outlined in “*JCS Emergency Management*,” a safety manual developed by our school system. Our own school developed a plan entitled “*Piedmont Elementary School Emergency Preparedness Plan*” which details procedures for emergencies within our building. **These plans are available for inspection in the office.**

In November of 2002, teachers were given a copy of the Emergency Plan to keep in their classroom. Each teacher is required to review and practice the plan of procedures with the students every six weeks. This plan is reviewed each year with all teachers and staff.

The Plan includes procedures for: *Crisis Management, Evacuation, Tornado or Severe Weather, Death Management, Medical Emergency, Major Student Disruption, School Safety, Preparedness Checklist.* **A Chain of Command is specified in the Plan.**

Evacuation Procedures are posted on the wall in each classroom and other designated areas. These plans and procedures are updated each year, and copies are given to all designated personnel.

Program Indicators

Teacher contracts are for 200 days with students attending 180 days. Teachers spend 7.5 hours in the classroom each day, while students spend a total of seven hours a day in the classroom. Teachers have approximately 5.5 hours per week planning time. Piedmont, a public school, serves Pre-kindergarten through fifth grade. There is a school technology plan in place that correlates with the county technology plan. Each teacher has a teacher’s station and at least four student computers for student usage.

There are four kindergarten classes, four first grade classes, four second grade classes, four third grade classes, three fourth grade classes, and three fifth grade classes. The third, fourth, and fifth grades redistribute each year because of enrollment. There is one pre-kindergarten class, one resource classroom, and one pre-school class for Exceptional children.

Textbooks are adopted every six years in consecutive order starting with reading, social studies, science, reading/language, math, music, literature, and health. Committees are formed in each school with the grade chair being the coordinator for that grade. Two teachers are selected to serve on the county wide committee. All teachers have access to adoption samples with reasonable time for review and input.

Teachers are required to have at least two conferences per year with parents. Teachers at this school have as many conferences as deemed necessary during the school year. In the fall of 2005 school wide conferences held were at 87 percent. In the fall of 2006 school wide conferences held were with 85 percent involvement of parents. In the fall of 2007, school wide conferences held were with 80 percent involvement of parents. The spring conferences usually have smaller percentages as the teachers do not schedule all students during the time period allowed for conferences. However, teachers do schedule conferences on a per student need or at parent request. Teachers are in attendance at all the conferences for S-Team and M-Team meetings.

Students in grades K-5 participate in *Dynamic Indicator of Basic Learning Skills* (DIBELS), Textbook Placement tests, Unit Tests, End of Year tests, and grades 3-5 students participate in *Tennessee Comprehensive Assessment Program (TCAP)*. Scheduled county-wide writing prompts are practiced throughout the school year for grades three through five and the Writing Assessment for fifth grade (TCAP) is given in February. The Four Square Writing Program© is practiced in Kindergarten through fifth grades, as well as, 6+1 Traits of Writing© as outlined in the language arts series in grades three through five.

Per Pupil Expenditures

Expenditures per student provide a comparison among school systems of different sizes which illustrate school systems' annual financial reports, expenditures by the state on behalf of school systems and the value of commodities provided by the U.S. Department of Agriculture for school food service programs. These numbers are based on Average Daily Attendance (ADA's). Tennessee public schools receive funding from three primary sources: local, state, and federal. The BEP is the primary source of state funds for local school systems. Local funds for education are raised from two primary sources: property taxes and local option sales tax. All federal funds are earmarked for specific purposes, such as vocational education, Title I, special education, etc.

The calculation of expenditures per student is intended to provide a basis for comparison among school systems of different sizes. Data used for this calculation include expenditures from school systems' annual financial reports, and expenditures by the state on behalf of school systems. Two categories of operating expenditures (student body and adult education) included in the school systems' financial reports are excluded from this calculation because they are not activities within the K-12 education program. These numbers are based on **Average Daily Attendance** (ADA's) and **Average Daily Membership** (Funded ADM's).

According to the Tennessee Education Report Card, Jefferson County School System had Per Pupil Expenditures for 2005 was \$6,241, for 2006 school year Per Pupil Expenditure was \$6,669, for the 2007 school year Per Pupil Expenditure was \$6,796. Funding for each year came from three sources: local, state, and federal. Funding from the local level was at 26.8% in '05,

increased to 27.5% in '06, and decreased to 27.3% in '07. There was slight increase each year at the Federal level. The state percent was up in '05, down in '06, and up in '07. Our system is still operating below the state and national average on per pupil expenditures. Our county is lagging behind in generating funds from the county tax bases.

Analysis of Teacher Demographics for 2004-2007

For the 2005-2006 school years there were thirty-two certificated personnel in our building increasing with the addition of a pre-kindergarten teacher. Ninety-four percent of the certificated personnel are female while six percent are male. We have two beginning teachers and four teachers who were reassigned and one retirement. We have one teacher who is on waiver until her Master's program is completed. Sixty-three percent of our teachers hold a Masters degree while about nine percent hold higher degrees and/or post-graduate hours. Twenty-eight percent of the teachers have three or less years' teaching experience. Twenty-five per cent of the teachers have from four to seven years teaching experience. Forty-seven percent of the teachers have eight or more years' teaching experience. Ninety-six percent of the classroom teachers are highly qualified with the last teacher working on qualifications. The principal has a Master's plus post-graduate hours with a status of Career Ladder III. We have a Reading Specialist in our school one and one-half days per week.

For the 2006-2007 school years there were thirty-one certificated personnel in our building with the loss of the language enrichment class. Ninety-three percent of the certificated personnel are female while six percent are male. We have two beginning teachers and no teachers were reassigned or retired. We have one teacher who is on waiver. Seventy percent of our teachers hold a Masters degree while about thirteen percent hold higher degrees and/or post-graduate hours. Thirteen percent of the teachers have three or less years' teaching experience. Thirty-three percent of the teachers have from four to seven years teaching experience. Fifty-three percent of the teachers have eight or more years' teaching experience. One hundred percent of the classroom teachers are highly qualified. The principal has a Master's plus post-graduate hours with a status of Career Ladder II. We have a Reading Specialist in our school two days per week. Special areas include library, art, physical education, speech, guidance classes, and special education services.

For the 2007-2008 school years there are thirty-three certificated personnel in our building with the addition of a fourth grade teacher and loss of a speech/language teacher. Ninety-one percent of the certificated personnel are female while nine percent are male. We have one beginning teacher. Three teachers were reassigned and one retired. Sixty-four percent of our teachers hold a Masters degree while about nine percent hold higher degrees and/or post-graduate hours. Eighteen percent of the teachers have three or less years' teaching experience. Thirty percent of the teachers have from four to seven years teaching experience. Fifty-two percent of the teachers have eight or more years' teaching experience. One hundred percent of the classroom teachers are highly qualified. The principal has a Master's plus post-graduate hours with a status of Career Ladder II. We have a full-time Reading Specialist. Special areas include library, physical education, speech, guidance classes, and special education services. In addition, we have art classes for one semester and music classes the following semester.

Analysis of Staff Demographics for 2005-2008

For the 2005-2006 school years, we have a total of seventeen instructional assistants, all female. Thirty-five percent work with regular education students. Special Education, including resource, student attendants, and the Language Enrichment class maintain fifty-three percent of the assistants. The pre-kindergarten has twelve percent of the assistants. These assistants are highly qualified. There is one full time nurse. There are six food service employees working full time or part-time in the cafeteria. There are two office staff personnel and a technical advisor for the computer lab. We have two full time custodians, one of which is male, and two part-time custodial helpers.

For the 2006-2007 school years, we have a total of eleven and a half instructional assistants, all female. Fifty-two percent work with regular education students. Special Education, including resource, maintains thirty-five percent of the assistants. The pre-kindergarten has thirteen percent of the assistants. These assistants are all highly qualified. There is one full-time nurse. There are six food service employees working full-time or part-time in the cafeteria. There are two office staff personnel and a technical advisor for the computer lab. We have two full-time custodians, one of which is male, and two part-time custodial helpers.

For the 2007-2008 school years, we have a total of 12 and a half instructional assistants, all female. Forty-eight percent work with regular education students. Special Education, including resource, maintains forty percent of the assistants. The pre-kindergarten has twelve percent of the assistants. These assistants are all highly qualified. There is one full-time nurse. There are six food service employees working full-time or part-time in the cafeteria. There are three office staff personnel and a technical advisor for the computer lab. We have two full-time custodians, one of which is male, and two part-time custodial helpers.

Student Population Data

For the '04-'05 school year the enrollment rose to 382 students. Enrollment for the 2005-2006 rose to 430 students. Enrollment for the 2006-2007 school year rose to 449. Approximately 4.4% of the students in each grade level are tardy or have early release on any given day in our school. For the '04-'05 school year attendance was at 92.2% which decreased by approximately 1%. Attendance for the '05-'06 school year was at 95.4%, which was an increase over the past two years. During the '06-'07 school year attendance was at 94.3%, which was a decrease from the previous year.

Promotion rate for the '06-'07 school year was at 94.6%. This is a slight decrease from the previous year. However, the promotion rate tends to be higher than past years as students are identified with learning weaknesses and are given remediation and extra tutoring sessions.

Mobility rate of students varies from year to year decreasing to 2.4% for the '04-'05 school year. The mobility rate for the '05-'06 school year was at 2.2%. This was a major decrease from the previous years. For the '06-'07 school year, the mobility rate was at 20.8%, another substantial decrease.

In 2005 sixty-eight percent of our students qualified for free and/or reduced lunches. In 2006 66.2% qualified for free and/or reduced lunches. For the 2007 school year, 55.7% qualified for free and/or reduced lunches.

Special education enrollment increased to 20 % for the 04-05 school years. The special education enrollment for the '05-'06 school years decreased to 19%, however in '06-'07 enrollment in the special education program increased to 21.6%. The special education enrollment for the '07-'08 school year decreased significantly for 18%. The highest percentage of disability codes for special education was language impaired at 6.6% and speech impaired at 5.3%. Thirteen students were included in the Statewide Assessment which is 2.5 percent of the student population. There were no Alternate Assessments and no students were excluded from the Statewide Assessments.

Parent Demographics

The parents at Piedmont are ninety-nine percent Caucasian. Marital status ranges from stable two parent first time marriages to single-parent multiple marriages. Grandparents are also the custodial parents of some of our children. Education ranges from pre-high school to college level.

In 2003, fifty-seven percent of our students qualified for free and/or reduced lunches. In 2004, fifty-eight percent of our students qualified for free and/or reduced lunches. In 2005 sixty-eight percent of our students qualified for free and/or reduced lunches. In 2007 fifty-six percent of our students qualified for free and/or reduced lunches. This gives us an indication that our parents have a low-socio economic income level. The number of students qualifying for free and/or reduced lunches continues to increase each year.

There is an active Parent-Teacher Organization with monthly updates and scheduled meetings. Open House is held in the fall with Pre-Kindergarten classes holding special parent nights. In 2005 a new Family and Community Engagement Plan was created for our school. A parent library section was created in our library with books for checkout. The guidance counselor and a Family Resource Center are available for parent guidance and concerns. Parent volunteers are used on a consistent basis in the school. Parents are encouraged to volunteer and assist in each classroom. As a Title I school an annual parent meeting is held in the fall, to inform parents of goals and how to become involved in their child's school program. Parent-student-school compacts are distributed at the beginning of the school year. Parents discuss the compact with their child. The compact is then signed and reviewed at parent teacher conferences and/or when deemed necessary. Parents are encouraged to become involved with their child's academics and extra curricular activities within the school. Parents become involved with "Read Across America", field trips, reading groups, tutoring programs, landscaping activities, and in the library.

Community Demographics

Piedmont is a small community on the outskirts of the city of Dandridge. Piedmont was a small, rural farm community thirty years ago. Today the community has grown because the majority of the large farms have been sold and broken into acreage to accommodate houses, mobile homes, and mobile home parks. The area, however, is still considered a small, rural community.

The make up of the community consists of parents of school age children and retired adults. The majority of the people are Caucasian. The income level ranges from low socio-economic to middle class incomes. Public school is the only option within our school zone. However, there are two private schools within the county: The Jefferson Montessori School in Jefferson City and Christian Academy in Chestnut Hill in Dandridge. There are no major employers within the community. There are a few small businesses in the community that employ ten or less people. Employment is found outside the community and in surrounding counties. There are many churches of various denominations within the community.

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

1.4: Variety of Academic and Non-Academic Assessment Measures

List Data Sources
DIBELS (Dynamic Indicator of Basic Learning Skills)
Terra Nova (TCAP) – Tennessee State Proficiency Test
Brigance: Pre-Kindergarten and Kindergarten
Scott Foresman Reading Series End of Year
Tennessee State Holistic Writing Rubric
Social Studies Chapter Tests from Adopted Textbook
Science Chapter Tests from Adopted Textbook
Saxon Math Unit Written and Oral Assessments
Office referral discipline records
Attendance reports
Sign-in forms for Parent-Teacher Conferences
Sign-in forms for Family Nights
Sign-in forms for PTO meetings
Parent, Teacher, Students surveys
Title I Parent-Student-Teacher Compacts

1.5: Data Collection and Analysis

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

Piedmont Elementary School utilizes multiple methods of assessment and analysis in order to determine school-wide academic performance, student performance, academic strengths and weaknesses, and develops target goals through a collaborative team process including the administration, leadership team, faculty, staff, students, parents, and community. The PES administration, guidance office, leadership team, and faculty collect and compile the standardized testing reports provided by the State of Tennessee. The data is given to each grade level teacher for data analysis and identification of subject strengths and weaknesses and target goals. The teachers meet with the reading specialist, Mrs. Daley, to discuss means of remediation for those students below proficiency on TCAP scores in grades 3-5, and those below benchmarks on **DIBELS** (Dynamic Indicators of Basic Early Learning Skills) testing in grades K-3. Each teacher assesses student standardized testing data to identify strengths and needs for each individual student. The analysis of the three-year NCE average helps to establish each child's performance. The reading specialist is of significant help in this area. The teachers create and collect additional materials that are aligned with the curriculum benchmarks in the *Blue Print for Learning* for use with students needing remediation, interventions, and enrichment. The Response to Intervention (RTI) plan is used 3 times a week with those students identified in the bottom 10% in each grade level. The 10% is chosen in a collaborative team meeting with the reading specialist, all grade level teachers, and the principal. Students are chosen by examining the scoring regarding DIBELS, Scott Foresman Unit Tests, and TCAP scores. Classroom teachers provide these students with extensive reading intervention activities thirty minutes three times a week. Teachers give a weekly probe and record results. If after 9 weeks the students have not made adequate progress, students are brought into Tier II interventions. Students, in addition to the interventions provided by the teacher, also receive reading interventions with the school literacy specialist two times per week.

Piedmont Elementary has met all federal benchmarks and made adequate yearly progress (AYP) for the reported sub-groups. The 2007 School Report Card reports PES as a *Safe School in Good Standing*. Piedmont Elementary School has identified from the comprehensive academic and non-academic data analysis that our strengths include a strong academic program with a 94.3% promotion rate and a 94.7% attendance rate. **Academic Assessments for TCAP** tests are administered to 3rd, 4th, and 5th grade students. DIBELS and end-of-unit tests are given to students in grades K-5 throughout the year.

TVASS Disaggregation of the quantitative data provided by TVAAS reported by gain, content, and grade has been analyzed. Analysis of the TVAAS three-year average shows PES is strong in math, science, and social studies as indicated by the following score: Math B (Gain 1.3), Science A (Gain 2.9), and Social Studies A (Gain 4.7). According to the School Report Card Student Academic Achievement gain, PES earned an A in math (score 64), science (score 62), social studies (61), and reading (59).

Brigance Screening for Pre-Kindergarten at Piedmont Elementary is held each year prior to entering pre kindergarten and then again at the end of the pre kindergarten prior to entering kindergarten in August. The Brigance Screening Instrument includes the following basic assessments: personal data response, color recognition, picture vocabulary, visual discrimination, visual-motor skills, gross-motor skills, rote counting, identification of body parts, following verbal directions, numeral comprehension, printing personal data, syntax and fluency. The end scores are then compared to beginning scores to determine growth through the program. The Brigance Preschool Screen II and the Brigance K & I Screen II are both used. Students are screened with the Brigance screening assessment that corresponds with their age.

Brigance Screening for Kindergarten at Piedmont Elementary is held each year in March, prior to beginning kindergarten in August. The Brigance Screening Instrument includes the following basic assessments: personal data response, color recognition, picture vocabulary, visual discrimination, visual-motor skills, gross-motor skills, rote counting, identification of body parts, following verbal directions, numeral comprehension, printing personal data, syntax and fluency. Scores were used to determine the level of kindergarten readiness and need for referral for special programs and additional support. Students currently enrolled in Piedmont Pre-K are screened by the teacher. Other Pre-K applicants in the community are screened by Family Resource Center.

Scott Foresman Comprehension Scores for '04 – '05 indicate that 8 % of first grade students scored below grade level benchmarks, at the end of the school year. First grade students for '05-'06 scored 0% below grade level benchmarks and for the '06 – '07 year, 9% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 2 % of second grade students scored below grade level benchmarks, at the end of the school year. Second grade students for '05-'06 scored 4% below grade level benchmarks and for the '06 – '07 year, 16% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 2 % of third grade students scored below grade level benchmarks, at the end of the school year. Third grade students for '05-'06 scored 3% below grade level benchmarks and for the '06 – '07 year, 18% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 15 % of fourth grade students scored below grade level benchmarks, at the end of the school year. Fourth grade students for '05-'06 scored 9% below grade level benchmarks and for the '06 – '07 year, 23% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 10 % of fifth grade students scored below grade level benchmarks, at the end of the school year. Fifth grade students for '05-'06 scored 4% below grade level benchmarks and for the '06 – '07 year, 15% scored below grade level benchmarks at the end of the school year.

First, second, and fifth grade students showed a higher mastery of skills on end of year assessments. Third and fourth grade students showed significant numbers of students are not mastering the skills presented in the series.

Dynamic Indicators of Basic Early Learning Skills (DIBELS) for '04 – '05 scores indicate that 38 % of first grade students scored below grade level benchmarks, at the end of the school year. First grade students for '05-'06 scored 4% below grade level benchmarks and for the '06 – '07 year, 7% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 29 % of second grade students scored below grade level benchmarks, at the end of the school year. Second grade students for '05-'06 scored 12% below grade level benchmarks and for the '06 – '07 year, 22% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 20 % of third grade students scored below grade level benchmarks, at the end of the school year. Third grade students for '05-'06 scored 18% below grade level benchmarks and for the '06 – '07 year, 14% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 22% of fourth grade students scored below grade level benchmarks, at the end of the school year. Fourth grade students for '05-'06 scored 13% below grade level benchmarks and for the '06 – '07 year, 30% scored below grade level benchmarks at the end of the school year.

Scores for '04 – '05 indicate that 21% of fifth grade students scored below grade level benchmarks, at the end of the school year. Fifth grade students for '05-'06 scored 3% below grade level benchmarks and for the '06 – '07 year, 14% scored below grade level benchmarks at the end of the school year.

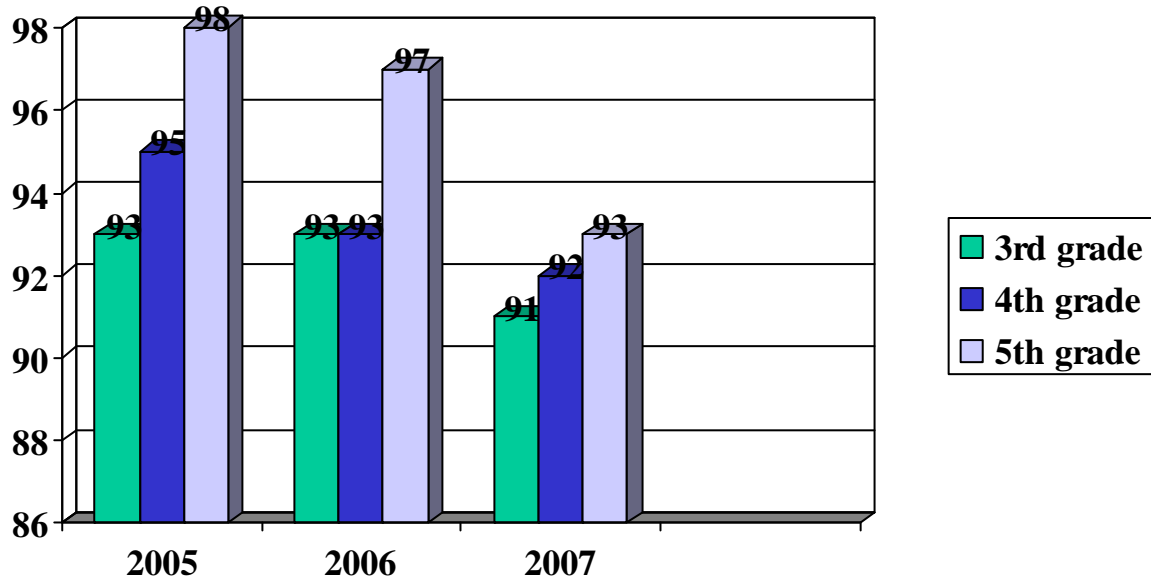
Students in grades 1, 3, 5, show gains over a three year period. Students in grades 2 and 4 show gains in '05 –'06, but show losses in '06 – '07 at the end of the school year.

Office Referral Discipline Records are used throughout the school. Discipline at Piedmont Elementary is administered fairly and consistently throughout the school. All teachers have a written classroom discipline plan that is signed by parents at the beginning of the year in order to clearly communicate goals and procedures for behavior. Teachers follow similar routines in each classroom so that transition from one year to the next is smooth and easily understood by all. In cases of repeated minor misbehaviors or of major infractions, students are referred to the office by school personnel.

Parent-Teacher Conferences are held twice each year at Piedmont Elementary. However, teachers are available throughout the year to meet with parents to discuss student progress. We had an attendance of approximately 361 parents or guardians who signed-in to talk with teachers and staff members throughout the school. We are happy to have parents involved and active at our school.

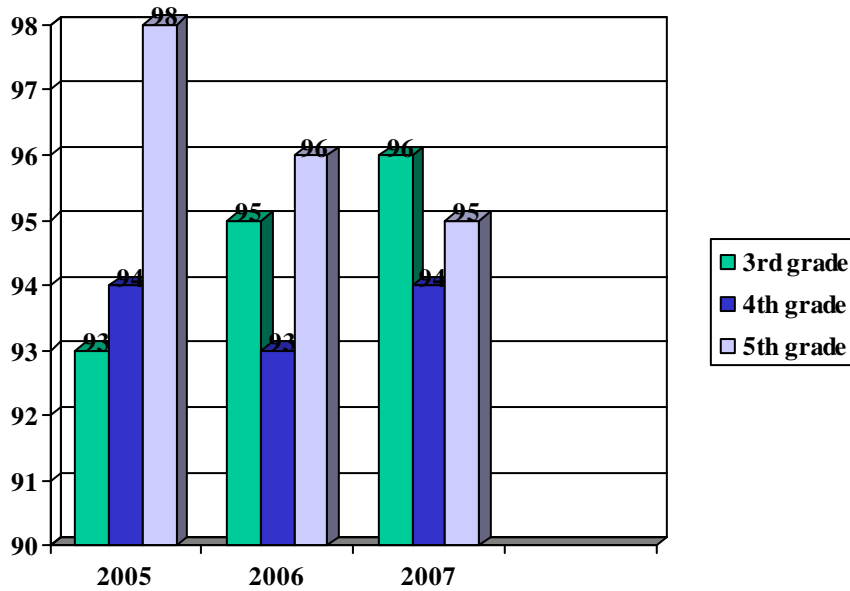
The stakeholders analyzed the PES demographic data provided by the State Report Card, PES demographic data, and surveys. The characteristics of the students and community were identified through this data. Using survey data, PES was able to identify the strengths and weaknesses of the educational program, as well as the school climate and environment as perceived by the parents, the faculty, and the students. Overall, the results were diverse according to the view points. Seemingly, parents and teachers agreed closer than students and community members. However, more of all groups voted in agreement than in disagreement. Opinion overall seems to be favorable to the surveys' results. The academic program emerged strong, while parent/community involvement shows a weakness.

**TCAP Math Proficiency Percentages
Piedmont Elementary School
3 Year Average**



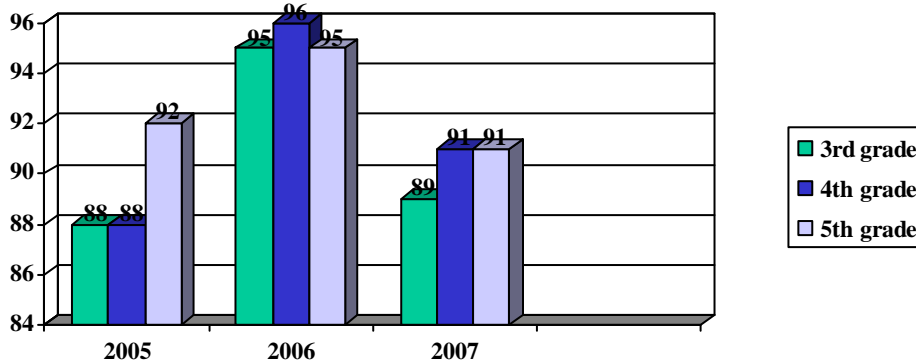
Over a three year period, 3rd grade had a loss in proficiency as students scored 93% proficient in math for the years 2005 and 2006 and then scored to 91% proficient in 2007. Over the same three year period, fourth grade students dropped from 95% proficient to 92% proficient in math. Fifth grade students had significant losses going from a proficiency rate of 98% in 2005 to 93% in 2007.

**TCAP Reading Proficiency Percentages
Piedmont Elementary School
3 Year Average**



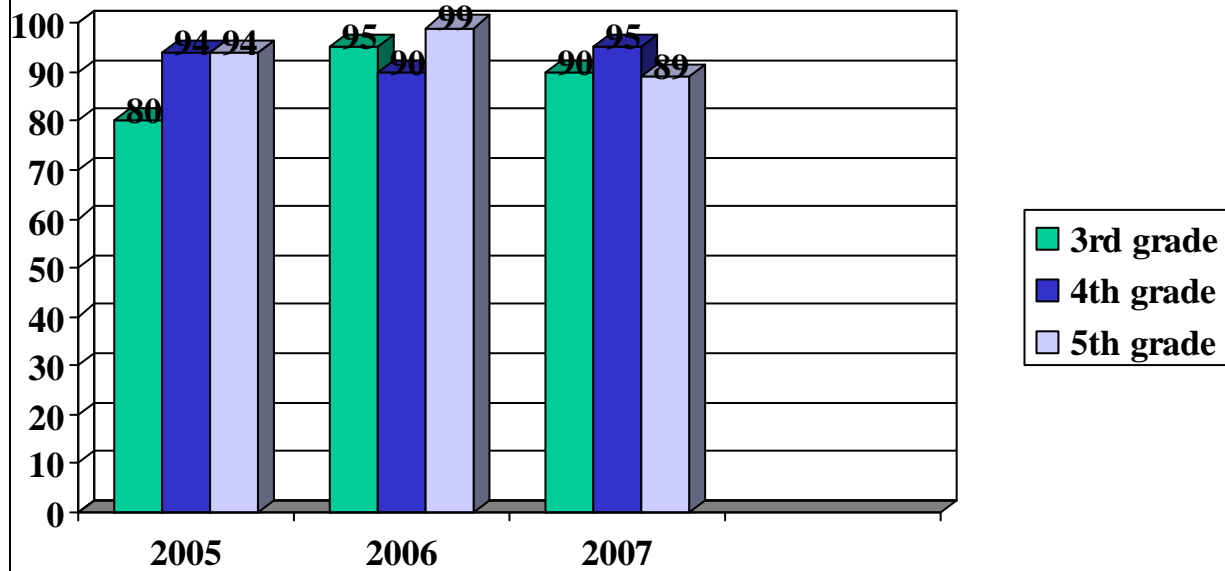
Over the last 3 years, 3rd grade made a gain in reading proficiency. Students went from 93% in 2005 to 96% proficient in 2007, an increase of 3%. Fourth grade students maintained a proficiency rate of 93%-94% from 2005-2007. Fifth grade students had a decrease from 98% scoring proficient in 2005 to 95% proficient in 2007.

**TCAP Science Proficiency Percentages
Piedmont Elementary School
3 Year Average**



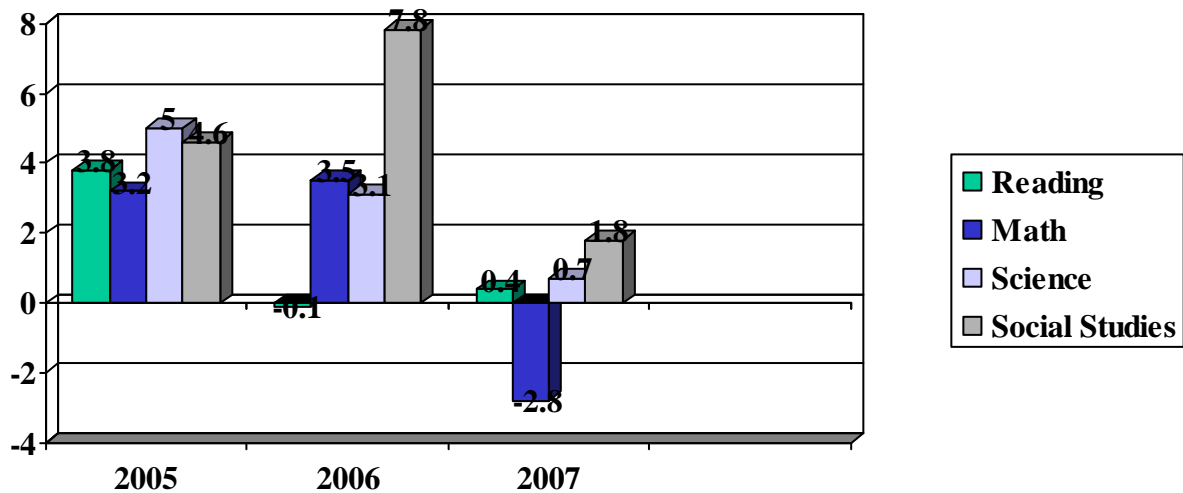
Over a 3 year period, 3rd grade students had a gain in science proficiency going from 88% in 2005 to 95% in 2006, but suffered a decrease in 2007 to 89%. Fourth grade students went from 88% in 2005 to a proficiency rate of 96% in 2006, but experienced a decrease to 91% in 2007. Fifth grade students made gains in proficiency from 2005 (92%) to 2006 (95%), but suffered a decrease of 4% in proficiency in 2007.

**TCAP Social Studies Proficiency Percentages
Piedmont Elementary School
3 Year Average**



Third grade students experienced a gain of 10% in social studies proficiency level from 2005-2006, but had a loss of 2% the following year. Fourth and fifth grade students have maintained a proficiency rate of 89% or higher from 2005-2007.

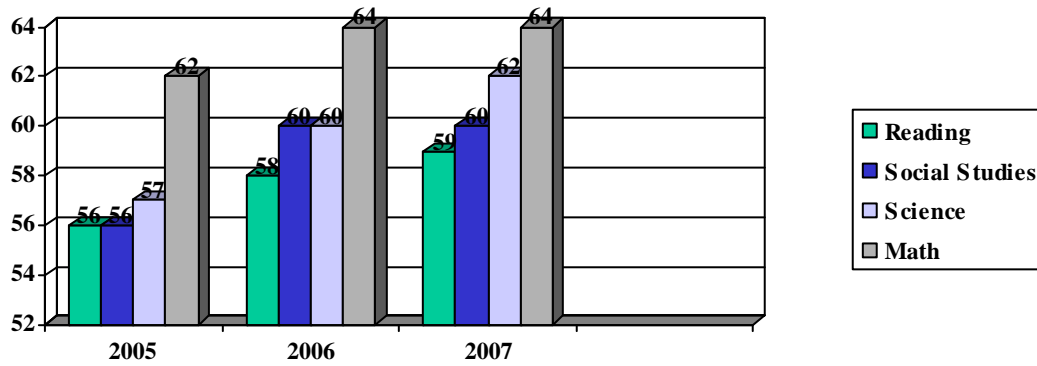
**TVAAS Value Added
Growth Standard – Grades 4-5
3 Year Average – Mean Gain**



From 2005-2006, The TVAAS growth standard indicates a mean NCE loss of 1.9 in Science and a 3.9 mean NCE loss for Reading. During this same time period, Social Studies scores indicate a significant mean NCE gain of 3.2, while the math scores indicate a slight mean NCE gain of 0.3 points.

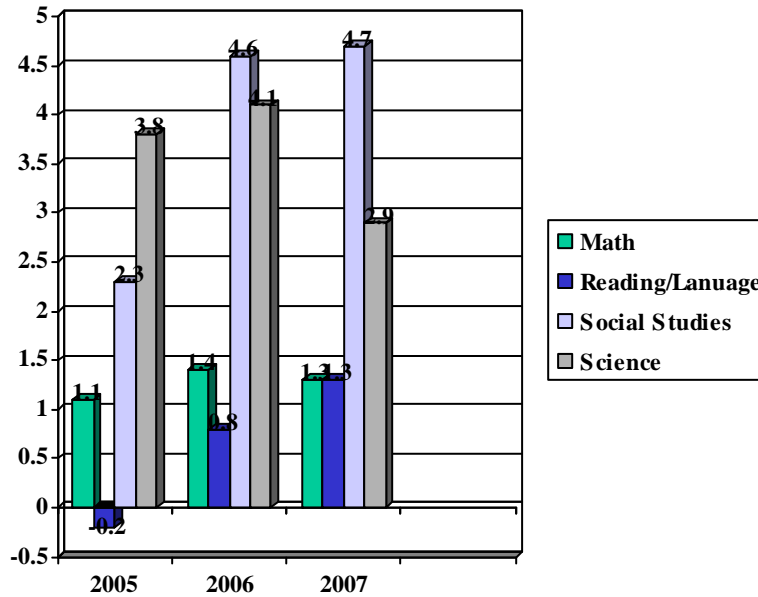
For the time period 2006-2007, the TVASS growth standard indicates that a slight mean NCE gain of 0.5 has been made in reading. During this same time period, Social Studies scores indicate a 6 NCE mean loss. Math scores indicate a 6.3 mean NCE loss from 2005-2006. Science scores also indicate a 2.4 mean NCE loss, during this same time period.

**Criterion Referenced Academic Achievement
Piedmont Elementary School
3 year Average – Grades 3-5**



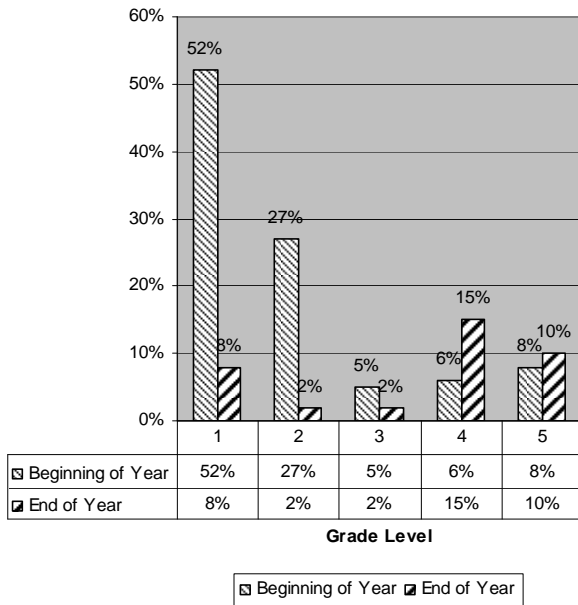
The Criterion Referenced Academic Achievement scores indicate that grades 3-5 made gains in math (3point gain), social studies (4 point gain), and science (5 point gain) over the three year period. Gains in reading (2 points) were not as significant as the other academic areas.

**TVAAS 3 Year Mean NCE Gain
Piedmont Elementary School
Grades 4-5**

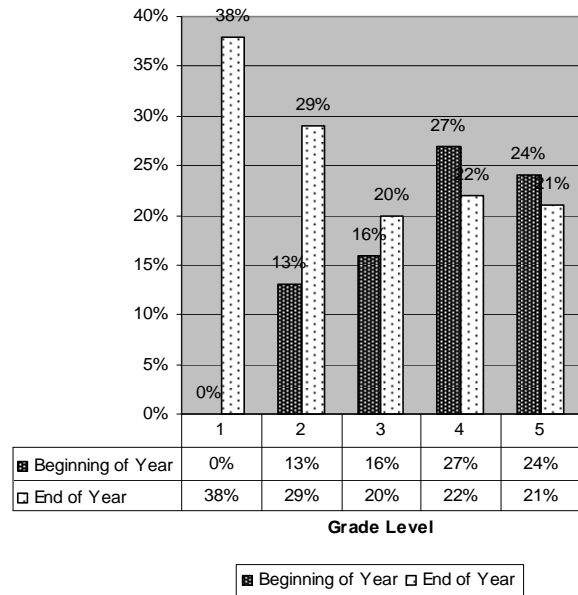


The TVAAS three-year average shows PES continues to increase achievement in math, science, and social studies as indicated by the following score: Math B (Gain 1.3), Science A (Gain 2.9), and Social Studies A (Gain 4.7).

% of Students Below Grade Level Benchmark on the Scott Foresman Beginning/End of Year Assessments 2004 - 2005 school year



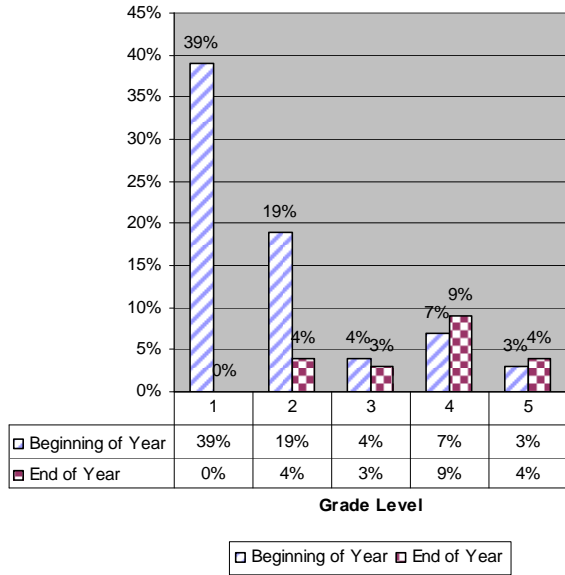
% of Students Below Grade Level Benchmark on DIBELS Beginning and End of Year Assessments 2004 - 2005 school year



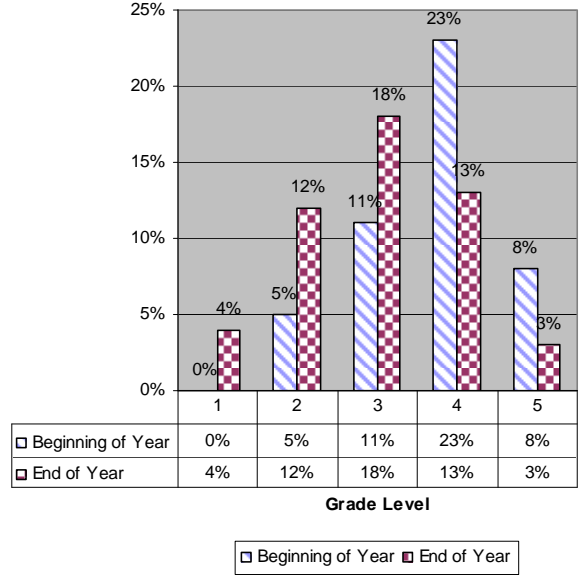
For Scott Foresman Comprehension, the beginning school year test for 2004-2005, the average percentage of students in grades 1-5 who were below grade level in reading comprehension was 17.5%. The year end average percentage of students who were below grade level was 5%.

For Dynamic Indicator Of Basic Early Learning Skills (DIBELS), the beginning school year test for 2004-2005, the average percentage of students in grades 1-5 who were below grade level was 23%. The year end average percentage of students who were below grade level was 27%.

% of Students Below Grade Level Benchmark on the Scott Foresman Beginning/End of Year Assessments 2005 - 2006 school year

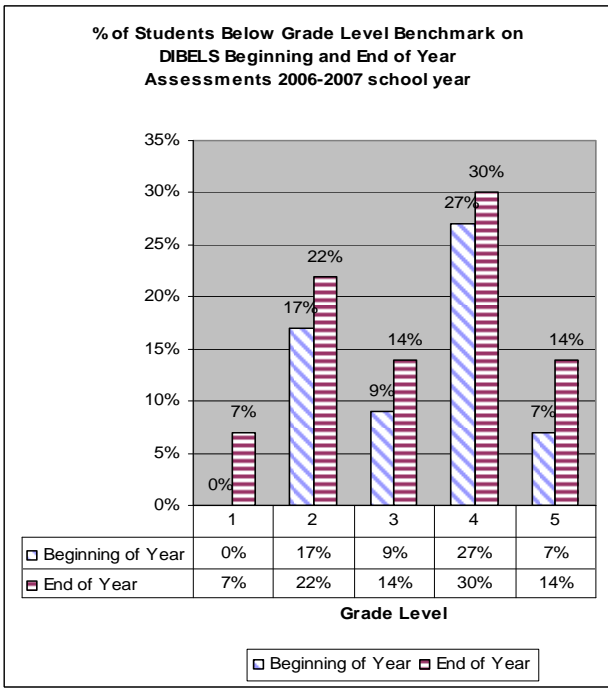
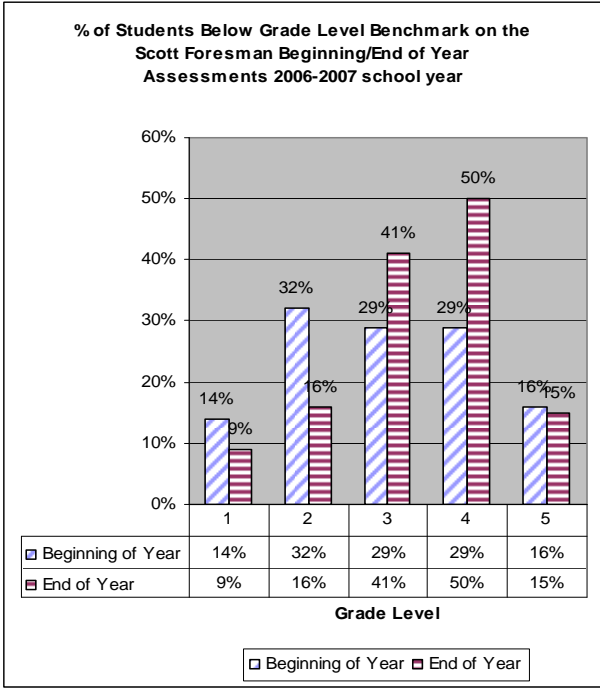


% of Students Below Grade Level Benchmark on DIBELS Beginning and End of Year Assessments 2005 - 2006 school year



For Scott Foresman Comprehension, the beginning test for the school year 2005-2006, the average percentage of students in grades 1-5 who were below grade level in reading comprehension was 14%. The year end the average percentage of students who were below grade level was 4%.

For Dynamic Indicator Of Basic Early Learning Skills (DIBELS), the beginning test for the school year 2005-2006, the average percentage of students in grades 1-5 who were below grade level was 10.2%. The year end average percentage of students who were below grade level was 10%.



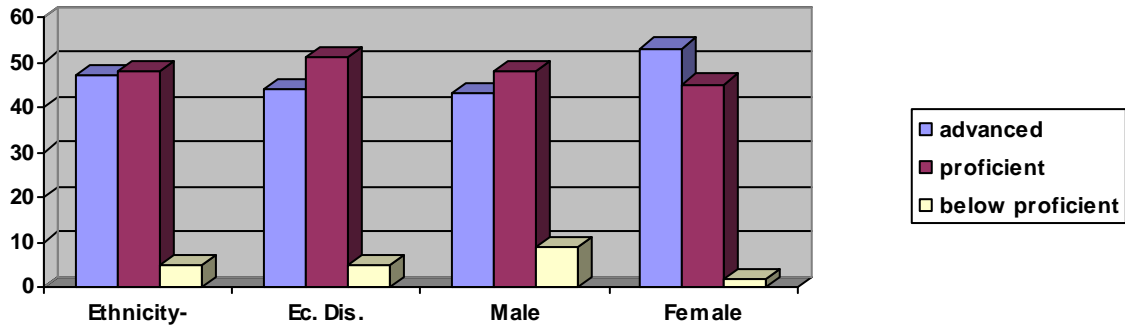
For Scott Foresman Comprehension, the beginning test for the school year 2006-2007, the average percentage of students in grades 1-5 who were below grade level in reading comprehension was 24%. The year end the average percentage of students who were below grade level was 26.2%.

For Dynamic Indicator Of Basic Early Learning Skills (DIBELS), the beginning test for the school year 2006-2007, the average percentage of students in grades 1-5 who were below grade level was 12%. The year end average percentage of students who were below grade level was 17.4%.

1.6: Report Card Data Disaggregation

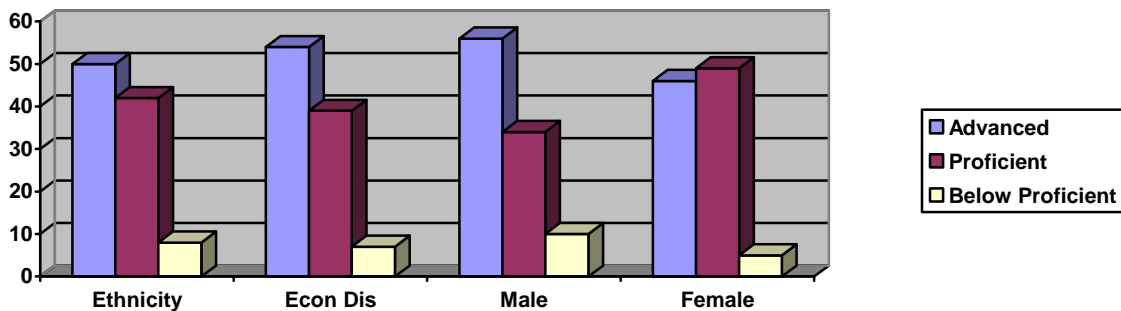
Report Card Data Disaggregation

3rd Grade Reading/Language Arts 2004-2007



Third grade Reading/Language scores indicate that 99.5% of the students are White; of these, 5% are below proficient, 48% are proficient, and 47% are advanced. In the third grade, 95% of all the students were proficient and advanced in Reading and Language Arts. Of the third graders taking tests 53% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 5% below proficient, 51% proficient, and 44% advanced. 91% of all the male students were proficient and advanced, and 98% of the female students were proficient and advanced. For the three year span, there were an average of 4 students classified as special education; therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

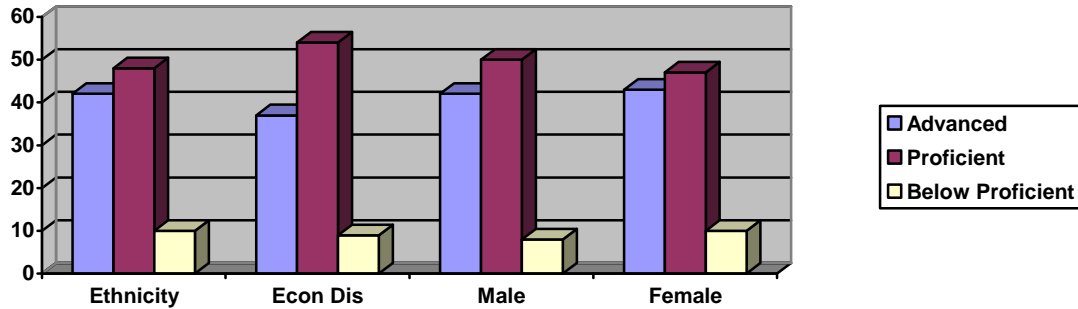
3rd Grade Math 2004-2007



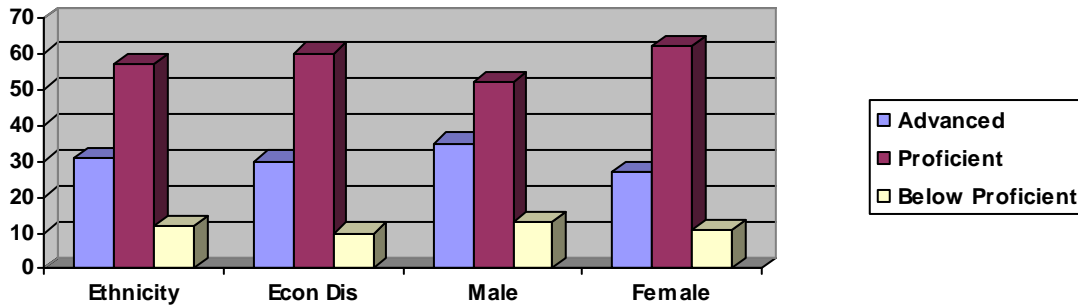
Third grade Math scores indicate that 99.5% of the students are White; of these, 8% are below proficient, 42% are proficient, and 50% are advanced in math. In the third grade, 92% of all the students were proficient and advanced in math. Of the third graders taking tests 53% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 7% below proficient, 39% proficient, and 54% advanced. 90% of all male students were proficient and advanced, and 95% of all the female students were proficient and advanced. For the three year span, there were an average of 4 students classified as special education; therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

Report Card Data Disaggregation

3rd Grade Science 2004-2007



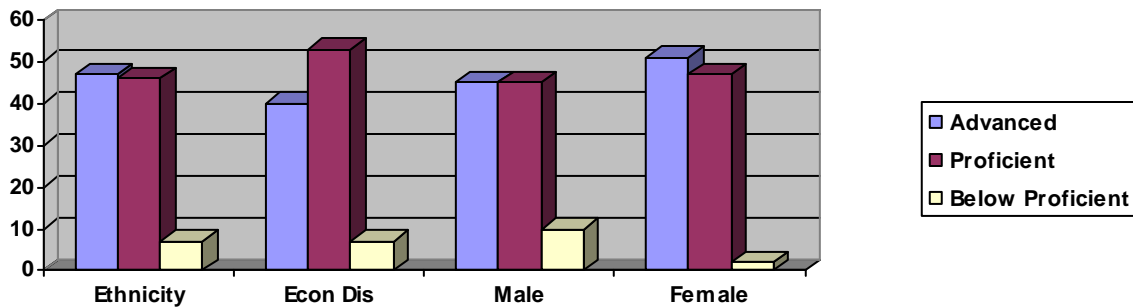
3rd Grade Social Studies 2004-2007



Third grade Science and Social Studies Disaggregation for the 2004-2007 years shows, 90% of the students were advanced and proficient in Science. Third grade scores indicate that 42% of students are advanced, 48% are proficient, and 10% are below proficient in science. 92% of the male students were advanced and proficient in Science and 90% of the female students were advanced and proficient. In the third grade, 88% of the students were advanced and proficient in Social Studies. Third grade scores indicate that 31% of students are advanced, 57% are proficient, and 12% are below proficient in social studies. 87% of the male students were advanced and proficient in Social Studies and 89% of the female students were advanced and proficient. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

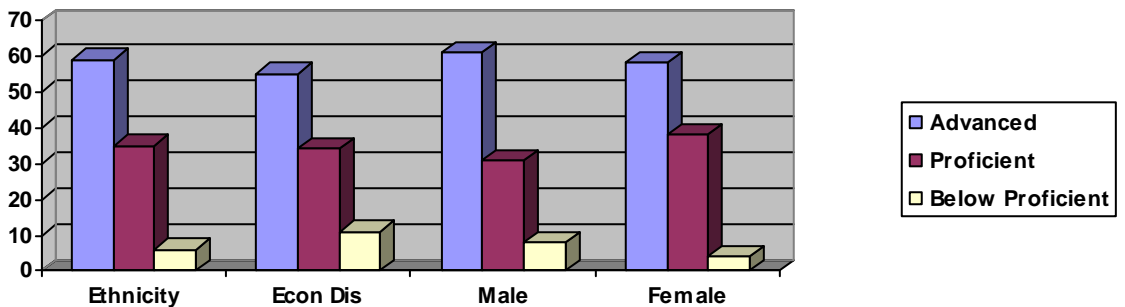
Report Card Data Disaggregation

4th Grade Reading/Language Arts 2004-2007



Fourth grade Reading/Language scores indicate that 99.5% of the students are White; of these, 7% are below proficient, 46% are proficient, and 47% are advanced. In the fourth grade, 93% of all the students were proficient and advanced in Reading and Language Arts. Of the fourth graders taking tests 58% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 7% below proficient, 53% proficient, and 40% advanced. 90% of the male students were proficient and advanced, and 98% of the female students were proficient and advanced. For the three year span, there were an average of 4 students classified as special education; therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

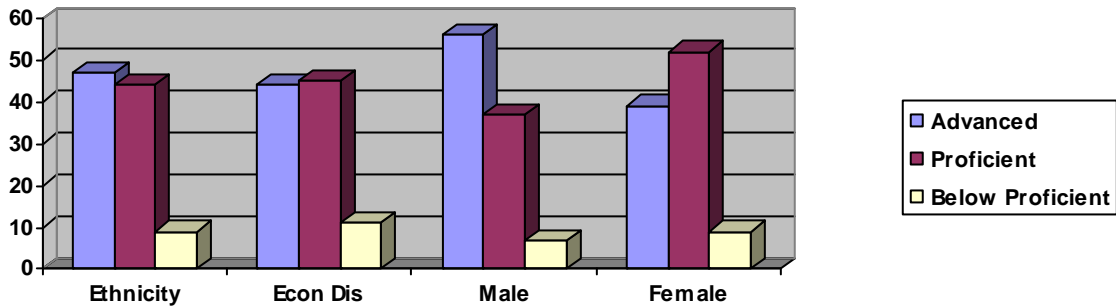
4th Grade Math 2004-2007



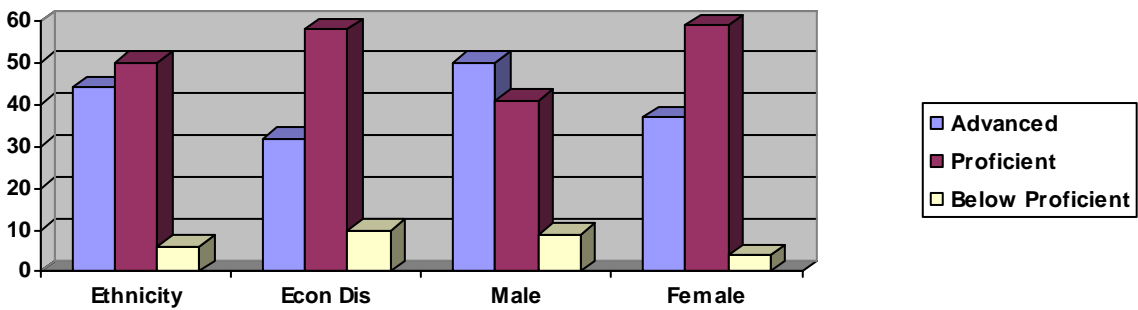
Fourth grade Math scores indicate that 99.5% of the students are White; of these, 6% are below proficient, 35% are proficient, and 59% are advanced. In the fourth grade, 94% of all the students were proficient and advanced in math. Of the fourth graders taking tests 58% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 11% below proficient, 34% proficient, and 55% advanced. 92% of the male students were proficient and advanced, and 96% of the female students were proficient and advanced. For the three year span, there were an average of 4 students classified as special education; therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

Report Card Data Disaggregation

4th Grade Science 2004-2007



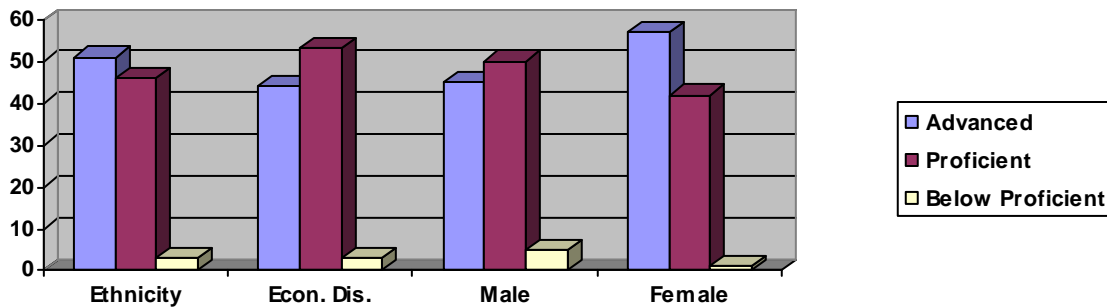
4th Grade Social Studies 2004-2007



Fourth grade Science and Social Studies Disaggregation for the 2004-2007 year shows that in the fourth grade, 91% of the students were advanced and proficient in Science. Fourth grade scores indicate that 47% are advanced, 44% are proficient, and 9% are below proficient in science. 93% of the male students were advanced and proficient in Science and 91% of the female students were advanced and proficient. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.** 94% of the fourth grade students were advanced and proficient in Social Studies. Fourth grade scores indicate that 44% are advanced, 50% are proficient, and 6% are below proficient in social studies. 91% of the male students were advanced and proficient in Social Studies and 96% of the female students were advanced and proficient. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

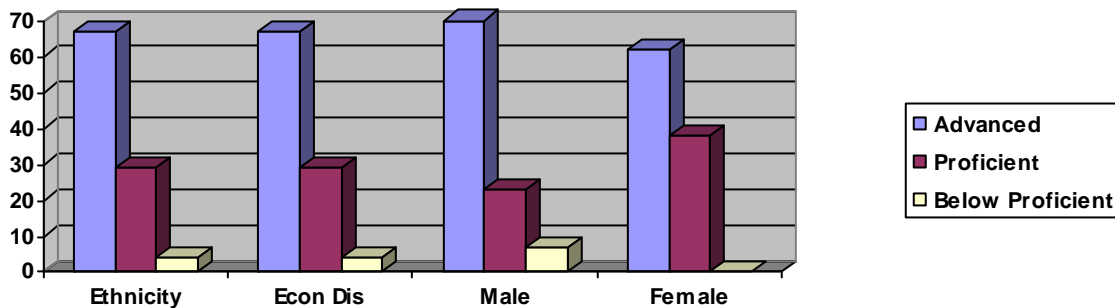
Report Card Data Disaggregation

5th Grade Reading/Language Arts 2004-2005



Fifth grade Reading/Language scores indicate that 99.5% of the students are White; of these, 3% are below proficient, 46% are proficient, and 51% are advanced. In the fifth grade, 97% of all the students were proficient and advanced in Reading and Language Arts. Of the fifth graders taking tests 60% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 3% below proficient, 53% proficient, and 44% advanced. 95% of the male students were proficient and advanced, and 99% of the female students were proficient and advanced. There are 4 students classified as special education, therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

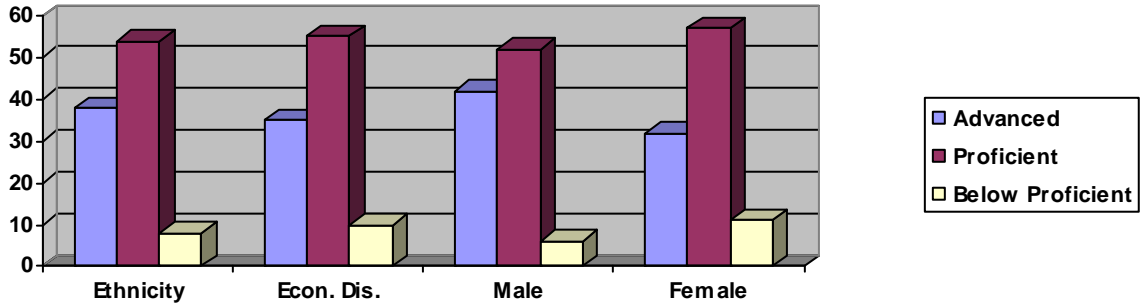
5th Grade Math 2004-2007



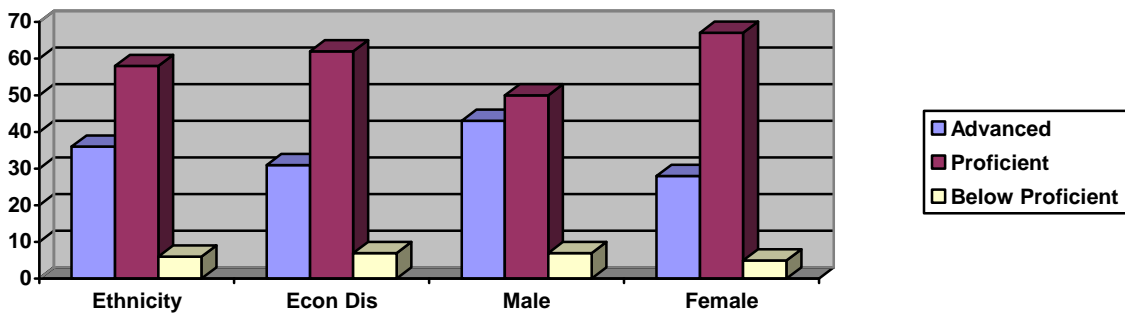
Fifth grade Math scores indicate that 99.5% of the students are White; of these, 4% are below proficient, 29% are proficient, and 67% are advanced. In the fifth grade, 96% of all the students were proficient in math. Of the fifth graders taking tests 60% are economically disadvantaged. Students in the economically disadvantaged subgroup scored 4% below proficient, 29% proficient, and 67% advanced. 93% of the male students were proficient and advanced, and 100% of the female students were proficient and advanced. There are 4 students classified as special education, therefore no data is available for this classification. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

Report Card Data Disaggregation

5th Grade Science 2004-2007

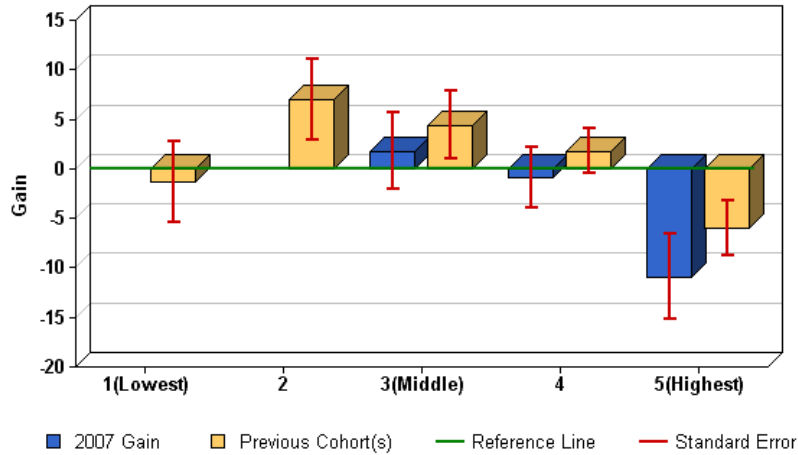


5th Grade Social Studies 2004-2007



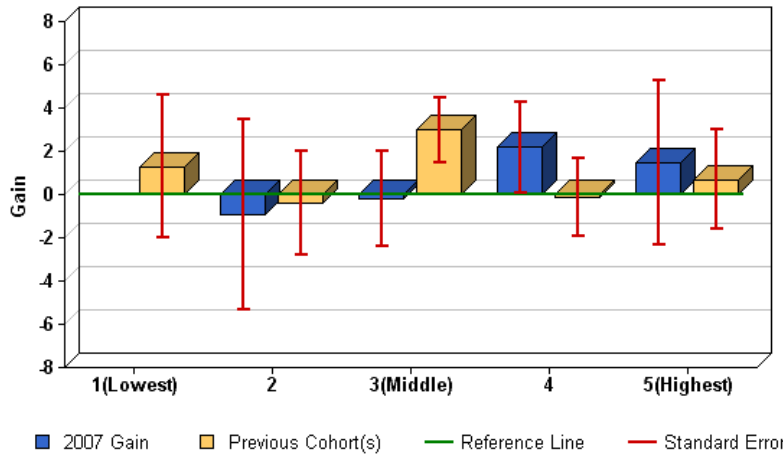
Fifth grade Science and Social Studies Disaggregation for the 2004-2007 year shows that in the fifth grade, 92% of the students were advanced and proficient in Science. Fifth grade scores indicate that 38% of the students are advanced, 54% are proficient, and 8% are below proficient in science. 94% of the male students were advanced and proficient in Science and 89% of the female students were advanced and proficient. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.** In the fifth grade, 94% of the students were advanced and proficient in Social Studies. Fifth grade scores indicate that 36% of the students are advanced, 58% are proficient, and 6% are below proficient in social studies. 93% of the male students were advanced and proficient in Social Studies and 95% of the female students were advanced and proficient. **For the three year span, there were 0 students classified as limited English proficiency; therefore no data is available for this classification.**

2007 Diagnostic Report TCAP CRT Fourth Grade Math



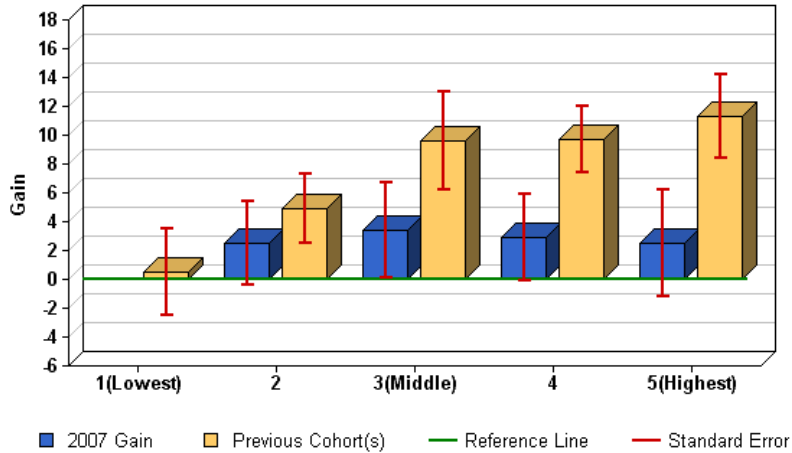
In 2007 for math the fourth grade students in the middle achieving group made the greatest gains, while the lowest group maintained and the highest group fell behind the previous achievement gains.

2007 Diagnostic Report TCAP CRT Fourth Grade Reading



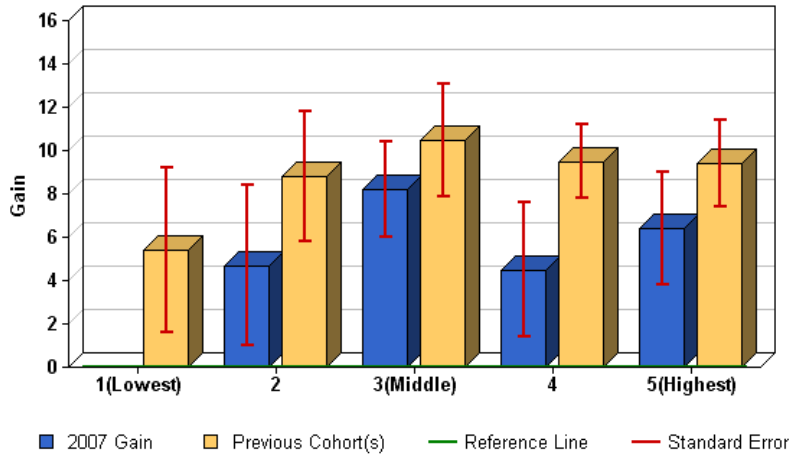
In fourth grade reading, students in the middle group made the greatest gains, however, the lowest and highest quintiles made slight gains over the cohort years.

2007 Diagnostic Report TCAP CRT Fourth Grade Science



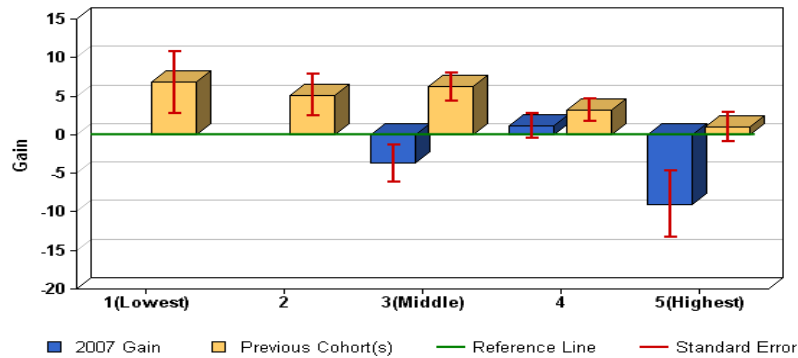
Over the cohort period, all groups in fourth grade made gains in science with the fifth quintile making the greatest gains in achievement and the lowest quintile making the least gain.

2007 Diagnostic Report TCAP CRT Fourth Grade Social Studies



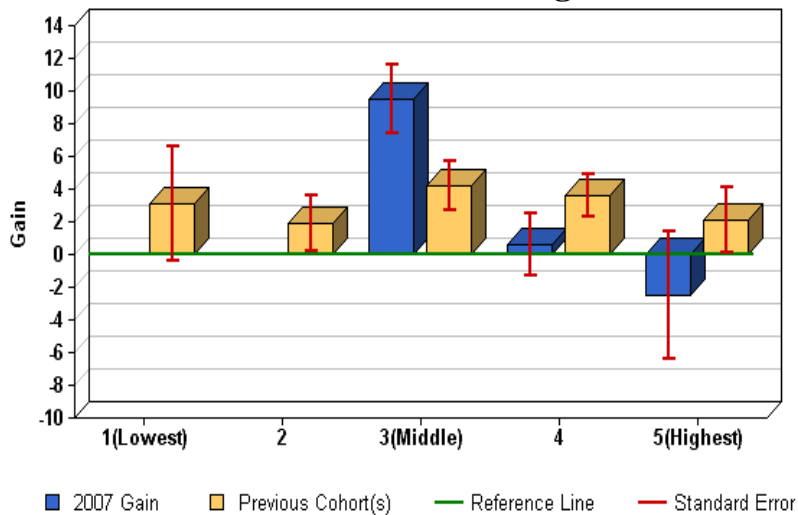
In fourth grade social studies all groups made significant gains in both the cohort and the 2007 school year. The middle group had the greatest gain in the cohort year.

2007 Diagnostic Report TCAP CRT Fifth Grade Math



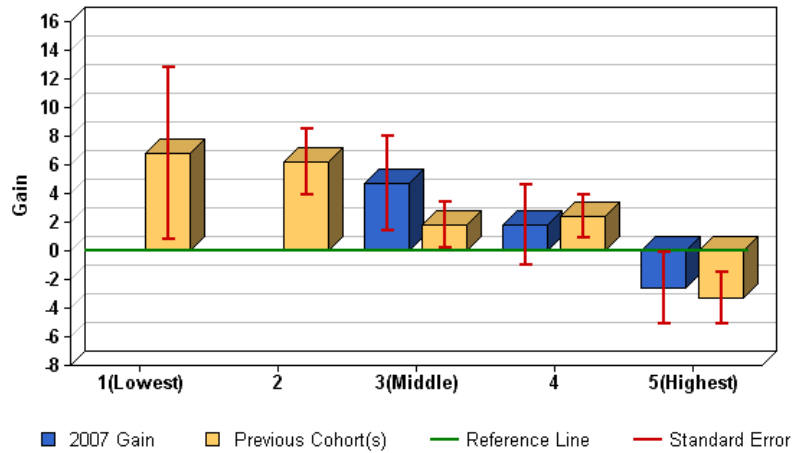
In fifth grade math this slope indicates achievement gains in all quintiles for the cohort years with the lowest performing group making the greatest achievement gains. The 2007 data indicates the third and fifth quintiles lost ground.

2007 Diagnostic Report TCAP CRT Fifth Grade Reading



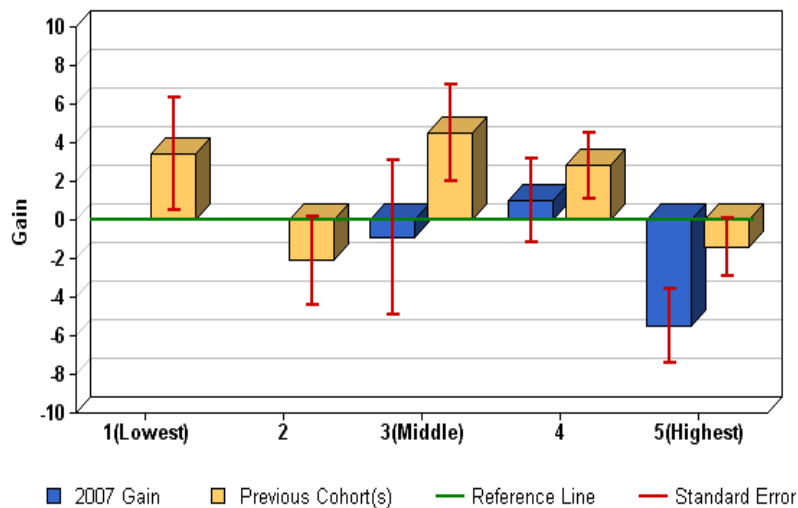
Over the cohort period each group shows an achievement gain in fifth grade reading. In 2007 the middle group had the greatest gain with the highest group suffering an achievement loss.

2007 Diagnostic Report TCAP CRT Fifth Grade Science



In fifth grade science the data for the cohort years indicate a slope with the lowest group making the greatest gain, however, the highest group performed in both the cohort and 2007 year at negative achievement progress.

2007 Diagnostic Report TCAP CRT Fifth Grade Social Studies



For fifth grade students in the cohort years the first, third, and fourth quintiles made achievement gains in social studies. The highest performing group had the least gain in both the cohort years and 2007.

1.7: Narrative Synthesis of All Data

Narrative Synthesis of Data

Synthesis of All Data

The TVAAS Data for Piedmont Elementary reveals the growth for Math is a (B), Reading/Language/Writing is an (A), Social Studies is an (A), and Science is an (A).

The Criterion Reference Academic Achievement for Piedmont Elementary reveals the growth for Math is an (A), Reading/Language/Writing is an (A), Social Studies is an (A), and Science is an (A).

The 2007 Criterion-Referenced portion of the TCAP test only showed one subgroup with 45 or more students for the purpose of data collection and that group was economically disadvantaged. The results showed 96% scored at the proficient or advanced level in Reading and 92% scored at the proficient or advanced level in Math.

On the TCAP, 94 % of students in grades 3-5 scored proficient or advanced in reading, while 91 % were proficient or advanced in math. In science, approximately 85% of students were proficient or advanced in grades 3-5. In social studies, grade 3 proficiency rates improved by 10 %. Grades 4-5 have maintained a proficiency rate of 89% or higher.

The Three Year NCE Average Student Performance Data indicates that reading and language scores for grades 4-5 have increased. Data indicated that math scores for grades 4-5 have increased. Science scores have increased for grades 4-5. Social studies scores have decreased slightly in grade 5, but grade 4 scores show significant increases.

The Dynamic Indicator of Basic Early Learning Skills (DIBELS) for 2005-2006 on pre-tests and post-tests indicate that students in grade 4 had a 10 % improvement on reading rate, and students in grade 5 show a 5 % improvement on reading rate. However, there was a significant increase in the students below the grade level benchmark for grades 1-3. For the school year 2006-2007, the Dynamic Indicator of Basic Early Learning Skills (DIBELS) for pretests and post-tests indicate that the percentage of students who were below grade level increased by 5.4 %.

Scott-Foresman Reading Comprehension tests showed a 10 % decrease in students in grades 1-5 who were below grade level in reading comprehension for the school year 2005-2006. For the school year 2006-2007, students who were below grade level in reading comprehension increased by 2.2 %.

TCAP Reading/Language Proficiency Scores for the 2006-2007 school year show that 46 % of third grade students are advanced, 50 % are proficient, and 4 % are below proficient. Fourth grade scores indicate that 43 % are advanced, 51 % are proficient, and 6 % are below proficient. Fifth grade scores indicate that 54 % are advanced, 41 % are proficient, and 4 % are below proficient.

Reading/Language Analysis for the 2007 Report Card reveals that PES received an “A” for Student Achievement with a three-year NCE average of 59 % as compared to the 2006 average of 58 %. Piedmont Elementary Report Card TVAAS showed an “A” (gain of 1.3) as

Narrative Synthesis of Data

compared to the 2006 (gain of 0.8). Only one of the subgroups for CRT reporting had a population of 45 or more students in third, fourth, and fifth grades at Piedmont Elementary.

The TCAP Writing Assessment reveals that students in fifth grade scored an average of 4.0 for 2004-2005. Students improved gradually in 2005-2006 with a score of 4.1, and in 2006-2007 with a score of 4.2, which is .1 above the state average. This score contributes to our overall reading and language assessments.

TCAP Math Proficiency Scores for the 2006-2007 school year show that 55 % of third grade students are advanced, 36 % are proficient, and 9 % are below proficient. Fourth grade scores indicate that 49 % are advanced, 43 % are proficient, and 8 % are below proficient. Fifth grade scores indicate that 65 % are advanced, 28 % are proficient, and 7 % are below proficient.

Math Analysis for the 2007 Report Card reveals that PES received an “A” for Student Achievement with a three-year NCE average score of 64 as compared to the 2006 average score of 64. Piedmont Elementary Report Card TVAAS showed a “B” (gain of 1.3) as compared to the 2006 (gain of 1.4). Only one of the subgroups for CRT reporting had a population of 45 or more students in third, fourth, and fifth grades at Piedmont Elementary.

TCAP Science Proficiency Scores for the 2006-2007 school year show that 41 % of third grade students are advanced, 48 % are proficient, and 11 % are below proficient. Fourth grade scores indicate that 46 % are advanced, 45 % are proficient, and 9 % are below proficient. Fifth grade scores indicate that 52 % are advanced, 39 % are proficient, and 9 % are below proficient.

Science Analysis for the 2007 Report Card reveals that PES received an “A” for Student Achievement with a three-year NCE average score of 62 as compared to the 2006 average score of 60. Piedmont Elementary Report Card TVAAS showed an “A” (gain of 2.9) as compared to the 2006 (gain of 4.1). Only one of the subgroups for CRT reporting had a population of 45 or more students in third, fourth, and fifth grades at Piedmont Elementary.

TCAP Social Studies Proficiency Scores for the 2006-2007 school year show that 45 % of third grade students are advanced, 45 % are proficient, and 11 % are below proficient. Fourth grade scores indicate that 32 % are advanced, 63 % are proficient, and 5 % are below proficient. Fifth grade scores indicate that 39 % are advanced, 50 % are proficient, and 11 % are below proficient.

Social Studies Analysis for the 2007 Report Card reveals that PES received an “A” for Student Achievement with a three-year NCE average score of 61 as compared to the 2006 average score of 60. Piedmont Elementary Report Card TVAAS showed an “A” (gain of 4.7) as compared to the 2006 (gain of 4.6). Only one of the subgroups for CRT reporting had a population of 45 or more students in third, fourth, and fifth grades at Piedmont Elementary.

Strengths

Piedmont Elementary has many areas of strength. On the TCAP, both math and reading scores show 92% and 94% proficient or advanced, respectively. The average scores on the 5th grade Writing Assessment have improved by 0.1 each year for 2005-2007. The Criterion Referenced Academic Achievement scores indicate that grades 3-5 made gains in reading (3%), math (2%), social studies (4%), and science (5%) for 2005-2007. TVASS Data shows significant gain of 4.7 in social studies for 2006-2007.

Narrative Synthesis of Data

Needs

Piedmont Elementary has four areas that need growth. Fifth grade math scores according to TVAAS Data show a continuing loss in overall scores for 2005-2007. Fifth grade gain by year, grade, content had a significant gain (6.7) in 2004-2005; however, in 2005-2006, fifth grade math scores had a loss of (-0.9) and continued this loss in 2006-2007 (-2.5).

Fifth grade social studies according to both the TVAAS Data and the overall percentage of students advanced and proficient indicate that social studies is an area that needs improvement. Fifth grade gain by year, grade, content had no gain or loss for 2004-2005, a gain of 1.3 for 2005-2006, and a loss of 2.5 for 2006-2007. This TVAAS data further emphasizes the TCAP 2006-2007 overall average in social studies of 80% advanced and proficient students, which is the lowest overall percentage for the TCAP subject areas.

TCAP Science scores show that the percentage of students proficient and advanced decreased from 2005-2007. In 2005-2006, 95% were proficient or advanced in grades 3-5, and in 2006-2007 only 90% were proficient or advanced in grades 3-5.

The final area that needs improvement is reading fluency. This need is reflected in the percentage of students below grade level on the Scott Foresman DIBELS. For 2005-2006, grades 1-3 had more students below grade level (4% more for grade 1, 7% more for grade 2, and 7% more for grade 3) on the end of the year test than on the beginning of the year test. For 2006-2007, grades 1-5 all exhibited a higher percentage of students below grade level at the end of the year than at the beginning of the year. At the beginning of the year 2006-2007, the average percentage of students in grades 1-5 who were below grade level was 12%. The year end average percentage of students who were below grade level was 17.4%.

1.8: Prioritized List of Goal Targets

Prioritized List of Goal Targets

The school will improve in math from an average of 64% to 65% according to the NCE. This is our first priority because analysis of the data shows a continued loss in math scores.

The school will improve in Social Studies from an average of 61% to 62% according to the NCE. This is our second priority because analysis of the data shows that this subject is the lowest overall percentage in the TCAP subject areas according to the NCLB benchmarks.

Component 2 – Beliefs, Common Mission and Shared Vision

2.1: Beliefs, Common Mission and Shared Vision

Beliefs

- Decisions driven by research-based information and data are imperative to student progress and success.
- High expectations are imperative to student progress and success.
- All students can learn, achieve, and succeed when differences in learning styles are recognized.
- A student's progress and learning is enhanced by positive relationships, communication, and mutual respect among students, family, staff, and stakeholders.
- Students learn best when they are present and actively engaged in academic and physical learning activities while in a clean and safe environment.
- School staff, students, family, and community share the responsibility for the development and support of the school's mission.
- Cultural differences increase student understanding of people.
- Exceptional students are actively engaged in special services and resources.
- Educational technology provides students with important skills for gaining information and sharing knowledge.
- Education in the Performing and Visual Arts will enhance necessary skills for complete academic development.
- Parental involvement is crucial to a child's academic development.

Common Mission

By aligning our policies and procedures, Piedmont Elementary focuses on achieving the school's goals for student learning, and develops lifelong learners and responsible citizens by providing educational and social opportunities.

Shared Vision

The vision of Piedmont School is to maintain a Pre-K through 5th grade school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates. We will foster the development of creative thinking, problem solving, respect for individual differences, and high ethical standards.

3.1.a: Curricular Practices

Current Curricular Practices	TN Dept. of Ed. state approved standards	Curricular Mapping	Benchmark Evaluations	Balanced Literacy	Hands on Learning	Science/SS Scope and Sequence Directed	Curriculum Planning
Evidence of Practice (State in definitive/tangible terms)	All teachers have a copy of TN. Blue Print utilized in lesson planning Standards Based Teaching, Weekly PLC'S	Curricular mapping utilized in each classroom & checklist maintained, Standards Based Teaching	DIBELS, Scott Foresman Language Arts, Saxon Math, Standards Based Teaching	Utilized in lesson planning, Standards Based Teaching, 90 min. dedicated to BL strategies	Utilized in lesson planning and are correlated to BPL, Standards Based Teaching	Utilized in lesson planning, Standards Based Teaching	Utilized in lesson planning, Standards Based Teaching
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	yes	yes	yes	yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	effective	effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Terra-Nova Achievement Test, 9 wks. skills checklist, Scott Foresman Language Arts assessment	Terra-Nova Achievement Test 9 wks. skills checklist, DIBELS, Scott Foresman Language Arts assessment	Benchmark Assessment Form Terra-Nova Achievement Test 9 wks. skills checklist, DIBELS, Scott Foresman Language Arts	Terra-Nova achievement scores, DIBELS, Scott Foresman Language Arts assessment , four square writing, running records, McGraw Hill Language Arts assessment,	Saxon Math Assessment Scores, Terra-Nova Achievement Test, 9 wks. skills checklist,	Terra-Nova Achievement Test	Terra-Nova Achievement Test, 9 wks. skills checklist, DIBELS, Scott Foresman Language Arts assessment

Current Curricular Practices	TN Dept. of Ed. state approved standards	Curricular Mapping	Benchmark Evaluations	Balanced Literacy	Hands on Learning	Science/SS Scope and Sequence Directed	Curriculum Planning
			assessment	9 wks. skills checklist			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Proficient or advanced scores in: reading 94%,math 92%, social studies A	Value-added scores	90% of each grade level scoring proficient or above	Proficient or advanced scores in: reading 94%,math 92%, social studies A	Proficient or advanced scores in Math 92%	Scored an A in social studies and science	Academic achievement grades are proficient or advanced
Evidence of equitable school support for this practice	Utilization of BPL is monitored by principal during walk-through evaluations.	Utilization of BPL is monitored by principal during walk-through evaluations.	Literacy Coach utilizes scores, filed in permanent records, walk-through evaluations.	Running records, walk-through evaluations.	Walk-through evaluations.	Walk-through evaluations.	Walk-through evaluations.
Next Step (changes or continuations)	Continuation of current curricular practices	Continuation of current curricular practices	Continuation of current curricular practices	Continuation of current curricular practices	Continuation of current curricular practices	Continuation of current curricular practices	Continuation of current curricular practices

3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis

Curriculum TIME Gap Analysis

“What is” The Current Use of: TIME

Research-based professional development is offered on a regular basis to all new teachers throughout the school year. This training includes curriculum implementation, teacher evaluation, classroom management and technology integration. After school activities are scheduled in a timely manner to allow training on state mandated initiatives, curriculum implementation and system-wide program implementation. System-wide curricular scope and sequence development in on-going and changes annually to encompass each of the 4 major content areas. Professional development is facilitated by curriculum directors, literacy personnel and technology trainer to develop scope and sequence based on state standards and associated benchmark assessments. School Literacy Coach provides balanced literacy training.

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

Coordination of our system-wide professional activities should be driven by individual teacher needs. According to surveys, teachers need more planning time in order to implement the Blue Print for Learning.

Curriculum MONEY Gap Analysis

“What is” The Current Use of : MONEY

The Blue Print for Learning is printed and distributed to each new teacher in K-5. Providing all staff access to state-mandated curriculum is a practice of Highly Effective Schools. Textbook purchases are currently limited by funding at the local level. Teachers are given online access to the curriculum mapping and objectives checklist. Money is designated for elementary curriculum development and professional development. We have a literacy coach that assists in the implementation of the balanced literacy programs. In grades Pre-K through 4, math manipulatives have been provided. State-of-the-art technological equipment is provided for teacher and student use.

“What Ought to Be” – How Should We Be Using Our: MONEY

All students should have the annually adopted text. All teachers should receive equal funding for professional development based on teacher population for appropriate training.

Curriculum PERSONNEL Gap Analysis

“What is” The Current Use of : PERSONNEL

We have a Reading Specialist and Literacy Coach who help to monitor curriculum implementation of our Pre-K through 5th grades reading program. We have a part-time art and music positions. We have a full-time P.E., Library and Guidance positions.

“What Ought to Be” - How Should we be Using Our: PERSONNEL

Our schools should offer a full range of fine arts instruction. We need a behavioral classroom and a full time art and music teacher.

Curriculum OTHER RESOURCES Gap Analysis

“What is” The Current Use of : OTHER RESOURCES

There is a collaborative relationship between Carson-Newman College and our school system. This

relationship provides our system access to research-based ongoing professional development for our staff and an opportunity for field experiences for their education students.

Community businesses provide donations for school supplies and equipment. P.T.O. provides funds for supplementary curriculum materials.

What Ought to Be” - How Should we be Using Our: OTHER RESOURCES

Additional instructional assistants are needed in order to meet curriculum needs.

Equity and Adequacy:

The following items are areas that we believe reflect equity and adequacy in our programs. Our educational support systems:

- Post and make accessible all professional development through the school system’s website
- Conduct system-wide writing practice days
- Provide equal access to appropriate resources and materials
- Provide equal access for all teachers and students to assessment tools
- Provide professional development training in 5 core areas
- Literacy Coach for grades Pre-K through 5
- Provide appropriate resources and manipulatives to implement the program for all Pre-K through 5 grades
- Provide all teachers a computer workstation
- Provide appropriate training in technology and Internet use for all teachers
- Provide computer access for students in all grades
- Provide parental access to their student’s required curriculum
- Provide online resources to parents

The following items reflect our belief that we are targeting funds and resources effectively to meet the needs of all teachers and students:

- We are currently doing a very good job under the limited per pupil expenditure annual funding appropriations, but this is not adequate.
- All teachers have a copy of the state-mandated curriculum guides and are trained in its implementation for classroom instruction.
- We apply for grant funding and work diligently to secure monies to fund needs.
- Financial resources should be allocated to expand our current media services to support the curriculum.
- Coordination of our system-wide professional development activities should be driven by individual teacher needs and planned across all departments.
- All students should have the annually adopted text.
- School offers a full range of fine arts instruction.

Based on the data, we believe we are meeting the needs of all students in our school:

- Jefferson County State Report Card 2006-07 reflects gains in 3-5 criterion referenced achievement in all content areas.
- Economically disadvantaged P/A in math and reading/language was higher than the state%.
- Teacher, student and parent surveys indicate that all stakeholders believe that our system provides a quality educational experience for our students.
- Proficient or advanced scores in reading, math , science, and social studies.
- 90% of each grade level scoring proficient or above in Benchmark Assessments.

3.1.c: Curricular Summary Questions

Curriculum Summary Questions

As a result of all our data sources, we believe that Piedmont Elementary School's strengths are:

- All teachers have training in online curriculum access.
- All teachers have scope and sequence for social studies, science, and language arts.
- All K-5 teachers have a copy of the Blue Print For Learning.
- All Teachers are trained in balanced literacy.
- A strong reading program demonstrated by test scores.
- Increases in Value Added reading on 2007 report card.
- TVASS scores have positive gains from 2006-2007 school year.
- Math and reading scores show 92% and 94% proficient or advanced respectively.
- Average scores on 5th grade writing assessment have improved by 0.1 each year for 2006-2007.

Curriculum Summary Questions

Major challenges identified for Piedmont Elementary School include:

- Improve school achievement in all subgroups.
- Provide equal educational opportunities for all students by increasing student expenditure.
- Provide more Educational Assistants in all grade levels.

Curriculum Summary Questions

Piedmont Elementary School will address challenges by:

- Enrolling lowest 10% in Camp Read Along summer reading program.
- Continuing to improve the S-Team process for referral of struggling students.
- Evaluating professional development budget and securing equitable funding for each grade level.

3.2.a: Instructional Practices

Current Instructional Practices	Teachers use hands-on, data-driven instruction to teach standards based curriculum	Four Block Reading Method	Systematic Sequential Phonics	Direct Instruction is aligned with standard based curriculum and assessments	Use of math manipulatives	Writing Process Model	Remediation and Individual Instruction	Inclusion
Evidence of Practice (State in definitive/tangible terms)	Each curriculum area has instructional material necessary for teaching course competencies. Teachers must attend training for materials specific to their areas.	Use 4-Block frame work in reading instruction Provide 2 ½ hour Language Block for grades K-5 Utilize a Reading Specialist and a Literacy Coach for grades Pre-K-5	Systematic Sequential Phonics; program supports reading acquisition for K-5	Document instructional practices in teachers' plan books Utilize Snapshot Observations by administrators Conduct classroom observations using state teacher evaluation process ensure that 100% of our current professional staff is HQ. and 100% of our paraprofessional staff is HQ.	Adoption of a math program that is based on use of hands-on manipulatives for all Pre-K-5 that actively engages students in a high quality learning environments	Use 4- Square writing model and 6 traits writing process.	RTI process is practiced Allowing students multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction	Classroom instruction supports students with special needs, students with diverse cultural and language backgrounds and with different learning needs and learning styles into regular classes through the use of IEP's.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	State report card, T-Cap scores	Writing & LA assessment scores Reading benchmark scores Test results from all data sources DIBELS scores	Writing & LA assessment scores Reading benchmark scores Test results from all data sources DIBELS scores	State Report Card Evaluation documentation Teacher surveys for TSIP HQ is posted on the SDE of TN Teacher certified website	Math achievement scores	Examine student work in writing on Write Away Days.	Teachers and literacy coach record individual student progress	IEP progress monitoring Parent surveys Achievement scores for 3-5
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Students perform well in achievement tests. Pre and post DIBELS scores indicate academic gains.	Pre- and Post DIBELS scores indicate academic gains. Reading achievement scores were above the state average on the 2007 Report Card	State Report Card show scores are in the 90 th percentile.	Demonstrated positive gains on 3-5 scores from 2006 to 2007 school years Survey results	Math achievement scores were above the state average on the 2007 Report Card	Received an A in writing (4.2) Increase in assessment scores in k-5	RTI progress monitoring determines tier one or tier two placement	Compliance of state-mandated monitoring of SE documentation
Evidence of equitable school support for this practice	Materials are updated using local, state, and federal funds. Funding is available for all teachers to attend necessary training sessions.	Provide professional development for all Pre-K –5 teachers The Reading Specialist and Literacy Coaches model for all Pre-K-5 teachers	Ensure all K-5 classrooms have needed instructional materials to implement program	Provide professional development to all teachers for successful implementation	Ensure all Pre-K-4 teachers are provided math manipulatives for math program implementation	Provide professional development in writing process for all l teachers	Provide professional support through Director of Student Support and Transitional Services and literacy coach	Provide professional support through Director of Exceptional Children and SE teacher
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue	Continue

3.2.b: Instructional Gap Analysis

Instructional TIME Gap Analysis

“What is” The Current Use of: TIME

Annual technology training is provided for all newly hired teachers. This is a two-day training session to help teachers become familiar with online curricular resources and how to implement technology into classroom instruction. Newly hired teachers are assigned a mentor for guidance. Supervisors schedule and help facilitate grade level and content area meetings to allow teachers to exchange lesson ideas and model “exemplary” lesson plans. Reading Specialist and a literacy coach provide mentoring and model instructional practices related to balanced literacy. Snapshot observations are done annually to document instructional methods demonstrated by teachers in curriculum delivery. This provides feedback to teachers concerning the use of a variety of instructional strategies.

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

Teachers need more planning time during the school day. More one on one time with students would be beneficial. Instructional assistants should spend more time in each classroom.

“What is” The Current Use of: MONEY

After examining the current allocation of funds in implementation of instructional techniques the following were identified:

- Elementary Title 1 funds are spent on instructional assistants’ salaries.
- Sets of the Mountain language program are provided for all K-5 teachers.
- PTO sponsors fundraising activities and contributes to classrooms for purchase of
- Instructional materials, supplies and equipment.
- Teachers write grants to finance various program initiatives within their classroom.
- Instructional funds are used for instructional materials, supplies, such as math
- Manipulatives.

“What Ought to Be”- How Should we be Using Our: MONEY

Classroom instructional assistants provided for each classroom to ensure more instructional time with students in the classroom. There is a need to update the technology provided in the classrooms. A full time Art and Music teacher would provide the time necessary to fully teach these classes.

“What is” The Current Use of: PERSONEL

We currently have a Reading Specialist and a Literacy Coach serving our Pre-K through grades 5 population of students and teachers. Extensive professional development has been provided to teachers in the balanced literacy program. Modeling and ongoing mentoring is available for our teachers in the grades. We have a full time P.E. teacher and part –time Art and music teachers. Instructional Assistants are provided one per grade.

“What Ought to Be”- How Should we be Using Our: PERSONNEL

We make very good use of the current personnel. Additional Instructional Assistants are needed in each grade level.

“What is” The Current Use of: OTHER RESOURCES

There is a collaborative relationship between Carson-Newman College and our school system. This relationship provides ongoing professional development for our staff and an opportunity for field experiences for their education students. Local community leaders participate in school wide events such as Read Across America and enhance the instructional delivery in the classroom. Programs at the high school provide students with an opportunity to job shadow in the system’s elementary schools. These students provide instructional assistance to classroom teachers through peer tutoring and one-on-one instruction.

“What Ought to Be”- How Should we be Using Our: OTHER RESOURCES

Pursue additional funding through alternative resources, such as grants and fellowships. Local funds should support the salaries for instructional assistants and additional assistants hired. This local support would make funding available for more math manipulatives and leveled readers in our lower grades.

Equity and Adequacy:

After examining all relevant data, the following areas were identified as being equitable and adequate. The school:

- Provides professional development for all Pre-k-5 teachers
- Provides modeling by the Reading Specialist and Literacy Coaches for all PreK-5 teachers
- Ensures all K-1 classrooms have needed instructional materials to implement program
- Provides professional development to all teachers for successful implementation
- Ensures all Pre-k-4 teachers are provided math manipulatives for math program implementation
- Provides professional development in writing process for all grades 3-5 teachers
- Provides support program implementation for all schools through SE Department

We believe we are targeting funds and resources effectively to meet the needs of students and teachers as demonstrated by:

- We are currently doing a very good job under the limited per pupil expenditure annual funding appropriations, but this is not adequate.
- All teachers have a copy of the state-mandated curriculum guides and are trained in its implementation for classroom instruction.
- We apply for grant funding and work diligently to secure monies to fund needs.
- Financial resources should be allocated to expand our current media services to support the curriculum.
- All students should have the annually adopted text. All schools should receive equal funding for professional development based on teacher population for appropriate training.
- All students should be provided with a full range of fine arts instruction.

Based on the data, we are meeting the needs of all students.

- Jefferson County State Report Card 2006-07 reflects gains in 3-5 criterion referenced achievement in all content areas.
- Economically disadvantaged P/A in math and reading/language was higher than the state %.
- Writing score was an A.
- Grades 3-5 TVAAS scores have had positive gains from 2006-2007 school years.
- Teacher, students and parent surveys indicated that all stakeholders believe that our system provides a quality educational experience for our students.
- Pre and Post DIBELS scores indicate academic gains.
- RTI progress monitoring is effectively helping students in need.

3.2.c: Instructional Summary Questions

Instructional Summary Questions

Our Major strengths include:

- Pre- and post DIBELS scores indicate academic gains
- Reading benchmark assessments show value-added data
- State Report Card scores for TVAAS indicate and increase
- Demonstrated positive gains in all subjects on 3-5 TVAAS scores form 2006-2007 school years
- Survey results indicate that parents, teachers, and students are receiving an effective education.
- Academic achievement scores in math maintained an A.
- Received an A in writing
- Increases in both math and reading P/A scores for SWD sub-group for 2006-07.

Instructional Summary Questions

Instructional challenges at Piedmont Elementary School are listed below:

1. Improve student achievement in all subgroups
2. Provide equal educational opportunities for all students by increasing per pupil expenditures.
3. More Instructional assistants are needed per grade.

Instructional Summary Questions

We will address our challenges by:

- Implementing a balanced literacy program for grades K-5.
- Continuing to improve the S-Team process for referral of struggling students
- Continuing to secure needed funds through continual grant opportunities

3.3.a: Assessment Practices

Current Assessment Practices	Social Studies and Science chapter tests	Reading Placement and Benchmark Tests	Progress Monitoring with Running Records and DIBELS	Diagnostic Screenings and S-Team Referrals	Terra Nova	Writing Assessment	Saxon Math Placement and Benchmark Tests
Evidence of Practice (State in definitive/tangible terms)	Grades 3-5 record scores for Nine Week Report Cards. Yearly averages are recorded on permanent records.	Utilize unit tests and benchmark assessments	Require all K-5 teachers to turn in assessments 3 times per year	Utilize School Psychologist and intervention specialist. Provide S-Team referral process for all schools	Ensure all students in grades 3-5 take the state mandated assessment	Mandated by state annually Utilize Write Away Days quarterly, grades 1-5.	Utilize unit tests and benchmark assessments
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TVAAS scores on the 2007 Report Card	TVAAS scores on the 2007 Report Card	Individual Screenings and support plans	Documentation from: Reading Specialist LC/S Psycho S-Team Referrals IEPs	TCAP achievement and assessment data State Report Card	State Report Card State assessments Write Away Day holistic scores	TVAAS scores on the 2007 Report Card

Current Assessment Practices (cont.)	Social Studies and Science chapter tests	Reading Placement and Benchmark Tests	Progress Monitoring with Running Records and DIBELS	Diagnostic Screenings and S-Team Referrals	Terra Nova	Writing Assessment	Saxon Math Placement and Benchmark Tests
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Maintained TVAAS score in Science and Social Studies on 2007 Report Card A	Increased TVAAS score in reading on 2007 Report Card from B to A	90% proficient 1-5	Decreased number of screenings	2006-07 Report Card reflects gains in 3-5 criterion referenced achievement in all content areas. Economically disadvantaged P/A in math and reading/language was higher than the state %. Maintained 3-5 TVAAS scores from 2006 to 2007 school years.	A on Report Card in writing grades 5	Maintained TVAAS score in Math on 2007 Report Card B
Evidence of equitable school support for this practice	Record on permanent record Benchmark Cards	Submit test scores at all K-5 schools	Submit copies of monitoring instruments	Services available to all schools and all students	Participation of all students 3-5	Conduct county-wide Write Away Day for all schools	Record on permanent record Benchmark Cards
Next Step (changes or continuations)	Continue implementation of current practice.	Continue implementation of current practice.	Continue implementation of current practice; Continue to use data to plan instructional reports	Continue implementation of current practice; Utilize intervention plans for all students	Continue as mandated; Need for more timely feedback	Continue implementation of current practice. Teachers attended professional development "What does proficient writing look like?"	Continue implementation of current practice.

3.3.b: Assessment Gap Analysis

Assessment Gap Analysis

“What is” The Current Use of: TIME

At the beginning of the year we assess and identify the lowest 10% in each grade level. We utilize the S-team referral process for students who are not successful in the regular classroom setting.

The Intervention Diagnostician conducts evaluations to determine need for additional assistance.

The classroom teacher is required to administer Reading Placement and Benchmark Tests, Running Records and DIBELS, Terra Nova and Writing Assessment and Saxon Math Assessments.

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

The amount of testing should be reduced so that more time can be devoted to teaching.

The county should consider hiring testing professionals to allow classroom teachers more time for instruction.

“What is” The Current Use of: MONEY

Guidance and Psychological department allocate funds to use in the support S-Team / Referral process.

The Family Resource Center uses local funding to provide screenings for four year olds.

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

We can effectively use money on Terra Nova student information sheet preparation and to provide testing professionals.

“What is” The Current Use of: PERSONNEL

Teacher assistants administer Running Records. Guidance Counselors assist in the referral process.

School Psychologist and the Educational Diagnostician also participate in identifying student needs.

Special Education Teachers and Speech Therapist assess and develop IEP's for identified students.

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

Further use of personnel would include a testing professional to assist teachers with this process.

“What is” The Current Use of: OTHER RESOURCES

New teachers are provided training on standardized testing and evaluations.

The Literacy Coach conducts a literacy screening and provides results to classroom teachers.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

All personnel should be provided with updated information to ensure current practices are researched based.

Equity and Adequacy:

We are providing equity and adequacy to all teachers as demonstrated below:

- All students are required to be assessed throughout the year.
- The diagnostic screenings and S-Team referrals are available as needed.
- All students 3-5 take the Terra Nova tests.
- Grade 5 takes the writing portion of Terra Nova tests. However all grades are required to implement a school wide writing process to prepare for the 5th grade writing assessment.
- Literacy coach has trained grades 3-5 on the scoring process of the writing assessment.

In order to target funds and resources more effectively, we need to work diligently to secure monies to fund additional positions related to assessment.

Our Terra Nova scores reflect an A in Writing, Math, Reading/ Language, Social Studies, Science and also 90% proficient in DIBELS, thus verifying that we are accurately meeting the needs of all students in our school.

3.3.c: Assessment Summary Questions

Assessment Summary Questions

Major strengths for Piedmont Elementary School are demonstrated by:

- TVAAS scores recorded an A in each of the subject areas of Science, Social Studies, Reading, Writing and Math.
- DIBELS assessments show a proficiency score of 94% .

Assessment Summary Questions

Major challenges for Piedmont Elementary School are:

- Increase DIBELS scores from 94% proficiency in grades K-5, to 95% and above.
- Improve Math NCE scores from an average of 64% to 65%.
- Maintain an A in Science and Social Studies.

Assessment Summary Questions

Piedmont Elementary School will:

- Continue to implement current practices in Social Studies, Science, reading, Math and Writing.
- Utilize data to plan instructional reports.
- Utilize intervention plans for all students.
- Continue to attend professional development activities.
- Utilize Title I money for ongoing assessment.
- Constructively use the limited time available to us conducting assessments.
- Utilize Educational Assistants for assessments.
- Utilize parent volunteers as classroom helpers to accommodate necessary assessment time for Teachers.

3.4.a: Organizational Practices

Current Organizational Practices	Self Contained Classrooms Pre-K-5	Title I School (7)	Instructional Assistants	Weekly PLC'S	Related Arts	Inclusion
Evidence of Practice (State in definitive/tangible terms)	Ensure that every K –5 classroom is taught by a single teacher Offer Pre-K classroom for at-risk students	Ensure that all elementary schools receive federal funding through Title I	Ensure that all elementary schools have instructional assistants who are trained in the reading process	Utilize special area schedules Utilize block scheduling by content area Assign teacher mentors to all teachers less than 3 years experience	Every K-5 student attends music, art, library, computer and P.E. on a weekly basis. Guidance is provided bi-monthly.	Include students with special needs into regular classes through the use of IEPs Establish pilot program for implementation of practice
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Report Card Achievement scores K-5 Parent Surveys	Report Card Achievement scores K-8 Parent Surveys	Report Card Achievement and TVAAS scores	New Teacher end-of-year surveys Mentor Assignment sheet submitted by building-level principal	Parent/ Teacher surveys	Achievement scores for SWD K-8

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All subjects C or above Positive parent responses from surveys	% of ED subgroups in P/A have increased from 75 to 79% in math % of ED students in Language + Writing have increased from 78 to 83%	System wide: All 2005 grades increase at least one letter grade K-8	New teachers indicate that mentorship relationships are most effective when there is common planning Mentors need Adequate training	Positive teacher, student, and parent responses	Support for program implementation provided for all schools through SE Department
Evidence of equitable school support for this practice	All content areas are C or above We have 5 Pre-K programs in our system	There is not equity for non-Title schools	Distribution of Instructional Assistant positions is based on student eligibility ratios; lack of local funding causes inequality	Due to excess numbers of students within current facilities, meeting this initiative is difficult and does not occur in all settings Limited number of trained mentors are available	Provide equal student access to Related Arts classes taught by HQ teachers	Continue implementation of current practice; further develop K-8 program and reevaluate 9-12 program
Next Step (changes or continuations)	Continue implementation of current practice and extinguish the few alternatives in K-5 Request additional Pre-K grants	Continue implementation of current practice; Make all schools Title schools or increase local funding sources	Continue implementation of current practice; seek additional local funds	Continue implementation of current practice; provide additional facilities to alleviate overcrowding Implement systematic mentor training	Continue implementation of current practice	Continue implementation of current practice

3.4.b: Organizational Gap Analysis

Organizational Gap Analysis

“What is” The Current Use of: TIME

Teachers meet weekly within grade levels for 30 minutes per week to improve delivery of educational services. We have educational assistants who are trained in the reading process.

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

We need more planning time. There is a need for full-time educational assistants. We also need full-time music and art teachers.

“What is” The Current Use of: MONEY

We are currently allocating money based on socio-economic needs of students. Educational assistants’ salaries are provided by Title I funds. Special education funds are designated strictly to provide support services for students with identified needs.

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

We need full time educational assistants. We need full time art and music teachers. We could also use an alternative school for K-5 students.

“What is” The Current Use of: PERSONNEL

Title I funds are used to pay all regular educational assistants’ salaries. Local budget funds additional positions above the BEP funding formula. Special area teachers allow for common planning time. Inclusion classrooms are staffed with special education teachers and educational assistants who provide support for students and regular education teachers.

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

We need additional special area teachers employed to allow delivery of a full range of fine arts curriculum for all students. Additional special area teachers employed to provide opportunities for mentoring relationships to develop. Adequate numbers of trained mentors should be provided.

“What is” The Current Use of: OTHER RESOURCES

Currently we use student teachers from Carson Newman College. Parent volunteers are encouraged and welcomed into our school. Local community leaders participate in school events such as Read Across America and enhance the instructional delivery in the classroom by sharing with students their areas of expertise. Classroom instructional supplies inventories serve as documentation of available resources for teacher use.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

We would like to see additional professional development opportunities to ensure understanding of optional organizational practices, and development of an ongoing process to evaluate current practices.

Equity and Adequacy:

Based on examination of all relevant data, we have identified the following areas as being equitable and adequate:

- Mentors are in place in our school.
- Earned high scores in all content areas.
- Related Arts classes provided weekly.

There is a need for the following inequitable and not adequate areas:

- Lack of local funding for educational assistants creates need for additional positions across all grades.
- Full-time music and art teachers.

We believe we are targeting funds and resources effectively to meet the needs of all teachers and students as demonstrated by the following:

- While we are currently doing a good job with limited per pupil expenditure allocations, increasing the amount will positively affect our value-added scores.
- We apply for and work diligently to secure money from grant funding.

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

- Jefferson County State Report Card 2006-07 reflects gains in 3-5 criterion referenced achievement in all content areas.
- Economically disadvantaged P/A in math and reading/language was higher than the state %.
- Writing score was an A.
- Grades 3-5 TVAAS scores have had positive gains from 2006-2007 school years.
- Teacher, students and parent surveys indicated that all stakeholders believe that our system provides a quality educational experience for our students.
- Pre and Post DIBELS scores indicate academic gains.
- RTI progress monitoring is effectively helping students in need.

3.4.c: Organization Summary Questions

Organization Summary Questions

Our major strengths are:

- Positive parent response.
- New teachers indicate that mentorship relationships are most effective with a common planning time.
- Teachers meet weekly within grade level 30 minutes per week to improve delivery of educational services.
- We have educational assistants who are trained in the reading process.

Organization Summary Questions

Our Major challenges are:

- Full-time music and art teachers.
- Adequate numbers of trained mentors should be provided.
- More planning time.
- There is a need for full-time educational assistants.
- Alternative school for K-5 students.

Organization Summary Questions

We will address our challenges in the following way:

- Communicate needs to Jefferson County School Board.
- Communicate needs to Jefferson County Commissioners.
- Have a dialogue with staff to determine unique ways to create planning time.
- Develop effective parent and community volunteer programs.

Component 4 – Action Plan Development

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

The school will improve in math from an average of 64% to 65% according to the NCE in the school year 2008-2009.

Which need(s) does this Goal address?

Our TVAAS score in math for 2006-2007 was a B. Our hope is to maintain a B or improve to an A. Our school will improve in the highest quintiles making a positive gain.

How is this Goal linked to the system's Five-Year Plan?

Action steps are directly tied to the 5yr plan as relates to the supplemental arterial and technology

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
August 2007 - May 2010	K-5 Grade Teachers: 5 th -Yardley, Horner, Woods, 4 th -Sams, Guinn, Bryant, 3 rd - Oakes, Bentley, Barbee, 2 nd -Wiles, West, Garner, Whitley, 1 st -Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyons, and Pinkston. SpEd-Archer, Barrett Reading Specialist: Daley		Kindergarten - \$11.80 1st grade \$15.75 2nd grade \$15.75 3rd grade \$19.00 per refill pack 4th and 5th \$ 47.00 per book/ per student All materials provided by the Jefferson	Benchmark test <ul style="list-style-type: none"> • Oral test (every 10th lesson) • Cumulative testing (every 5th lesson) 	

Action Step

Saxon Math is used in grades K-5 monitored daily and reviewed for individual progress of the student by comparing test scores after each 5 lessons

					County School System		
Action Step	Mountain Math is used as a supplement 2-3 times per week	Aug.2007-May 2010	K-5 Grade Teachers: 5 th -Yardley, Horner, Woods, 4 th -Sams, Guinn, Bryant, 3 rd - Oakes, Bentley, Barbee, 2 nd -Wiles, West, Garner, Whitley, 1 st -Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyons, and Pinkston. SpEd-Archer, Barrett Reading Specialist: Daley		\$75.00 per kit /per teacher Materials provided by Piedmont Elementary	Oral teacher /student conferences	
Action Step	Computer Technology is used on a daily basis. Staff is involved in professional technology training offered system wide on a monthly basis and school specific as needed <ul style="list-style-type: none"> • Orchard • BrainPop • Net-trekker • Stand alone programs on grade level (Pre-k and K) 	Aug.2007-May 2010	Pre-K-5 Grade Teachers: 5 th -Yardley, Horner, Woods, 4 th -Sams, Guinn, Bryant, 3 rd - Oakes, Bentley, Barbee, 2 nd -Wiles, West, Garner, Whitley, 1 st -Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyons, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading Specialist: Daley		Orchard No cost BrainPop \$8899.50 (9 schools NOT JCHS) Net-trekker \$5360.34 (8 schools NOT WPS & TES) All computer programs are provided by the Jefferson County School System	Individual monitoring by the teacher	

<p>Action Step</p>	<p>Parent Involvement is encouraged through items listed. Teachers communicate with parents through letters, phone calls, class news letters and parent/teacher conferences.</p> <ul style="list-style-type: none"> Frog games We both read books (K-3) 	<p>Aug.2007- May 2010</p>	<p>Pre-K-5 Grade Teachers: 5th-Yardley, Horner, Woods, 4th-Sams, Guinn, Bryant, 3rd- Oakes, Bentley, Barbee, 2nd-Wiles, West, Garner, Whitley, 1st-Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyms, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading Specialist: Daley</p>		<p>We both read \$175.56 Frog Games \$534.02 \$549.89</p> <p>Materials provided by Piedmont Elementary</p>	<p>Supplemental reading resources</p>	
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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	The school will improve in Social Studies from an average of 61% to 62%, according to the NCE in the school year 2008-2009
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Which need(s) does this Goal address?	Our value added score on TVAAS in 2006-2007 for Social Studies was an A. We will strive to maintain an A in Social Studies by improving test scores. We will improve in the highest quintiles from a -5 to a +2.0 gain (as indicated on graphs pp. 42-43).
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How this is Goal linked to the system’s Five-Year Plan?	Our goal is tied to the 5 yr plan through developing reading strategies and using technology
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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
Aug.2007 – May 2010	Pre-K-5 Grade Teachers: 5 th -Yardley, Horner, Woods, 4 th -Sams, Guinn, Bryant, 3 rd - Oakes, Bentley, Barbee, 2 nd -Wiles, West, Garner, Whitley, 1 st -Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyys, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading	Student computers Computer lab	BrainPop \$8899.50 (9 schools NOT JCHS) United Streaming \$4250.00 (All Schools) Net-Trekker \$5360.34 (8 schools NOT WPS & TES) All computer programs are provided by the Jefferson County School System	Monitoring will be done through the year <ul style="list-style-type: none"> RTI DIBELS Unit testing Pre/post testing TCAP Oral testing 	

Action Step

Computer Technology is used on a daily basis and for additional assistance using the following programs

- BrainPop
- Quick link
- United streaming
- Net-Trekker
- Stand alone machines in classrooms (Pre-K – K)

			Specialist: Daley				
Action Step	<p>Bookroom is located in the Library. It is used as a resource for students, teachers and parents and is available daily.</p> <ul style="list-style-type: none"> • Leveled reader • Parent resources in library • Social Studies related units 	Aug. 2007 -May 2010	<p>Pre-K-5 Grade Teachers: 5th-Yardley, Horner, Woods, 4th-Sams, Guinn, Bryant, 3rd- Oakes, Bentley, Barbee, 2nd-Wiles, West, Garner, Whitley, 1st-Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyms, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading Specialist: Daley</p>		REACH grant	Monitoring will be conducted by the Reading Specialist, Mrs. Daley through a check out system used by teachers	
Action Step	Harcourt Brace Textbook is used daily as a resource to teach reading skills	Aug. 2007 -May 2010	<p>Pre-K-5 Grade Teachers: 5th-Yardley, Horner, Woods, 4th-Sams, Guinn, Bryant, 3rd- Oakes, Bentley, Barbee, 2nd-Wiles, West, Garner, Whitley, 1st-Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyms, and Pinkston. Pre-K -Greene</p>		\$500.00 Faculty/staff at Piedmont Elementary	<p>Monitoring will be done through the year</p> <ul style="list-style-type: none"> • RTI • DIBELS • Unit testing • Pre/post testing • TCAP • Oral testing 	

			SpEd-Archer, Barrett Reading Specialist: Daley				
Action Step	<p>Reading Strategies are implemented daily to reinforce reading skills</p> <ul style="list-style-type: none"> • Pre-reading skills • Book structure 	Aug. 2007 -May 2010	<p>Pre-K-5 Grade Teachers: 5th-Yardley, Horner, Woods, 4th-Sams, Guinn, Bryant, 3rd- Oakes, Bentley, Barbee, 2nd-Wiles, West, Garner, Whitley, 1st-Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten, Dobyys, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading Specialist: Daley</p>		\$500.00	<p>Faculty/staff at Piedmont Elementary</p>	<p>Monitoring will be done through the year</p> <ul style="list-style-type: none"> • RTI • DIBELS • Unit testing • Pre/post testing • TCAP • Oral testing
Action Step	<p>Parent Involvement in encouraged through consistent parent teacher communication.</p> <ul style="list-style-type: none"> • PTO programs(subject based) • Parent/teacher conferences • Grade level meetings • School web page 	Aug.2007 -May 2010	<p>Pre-K-5 Grade Teachers: 5th-Yardley, Horner, Woods, 4th-Sams, Guinn, Bryant, 3rd- Oakes, Bentley, Barbee, 2nd-Wiles, West, Garner, Whitley, 1st-Smelcer, Morell, Watkins, Bryan, K-Doan, Hogsten,</p>		\$500.00	<p>Faculty/staff at Piedmont Elementary</p>	

			Dobyns, and Pinkston. Pre-K -Greene SpEd-Archer, Barrett Reading Specialist: Daley				
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Component 5 – The School Improvement Plan and Process Evaluation

5.1: Process Evaluation

Evidence of Collaborative Process

In the School Improvement process, six committees exist: a leadership team and five subcommittees. Subcommittees represent various grade levels within the school and relevant stakeholders. Stakeholders have been included on subcommittees when possible. Stakeholders were strategically assigned to appropriate committees based on strength, skills and knowledge.

Key faculty members have been involved in the initiatives on the appropriate subcommittees. Subcommittees have monitored the development and implementation, as appropriate, of the respective component so that the subcommittee chair was able to communicate the progress to the SIP Leadership Team.

The committees held meetings throughout the school year, evaluating their component. The assigned committee with the respective SIP team representatives would take the components of the previous SIP and brainstorm, draft, respond/revise, and problem solve. The final proofing was completed by the entire staff before advancing to the publishing stage.

Evidence of Alignment of Data and Goals

Piedmont Elementary Faculty utilizes multiple methods of assessment and analysis in order to determine school-wide short-term and long-term comparative gains for each individual student. Through these assessments the collaborative team develops target goals for each student every school year. The teams meet at the beginning of the school year in order to analyze and examine multiple sources of data to ensure the alignment of the school's goals with the data. This enables each grade level teacher to identify subject strength and weaknesses in a timely manner for the coming year. Included in the data analysis are:

- DIBELS scores
- TCAP scores
- TCAP writing assessment scores
- Write Away Day scores
- Scott Foresman Reading series benchmark/unit scores
- RTI progress monitoring data
- Individual teacher made student portfolios

If interventions are required to maximize students' growth, several options are available:

- Intervention Team convenes to establish an individual student learning plan
- Intervention plan executed during the school day for reinforcement of needed skills
- Placement into the official RTI Tier process
- Instructional assistants and parent volunteers are trained to help with one-on-one and small group instruction.
- Peer tutoring and 'buddy reading'

Evidence of Alignment of Data and Goals

- After-school tutoring in the community
- Summer school remediation (grades 5)
- Reading Camp program for students (grades 1-4)
- Change in academic placement-such as out of county students are assessed for correct grade placement

Comparisons will be made to utilize the expertise of all stakeholders. Individual and class progress for individual students will be examined at each assessment interval (9-weeks) to monitor and adjust educational plans for the school.

Evidence of Communication with All Stakeholders

Currently Piedmont Elementary has several communication venues in place to enhance our communication with stakeholders. Listed below are some of the venues:

- Monthly School Newsletter
- PTO Newsletter
- Weekly Assignment Sheets/with Parent Signature Requirement
- Monthly Calendar for all Kindergarten classes
- Weekly Calendar for all Pre-K classes
- Family and Community Engagement Plan
- Gold Card Rally for A-B Honor Roll Students
- Teacher developed on-line lab links are available to all students throughout the school and are updated frequently.
- Quarterly PTO meetings
- Monthly staff meetings
- Weekly grade level meetings

Through the collaborative process in 2007-2008, our school has developed and implemented other communication venues:

- School-Web Site with links to resources to enhance learning and e-mail options to correspond with classroom teachers which is updated monthly
- Parent Center in Library with check-out privileges
- Technology helped to improve communications throughout the school with student participation in the daily airing of Piedmont Panthers in the Morning
- Periodic activities with the students and other stakeholders of Piedmont Elementary to celebrate the progress of our SIP process. Among the activities this year were two student dances, a student talent show, an international exchange student program visit from Korea, a visit from Ronald McDonald, an Authors' Celebration afternoon, and a visit from children's author Michael Shoulders. At each of these events, the students involved were informed of their progress toward the completion of the school's goals.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals

The vision of Piedmont School is to maintain a Pre-K through 5th grade school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates. We will foster the development of creative thinking, problem solving, respect for individual differences, and high ethical standards.

Piedmont Elementary develops lifelong learners and responsible citizens by providing educational and social opportunities.

- Students from Pre-K to grade 5 are our main focus.
- All students can learn, achieve, and succeed when differences in learning styles are recognized.
- A student's self esteem is enhanced by positive relationships and mutual respect among students, family, and staff.
- Students learn best when they are present and actively engaged in academic and physical learning activities while in a clean and safe environment.
- School staff, students, family, and community share the responsibility for the support of the school's mission.
- Cultural differences increase student understanding of people.
- Exceptional children are actively engaged into the general curriculum in order to ensure that they are being instructed in the least restrictive environment.
- Educational technology provides students with important skills for gaining information and sharing knowledge.
- Education in the Performing and Visual Arts will enhance necessary skills for complete academic development.
- Parental involvement is crucial to a child's academic development.
- Continuous assessments are imperative to student progress and success.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

The school's first goal is to improve in math from an average of 64% to 65% according to the NCE. This goal was derived from analysis of TVAAS scores in math for 2006-2007. The TVAAS score for Piedmont Elementary was a B. Our current goal is to maintain the B and possibly improve to an A. The following are instructional and monitoring strategies to ensure progress toward the goal:

- Instruction of Saxon Math will be evaluated by Benchmark testing, Oral testing, and Cumulative testing (every 5th lesson)
- Computer Technology will include Orchard, BrainPop, Net-trekker and stand alone programs on grade level(Pre-k and K)
- Mountain Math will be used and assessed by oral teacher/student conferences
- Parent Involvement will be encourage through the use of Frog games

The school's second goal is to improve in Social Studies from an average of 61% to 62%, according to the NCE. This goal was derived from our value added score on TVAAS. In 2006-2007, our score for Social Studies was an A. We will strive to maintain an A in Social Studies by improving test scores. We will improve in the highest quintiles from a -5 to a +2.0 gain (as indicated on graphs pp. 42-43). The following are instructional and monitoring strategies to

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

ensure progress toward the goal:

- Use of computer technology including, but not limited to BrainPop, Quick Links, United Streaming, Nettekter and stand alone machines in classrooms (PreK-K)
- Monitoring will be conducted throughout the year using RTI progress monitoring probes, DIBELS benchmark assessments, Curricular Unit testing, teacher designed pre/post/oral testing, and TCAP assessments
- Use of the school bookroom including instructional materials, leveled books on Social Studies, and other leveled resources.
- Encouragement of the use of parent resources available through the library
- Use of tactile kinesthetic materials related to Social Studies Units available through the library

Suggestions for the Process

Throughout the 2007-2008 school year, the School Improvement Team has been reviewing, revising, and implementing our School Improvement Plan (SIP). The School Improvement Team consists of teachers, administrators, parents, support personnel, community leaders, paraprofessionals and stakeholders. These team members also serve as the chairpersons over the committees writing each component.

The committees held meetings throughout the school year, evaluating their component. The assigned committee with the respective SIP team representatives would take the components of the previous SIP and brainstorm, draft, respond/revise, and problem solve. The final proofing was completed by the entire staff before advancing to the publishing stage.

Steps are currently under way to revise the SIP for the 2008-2009 school year. Our school plans to utilize the collaborative relationship between Carson-Newman College, Central Office supervisors, and State Department of Education Leadership Team personnel to provide ongoing professional development for our staff and an opportunity for field experiences for self examination of our internal improvement process.

5.2: Implementation Evaluation

Evidence of Implementation

There is a detailed process to ensure implementation of the actions steps that will increase student growth and progress:

Formative Assessments are used for initial placement by collaborative planning teams include the following:

- DIBELS assessments
- Scott Foresman Reading/Language Arts Placement Tests in Grades K-5
- TCAP scores from previous year
- Teacher observations/recommendations and anecdotal records
- Student progress reports from previous year

At least every nine weeks, the collaborative planning team for each grade level will meet to review the progress of individual students using multiple methods of formative assessment. Students progress will be monitored and individual plans will be developed as needed. Students will be placed into appropriate intervention plans as needed. The school's literacy coach will provide professional development and classroom modeling and mentoring as needed. The following data will be analyzed:

- DIBELS benchmark and progress monitoring data
- Scott Foresman benchmark and weekly tests
- Content area assessments
- Teacher observations

By the end of the school year, the collaborative planning team will convene to review progress of individual students toward the goals of the School Improvement Plan and individual goals of each student as appropriate. All data will again be review and appropriate placement decisions will begin to be made for the following year.

Evidence of the Use of Data

Once appropriate student placement has been made, the teacher and collaborative planning team will utilize the following tools to assess student academic progress and develop a long-term comparison study for each student:

- DIBELS
- Scott Foresman
- TCAPs
- Unit/chapter/semester assessment are utilized
- Authentic Assessments used at the teachers' discretion
- Project-based activities determined by each individual classroom
- Portfolios used to show growth throughout the school year
- Rubrics utilized by individual teachers
- Homework assignments incorporated throughout the school
- Informal/Formal classroom observations determined by individual teachers
- Oral presentations determined by individual teachers/community groups
- Group collaborative projects determined by individual teachers/and community groups

5.3: Monitoring and Adjusting Evaluation

Evidence of Monitoring Dates

The following is our plan for implementing the School Improvement Process:

- In September 2009, the SIP Leadership Team Captain and other subcommittee members will attend the Annual SACS conference for guidance initiatives at the state level as to the SIP process.
- SIP Leadership Team Captain and subcommittee members have the responsibility to share the information from the SACS conference with appropriate subcommittee chairpersons and the school faculty
- In Late fall, the Central Office Director of Accountability and Supervision for PK-5 will hold follow-up training sessions for the Leadership Team Captain and subcommittee chairpersons
- Each subcommittee will begin work on the implementation of changes to the SIP for the 2008-2009 school year.
- In Late Winter subcommittee chairpersons will present their final revisions to the school faculty, stakeholders and Leadership Team Captain.
- After discussion and approval of the final revisions, the SIP will be compiled and submitted to the Central Office Director of Accountability and Supervision for PK-5 for editing and approval.
- In Early Spring, final copies are made and sent to the State Department of Education.

Evidence of a Process for Monitoring Plan

There is a process that our 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. This process will begin in August of the 2008-2009 school year with a review of the previous year's SIP. This training step will include the entire staff, subcommittee members and stakeholders. Any additional data will be analyzed throughout the year by the School Leadership team, Principal, School RTI Team and grade level lead teachers. Analysis will be ongoing and will include, but not be limited to:

- DIBELS utilized at the beginning, middle, and end of each year
- Mid-semester progress reports
- 9 weeks report cards
- Final grade
- Diagnostic Screenings
 - SRI-2
 - CTOPP
 - KTEA
 - Brigance
- On-going progress monitoring and data collection for assessing student performance
- End of year surveys for Teachers to assess the effectiveness of programs, student performance and administration
- Comparative performance using data collection in grades 3-5

Evidence of a Process for Adjusting Plan

Steps are currently under way to review the summative data of the school year and revise the SIP for the 2008-2009 school year. The SIP team includes representation of all teachers, paraprofessionals, students, and parents to provide open forum for input in this on-going process.

The committees will hold meetings throughout the school year, evaluating their component, its goals and progress toward the goals as determined by analysis of summative data.

The assigned committee with the respective SIP team representatives will take the components of the previous SIP and brainstorm, draft, respond/revise, and problem solve. They will make adjustments as necessary in each component for which they have responsibility. Any adjustments to the action steps of the plan will be brought before all stakeholders, presented with the appropriate data that solicits a change, and discussed by the stakeholders.

Any changes deemed necessary will be made to the plan and final proofing will be completed by the entire staff before advancing to the publishing stage.

Evidence of a Plan for Communicating to All Stakeholders

Currently Piedmont Elementary has several communication venues in place to enhance our communication with stakeholders. Listed below are some of the venues:

- Monthly School Newsletter
- PTO Newsletter
- Weekly Assignment Sheets/with Parent Signature Requirement
- Monthly Calendar for all Kindergarten classes
- Weekly Calendar for all Pre-K classes
- Family and Community Engagement Plan
- Gold Card Rally for A-B Honor Roll Students
- Teacher developed on-line lab links are available to all students throughout the school and are updated frequently.
- Quarterly PTO meetings
- Monthly staff meetings
- Weekly grade level meetings

Through the collaborative process in 2007-2008, our school has developed and implemented other communication venues:

- School-Web Site with links to resources to enhance learning and e-mail options to correspond with classroom teachers which is updated monthly
- Parent Center in Library with check-out privileges
- Technology helped to improve communications throughout the school with student participation in the daily airing of Piedmont Panthers in the Morning