

White Pine School

Tennessee School Improvement Planning Process (TSIPP)

SIP Guide



Tennessee Department of Education
Commissioner Lana C. Seivers

January 2004



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LANA C. SEIVERS, Ed.D.
COMMISSIONER

January, 2004

Dear Educators:

For the past few years, Tennessee schools have been involved in school improvement planning through the Tennessee School Improvement Planning Process (TSIPP). The purpose has been to assist educators in using data to prioritize performance targets for each school. I believe the TSIPP should be a “lesson plan” for schools, used much the same as good teachers use their own lesson plans.....to reflect on where you’ve been, determine where you are, and decide what you need to do to accomplish your goals.

With the advent of the accountability demands of *No Child Left Behind* and other federal and state mandates, each school’s plan will serve as the accountability document for measuring adequate yearly progress (AYP). Areas of strengths and needs at the school level will assist you in designing strategies to increase student performance for all students. It is extremely important that the TSIPP be utilized as a tool for meeting individual student needs.

The Department of Education, in consultation with practitioners, has worked over the past year to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan. Due to the continuing partnership with the Southern Association of Colleges and Schools (SACS), Tennessee schools may use the one planning process for both school approval and accreditation purposes. The TSIPP is also directly aligned with the Federal Programs’ System-wide Consolidated Planning Process.

Additionally, the Department is restructuring the statewide electronic transmission system. Due to this restructuring, we delayed the electronic transmission of school improvement plans to coincide with the startup date of our new state system. In the interim, all elementary schools, with the exception of high priority schools, will submit an Executive Summary by May 15, 2004, to their Field Service Center Office. All unit, middle and high schools, with the exception of high priority schools, will submit an Executive Summary by May 15, 2005, to their respective Field Service Center Office. State identified high priority schools will submit a complete plan beginning November 1, 2004, to their Field Service Center Office. The Executive Summary Guide with Rubric is located on our state website at tennessee.gov/education. We also have provided the complete TSIPP process guide with rubric on our website for new schools and high priority schools.

I appreciate and applaud those practitioners who gave their time to assist Department staff in the TSIPP development. We are committed to involving you in this process, and your comments

and input are important. The TSIPP should be continuously reviewed and refined so that it addresses our mission to “help teachers teach and children learn.”

The 2003-04 school year holds many challenges for educators in Tennessee and throughout the country. We have a tremendous opportunity to improve education in all our classrooms and schools and an even greater responsibility to be the kind of teacher and principal we would want for our own children.

Sincerely,

Lana C. Seivers
Commissioner of Education

Overview

School improvement is a continuous process utilized in Tennessee schools to ensure that schools are meeting all students' needs. School Improvement teams are one way to begin building the professional learning communities needed to support the continuous improvement effort. These teams are charged with learning to effectively use data to determine student performance goals and to use research to identify strategies and interventions to achieve these goals. Schoolwide planning includes all constituencies involved in the school. The quest for tools to improve student learning will be sustained throughout the continuous school improvement process.

Over the past year, a task force was convened to review and revise the school improvement process used by educators in the state of Tennessee. Representatives from a cross section of school districts large and small, urban and rural, held meetings to discuss ways in which school improvement planning could help facilitate the improvement of the teaching-learning process.

One of the guiding principles of this group's efforts was to make one plan suffice for a school. The school-level plan will incorporate the current TSIPP, SACS, and other plan requirements for NCLB. Although vocational, special education, technology, and federal programs information is generally reported in a system-level plan, school data form the basis for TSIPP reporting and are included as part of the school-level plan. The System-level Consolidated Planning Process has been developed at the same time and the system-level and school-level plans are in alignment.

- Elementary schools will be asked to submit an Executive Summary by May 15, 2004 for a state review.
- Unit, middle, and high schools will be asked to submit an Executive Summary by May 15, 2005 for a state review.
- A unit school will need to submit an Executive Summary which addresses both elementary, middle, and high school student performance data and needs.
- A school currently state identified as "high priority" will be required to submit a complete SIP each November to the state for review.

Guide for TSIPP Component 1

School Profile and Collaborative Process

Introduction to

Component 1 - School Profile and Collaborative Process

In the first component of the school improvement planning process, there is a need to develop an accurate and succinct profile of the students and community served by your school. In order to accomplish this, information will need to be gathered and analyzed in a variety of areas. Collection and careful analysis of pertinent information is critical in determining the effectiveness of the existing programs and services. Moreover, the types of data collected for the profile can assist schools in planning and sustaining their school improvement initiatives in behalf of student learning.

The development of the school improvement plan needs to take into account the learning needs of students and the characteristics of the students, school, and community. The profile helps to ensure that the design of the school improvement plan is customized to the individual school. The school's plan should be designed to directly address the specific learning needs of the students served by the school.

The development of the profile includes four major steps: namely, the collection and management of the profile data, the analysis and synthesis of data, the communication of the data with the school's stakeholders, and the use of the data for school improvement planning. In addition, a self-assessment tool in the form of a rubric is provided to help you evaluate progress on each of the key tasks in developing your school profile.¹

¹ Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 1 - School Profile and Collaborative Process

FORM 1.1 SIP Leadership Team Composition

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

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

FORM 1.1: SIP Leadership Team Composition (Rubric 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Samuel Hollingshead	Y	6 th Grade S.S. Teacher	
William Walker		Principal	
Diane Jones		Assistant Principal	5 Action Plan Development
Letitia Cox		6 th Grade Math Teacher	
Sherry Pewitt		6 th Grade Science Teacher	1 School Profile
Tracy Marra		3 rd Grade Teacher	2 Mission, Vision, Beliefs
Kelly Lemmons		7 th /8 th Technology Teacher	3 Data Analysis
Channie Phagan		1 st Grade Teacher	4 Org. Effectiveness
Terri McAvoy		Kindergarten Teacher	6 SIP & Process Evaluation
Brianne Taylor		Title I/Reading Teacher	
Kathy Strange		Guidance Counselor	
Deborah Headrick		Educational Assistant	
Laura Darby		ELL Teacher	
Alyson Susong		Parent	

Component 1 - School Profile and Collaborative Process

FORM 1.2 Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Remember that students and parents should be considered appropriate members of subcommittee 5.

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

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

FORM 1.2: Subcommittee Formation and Operation

(Rubric 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Sherry Pewitt	6 th Grade Science Teacher	Yes
Laura Strange	Pre-First Teacher	
Monica Duckett	Kindergarten Teacher	
Susan Patterson	2 nd Grade Teacher	
Betty Jo Moore	WP Librarian	
Alyson Susong	Parent	

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

Component 1 Subcommittee has met and minutes are on file.

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Tracy Marra	3 rd Grade Teacher	Yes
Regina Hurley	5 th Grade Teacher	
Libby Jaynes	Kindergarten Teacher	
Brooke Lyndsey	Art Teacher	
Windy Scott	Pre-K Teacher	
Janie Boley	Physical Education Teacher	

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Component 2 Subcommittee has met and minutes are on file. YES NO

Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis

Member Name	Position	Chair
Kelly Lemmons	7 th /8 th Grade Technology Teacher	Yes
David Swann	7 th /8 th Grade Science Teacher	
Gigi Sharp	7 th Grade Math Teacher	
Jackie Collins	4 th Grade Teacher	
Regina Wice	5 th Grade Teacher	
Deborah Clark	3 rd Grade Teacher	

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

Subcommittee 3 Chair Signature

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

Member Name	Position	Chair
Channie Phagan	1 st Grade Teacher	Yes
Brenda Wood	2 nd Grade Teacher	
Brianne Taylor	Reading Teacher	
Misty Eidson	8 th Grade Math Teacher	
Amy Self	Library Media Specialist	

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

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 Action Plan Development

Member Name	Position	Chair
Diane Jones	Assistant Principal	Yes
Anita Pinkston	4 th Grade Teacher	
Lisbet Gray	1 st Grade Teacher	
William Walker	Principal	
Letitia Cox	6 th Grade Math Teacher	
Samuel Hollingshead	6 th Grade Social Studies Teacher	

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Component 5 Subcommittee has met and minutes are on file. YES NO

Subcommittee 5 Chair Signature

Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Terri McAvoy	Kindergarten Teacher	Yes
Jessica Taylor	6 th Grade Language Arts Teacher	
Carol MacKintosh	3 rd Grade Teacher	
Karen Price	Kindergarten Teacher	
Laura Darby	ELL Teacher	
Jeanette Mulholland	Reading Specialist	

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

Component 6 Subcommittee has met and minutes are on file.

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 6 Chair Signature

Component 1 - School Profile and Collaborative Process

FORM 1.3 Collection of Demographic Data and Analysis

(Student Performance Data presented in Component 3)

FORM 1.3.1: Narrative and Analysis of Relevant School and Community Data

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

FORM 1.3.1: School and Community Data

(Rubric 1.3)

Narrative and analysis of relevant school and community factors:

White Pine School is located on Roy Messer Highway in White Pine, Tennessee. The school is approximately one mile south of Interstate 81, seven miles south of Morristown and 40 miles northeast of Knoxville. White Pine is considered a rural community in Jefferson County. The county is made up of six communities. Two communities have Pre-K-8 facilities and the other four contain the following: one Pre-K-5 facility, three K-5 facilities, and two 6-8 facilities. The county has a ninth through twelfth grade consolidated high school, which is located in the center of the county.

White Pine School is governed by a county elected school board and an appointed director of schools. The county commission also plays an important role in the affairs of the school system, due to their control of county monies.

White Pine School has been in existence since 1922 as a one room school containing all grades. In 1926 a facility was constructed and opened, housing first through twelfth grades. Present day White Pine School was built in 1985 and as of today houses pre-school through eighth grade. This facility is a brick structure with a metal roof. In 2000 two wings were added to the existing building. The front wing accommodates kindergarten and first grade, while the back wing accommodates the seventh and eighth grades. In addition to the building, there are four portable classrooms serving one first grade class, the ESL teacher, the reading specialist, and two pre-school classes. Total enrollment for White Pine School as of March 3, 2006, is 789 students. 1.7% of the student population is from outside of the school zone, and 51% of the students are on the free/reduced lunch and waiver program.

The classroom distribution is as follows: two preschool classes, five kindergarten classes, five first grade classes, one pre-first grade, four second grade classes, five third grade classes, four fourth grade classes, four fifth grade classes, four sixth grade classes, four seventh grade classes, and three third grade classes. There are also two special education rooms, one for elementary and one for middle school. In addition, there are rooms for Title I, speech and hearing, art, band, and chorus. There are offices in the back portion of the building provided for the school psychologist, the guidance counselors, and the assistant principal. The front office contains areas for the front secretary, principal, accountant, attendance secretary, school resource officer, and the clinic. Behind the front office is the teacher work area and lounge. There is a library and a gym that serves all grades. The commons area contains the cafeteria/kitchen and also the stage area. One

sixth grade room has a science/computer lab, and there is a science lab in one seventh grade classroom. Outdoor areas include two staff parking lots and two fenced in areas for physical education activities and recess time. Adjacent to the school property is a community football field, a tennis court, a basketball court, a covered pavilion, and a community playground unit.

The environmental and safety conditions of White Pine School are a high priority. The faculty, staff, and student body take pride in having a clean, safe, and well-maintained building and campus. WPS has a well-defined school safety plan, which is administered by all staff and faculty, as well as the school resource officer. There are several handicapped parking spaces and restrooms that are accessible to the handicapped. A newly installed security system provides cameras at the main entrance and throughout hallways. The front and back doors are locked at all times. Several of the faculty members are certified in CPR, and the clinic is staffed by a full-time nurse. The school is regularly inspected by the fire marshall and health department. Monthly fire and tornado drills are held to keep faculty and students aware and up to date on these procedures.

White Pine's school day for students begins at 8:05 a.m. and ends at 3:05 p.m. Faculty and staff are required to be at school ten minutes earlier in the morning and remain twenty-five minutes after school. However, teachers are here much later planning, and many students stay beyond the school day for extra-curricular activities. Students attend classes one hundred eighty days per year, and teachers work on a two hundred day contract.

White Pine School is proud of its fifty-four member faculty and administration, 11% of whom are male and 89% female. WPS teachers and administrators have a combined total of 700 years of experience as indicated by the following data: 4 teachers in their first year, 14 teachers with two to five years, 9 with six to ten years, 16 with eleven to twenty years, 8 with twenty-one to thirty years, and 3 with more than thirty years experience. The background of the faculty is varied and represents more than 36 different colleges and universities across the nation. 31% have a Bachelor's degree, 50% have a Master's degree, 14% have a Master's degree + 30, and 5% have an Educational Specialist degree. None of the teachers are working outside their area of certification.

White Pine School has a total of 769 students, including 19 in preschool, 85 in kindergarten, 14 in pre-first, 79 in first grade, 75 in second grade, 97 in third grade, 76 in fourth grade, 83 in fifth grade, 70 in sixth grade, 102 in seventh grade, and 69 in eighth grade. There are 396 male students and 373 female students. The ethnicity of WPS students are as follows: 718 Caucasian, 43 Hispanic, 6 African-American, and 2 Asian. Four students do not speak English; they receive instruction from the county ELL instructor in addition to regular classroom instruction. 55% of the student body qualifies for free/reduced lunch. WPS attendance rate is 96%. Discipline referrals are minimal, with only .05% receiving in-school suspension, .8% receiving out-of-school suspension, and 0% being expelled from school. The promotion rate is 95%, which leaves a retention rate of only 5%. There is a low turn over of student population, with only 17% transferring to WPS and 18% withdrawing during the last school year.

Parents of WPS students are 93.3% White, 0.7% African-American, 5.5% Hispanic, 0.2% Asian, and 0.7% Native American. 55% of WPS parents participate in the government subsidized lunch program for their children.

White Pine School has outstanding parental and community support. WPS has a very active Parent Teacher Organization that assists the school with monetary and other needs, including scheduling volunteers to help with teacher appreciation events, book fairs, the ginger bread store, and a basket auction. Items the PTO have purchased include blinds for all classrooms, curtains for the stage, playground equipment, and a new school sign at the road. They have clean-up days and help in landscaping around the building on several Saturdays throughout the year. In addition, WPS also has strong support from area businesses such as Wal-Mart, Food City, Allen-Surrett Hardware, Easy-In Market, Tel-Trax, Ramsey's Furniture, Pizza Plus, Sonic, Pilot, First Tennessee Bank, US Bank and many more.

The 2000 U.S. Census indicates that Jefferson County has a population of 44, 294; and 1,997 of that number resides within the city limits of White Pine. White Pine's racial composition includes 95.7% White, 0.9% African-American, 0.2% Asian, 2.5% Hispanic, 0.2% American Indian, and 2.2% some other race. The median household income for White Pine, based on the census, is \$25,078, and 14.7% of the population lives below the poverty level. The major industries in White Pine are 1.5% agriculture, 10.2% construction, 24.7% manufacturing, 5.8% wholesale trade, 13.9% retail trade, 6.7% transportation, 2.3% finance, insurance, real estate, and rental and leasing, 5.7% professional, scientific, management, administrative, and waste management services, 16.5% educational, health, and social services, 4.1% arts, entertainment, recreation, accommodation and food services, 6.8% other services, and 1.9% public administration. According to the census, the educational attainment of the White Pine population is 59% high school graduate or higher and 3% bachelor's degree or higher. The population of White Pine speaks the following languages at home: English (only) 95.4%, Spanish 4.4%, Indo-European languages 0.2%, and Asian and Pacific Island languages 0.2%.

FORM 1.3.2: Other Data Sources (Including surveys)

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

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

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

FORM 1.3.2 Other Data Sources (including surveys)

(Rubric 1.3)

Data Source	Relevant Findings
Parent Survey	Parent opinions, both academic and non-academic

Data Source	Relevant Findings
Teacher Survey	Teacher opinions, both academic and non-academic
Student Survey	Student opinions, both academic and non-academic
Professional Development Survey	Teacher opinions on choice of professional development activities
WPS Horizon Database	Student, faculty, and staff demographics
US Census Bureau 2000 Census	Community demographics and characteristics
2005 School Report Card	System profile, student academic achievement, TVAAS, AYP

COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE PROCESS

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality schools show progress by changing school and classroom practices in ways that improve student achievement. These schools focus on practices that have proven most effective in advancing student achievement.

List School Improvement Team members’ names and the subcommittee or group they represent as a separate page.

- ◆ Members of the team are the stakeholders within the community. Depending on the school configuration the representatives might include, key academic teachers, career/technical teachers, administrators, guidance counselors, student, parents/guardians, community members, business partners, industry representatives, and post-secondary professors.
- ◆ Subcommittees are formed to address components and break the work into manageable units. The chair of the subcommittees would be standing members of the SIP Leadership Team.
- ◆ Collect and review student, parent or guardian, and community data
- ◆ Collect and review material and environmental data
- ◆ Survey of stakeholders
- ◆ Address the following critical domains school characteristics, student population, parent or guardian demographics and community characteristics.
 - ◆ **School Characteristics:**
 1. Historical background
 2. Facilities
 3. Environmental and safety conditions
 4. Grade distribution
 5. Length of school year
 6. Length of school day
 7. Operating budget distribution equity
 8. Per pupil expenditures

COMPONENT 1 – SCHOOL PROFILE AND COLLABORATIVE PROCESS

(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

9. Administration, faculty, and staff demographics (race, gender, ethnicity)
10. Years of experience of faculty and administration
11. Percentage of faculty and staff who hold advanced degrees
12. Percentage of faculty teaching courses outside their area of certification
13. Enrollment data
14. Curriculum offerings
15. Unique programs
16. Honors classes
17. Parental support
18. Drug, alcohol, or tobacco incidents or arrests
19. School-business partnerships

◆ **Student Population Data such as:**

1. Number of students
2. Student demographics (race, gender, ethnicity)
3. English proficiency
4. Free and reduced lunch rate
5. Students scheduled in classes without a credentialed teacher
6. Attendance rate
7. Discipline referrals
8. Retention rate
9. Transfer rate
10. Drop-out rate
11. Graduation rate

◆ **Parent or Guardian Demographics:**

1. Race
2. Ethnicity
3. Marital status
4. Level of education
5. Employment rate
6. Income level

◆ **Community Characteristics:**

1. Size of community
2. Demographic breakdown of the populous
3. Average income or economic level
4. Number of private schools in the area
5. Major employers
6. Residents with school-age children
7. Community involvement or participation in school activities

Guide for TSIPP Component 2

Beliefs, Mission and Vision

Introduction to

Component 2 – Beliefs, Mission and Vision

Beliefs are statements of collective underlying values and principles that guide decisions and actions. Beliefs are the school’s shared values and expectations for students’ future success. Beliefs address areas such as expectations and conditions for learning; instructional interactions; ways assessments are used to improve student success; the extent of supportive, positive relationships and interactions (“the way we get along”); and ways decisions are made. A **mission statement** expresses the school’s purpose for being and existing. It conveys the uniqueness of a school, what it is doing for students, and how it is being accomplished.

Take the opportunity to focus beyond where your school currently is while you revisit your beliefs and mission –what are your collective expectations for the future. These expectations for the future become your **vision**.

Schools that have articulated the philosophy, vision, and beliefs of their constituents, which have a clear mission statement focused on student achievement, make progress and continually improve the educational, instructional, and organizational environment.

The entire faculty and stakeholders need to adopt the beliefs on which your mission statement is based. Using a collaborative process is extremely important in ensuring everyone adopts these beliefs.

Reach consensus on what your beliefs are. Get direct input from all faculty members and from as many stakeholders as possible.

Component 2 – Beliefs, Mission and Vision

Use **FORM 2.1** to describe the **Collaborative Process** used.

Form 2.1: Collaborative Process

(Rubric 2.1)

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

White Pine School embarked upon the task of revising its beliefs and mission statement and creating a vision. This process involved teachers, administrators, support staff, parents, and business leaders.

A committee was used to examine the school's current beliefs and mission. Also, it studied the components of the school's vision. In order to give input, teachers, support staff, administration, business leaders and parents were given the criteria that our beliefs, mission, and vision had to meet. Feedback from our current beliefs and mission along with input for the vision aided the committee in identifying important issues to the needs of the students and community we serve in our school.

Initial revisions of the beliefs and mission statement, along with White Pine's vision, were distributed to all staff and to a sampling of parents and business leaders. The committee again collected feedback and modifications were made based upon the suggestions. After completing the modifications, the staff, parents, and business leaders approved the beliefs, mission, and vision for White Pine School.

Use **FORM 2.2/2.3** to present your **Beliefs**.

- State your belief statements clearly, without educational jargon. Parents and community members should have as clear an understanding and ownership of the belief statements as the school faculty and administration. (**Rubric 2.2-Clarity of Belief Statements**)
- Belief statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations (**Rubric 2.3-Comprehensive Belief Statements**). Belief statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations.

Beliefs

- ◆ Beliefs reflect values and practices in the school.
- ◆ Statements are comprehensive, clear, and brief.
- ◆ The student body, staff, and community easily understand statements.
- ◆ All stakeholders support articulated beliefs.
- ◆ Consensus gained for list of beliefs.
- ◆ Sample belief statements:
 - There is a positive correlation between learning and school attendance.
 - Schools are inviting places for children.
 - Every child has a success experience every school day.
 - Schools have responsibility to help students develop in other areas, as well as academics.
 - Learning is a life-long process.
 - The ability to think creatively is necessary in a changing society.

Form 2.2/2.3: Beliefs

(Rubric 2.2 and 2.3)

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

Our Beliefs:

- All students can learn.
- Each student is unique, with his or her own learning styles, talents, and abilities, and each should be challenged to express these creative abilities.
- A top priority of our school is to provide a positive and safe atmosphere for learning.
- Education is the joint responsibility of the school, the home, and the community.
- The community, staff, and home should be role models of respect and responsibility.
- It is essential that the community be involved in the decision-making process for student success.
- Education should prepare students to live and succeed in an ever-changing world.
- Using a variety of instructional strategies is paramount in meeting the needs of a diverse student population.
- Each student should demonstrate proficiency in the core curriculum areas through a variety of assessments.
- Reading is absolutely essential to academic success.
- Students must be able to apply knowledge across curriculum areas.
- Clear goals and challenging expectations provide consistency throughout the students' learning experience.

Use **FORM 2.4** to present your **Mission Statement**.

A mission statement expresses the school's purpose for being and existing. It conveys the uniqueness of a school and what it is doing for the students. (**Rubric 2.4: Clarity of Mission Statement/Focus on Student Success**)

A mission statement:

- Describes the purpose of school.
- Is concise, memorable, and clear.
- Is the focal point of all goals and strategies.

Form 2.4: Mission

(Rubric 2.4)

Mission Statement (Rubric item 2.4 [clarity])

Our Mission:

Working Together to Inspire Res**P**ect, Responsibility and Academic **S**uccess.

Use **FORM 2.5** to present your **Vision**.

The vision statement answers the question “What is our ideal future?” It is a statement of the shared and idealized view of the future state, given that the organization carries out its mission. The vision also serves as a guide for the rest of the plan. (**Rubric 2.5: Clarity of Vision/Focus on School Success**)

Form 2.5: Vision

(Rubric 2.5)

Vision (Rubric item 2.5 [clarity])

Our Vision:

White Pine School wants to recognize the uniqueness of both elementary and middle school students within our educational environment. Our desire is to enable each student to become a valuable, contributing member of society. At WPS, we see students, teachers, support staff, community leaders, and parents as facilitators of this goal.

Guide for TSIPP Component 3

Academic and Non-Academic Data Analysis

Introduction to

Component 3 – Academic and Non-Academic Data Analysis

Component 3 has been expanded. It includes all kinds of data reporting, both non-academic and academic. You will address the impact of key community events here (e.g., tornadoes, plant closings, major economic shifts).

Data is essential for planning. Effective planning assesses student needs accurately and completely.

Conduct a comprehensive needs assessment to direct attention to the most critical student achievement needs and those non-academic needs that significantly impact academic performance. A needs assessment is a cyclical process. The district's strategic plan will use your school improvement plan and the data you collected as part of the needs assessment process that it will undertake in its planning process.

The important steps in a comprehensive needs assessment are

1. Review current SIP and other relevant school-level reports and documents;
2. Identify the non-academic and academic data within the plans and reports;
3. Decide if more data are needed and, if so, make decisions about collecting those data;
4. Disaggregate data by NCLB required student subgroups;
5. Identify accountability subgroups for the school;
6. Analyze data to determine strengths and needs;
7. Prioritize and list needs.

Component 3 – Academic and Non-Academic Data Analysis

FORM 3.1: Variety of Academic and Non-Academic Assessment Measures
Refer to Component 3 Helpful Hints.

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

List Data Sources

Jefferson County Commerce Website: jefferson-tn-chamber.org

US Census Bureau Website: quickfacts.census.gov

2005 Standardized Test Reports CRT (Reporting Category Performance Index Report), 2005 White Pine School State Report Card, TVAAS Value Added Data, Student Academic Achievement Writing Assessment Data, Adequate Yearly Progress Report

Schools Surveys: 2005 Parent Surveys (Learning, Expanding and Integrating Knowledge, Communication, Thinking and Reasoning Skills, Interpersonal Skills, Personal and Social Responsibilities) 2005 Students Surveys (School, Choices, Teachers, Administration, Learning, Respect) 2005 Faculty Surveys (Educational Agenda, Leadership, Community, Culture of Continuous Improvement, Curriculum, Instructional Design, Assessment)

FORM 3.2: Data Collection and Analysis

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

FORM 3.2: Data Collection and Analysis

(*Rubric 3.2*)

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

White Pine School faculty has used several methods of assessment and analysis to evaluate school-wide student performance. Several strengths and needs have been determined from the gathered data. Using the gathered information, White Pine School is measuring individual student performance, grade level performance, and school-wide performance. White Pine School administration, faculty, staff, parents, and community members are involved in the schools process. Reviewing standardized testing reports (CRT-NCE Performance) compiled from the State of Tennessee, each teacher assesses individual student performance determining strengths and needs. Students, parents, teachers, and community members have participated in completing surveys that help White Pine School evaluate the quality of organization, instruction, communication, and assessment. These surveys showed much strength. 74 percent of teachers agree that White Pine School has achieved a shared vision, belief, and mission. 75 percent of teachers feel that White Pine School has developed a quality curriculum. 82 percent of teachers

feel that White Pine School clearly defines the expectation of learning. 86 percent of parents believe their White Pine School student connects knowledge and experience from different subject areas. 72 percent of parents believe that students gather and use information effectively to gain new information and knowledge. 85 percent of students believe very good work is expected from them. 100 percent of students feel that their family wants them to do well in school. The surveys also showed areas of need. 32 percent of teachers believe that there is a low, but progressive area of actively engaging students in their learning. 36 percent of parents surveyed that a low, but progressive level of achievement shows that students understand the responsibility for global and environmental issues. 41 percent of students feel that they are not always recognized for their good work. The administration, faculty, and staff have evaluated the survey results and strive to improve areas of non-academic measure. White Pine School classroom format serves K-5 in self contained classrooms and 6th – 8th grades in self contained homerooms traveling to subject area classrooms. The faculty reviews grade level standardized testing scores and compiles data as grade level teams to adjust and meet the needs of individual performance. 6th – 8th grade subject area teachers evaluate objectives and standards using 9 weeks grading period tests and compare results to Tennessee Curriculum Guide The Blueprint for Learning. School wide standards and objectives are recorded on a check sheet that is reviewed by administration each 9-week grading period. Using the TVAAS report, state report card, CRT NCE, and Adequate Yearly Progress reports, White Pine School can evaluate gains by content area and grade. White Pine School has a strong promotion rate above state average at 97.5 percent and a 94 percent attendance rate. White Pine School has met all federal benchmarks required and was removed from the target school list in 2005. White Pine School is in good standing and is listed as a safe school. The TVAAS report shows that White Pine School is strong in all subject areas: Social Studies A(3.4 gain), Math A(1.9 gain), Science A(2.4 gain), and Reading and Language Arts C(0.4 gain). 2005 TVAAS report showed a gain from F(-1.0) to C with an (0.4 gain) in Reading and Language Arts. Areas in need of improving are reading and language arts in all grade levels for the 2006 report. Based on the TVAAS report breaking down data into year, grade, and subject area, this report shows that 5th grade is an area of weakness in our school education program. 5th grade teachers formed a curriculum team that meets bi-weekly to gather ideas of how to improve scores for the 2005-2006 school year. Administration and faculty have analyzed the Report Card School Profile, US Census demographic data, and the Jefferson County Commerce data providing all involved with an understanding of the community, students, and backgrounds of the families served.

FORM 3.3: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data.

FORM 3.3: Report Card Data Disaggregation

(Rubric 3.3)

Report Card Data Disaggregation

White Pine School has used the 2005 Tennessee State Report Card and Tennessee Comprehensive Assessment Program to analyze disaggregated data regarding K-8th grade students. The student body is composed of the following racial/ethnic groups: 92.6 percent (739) White, 1.5 percent (12) African-American, 5.5 percent (44) Hispanic, 0.3 percent (2) Asian, 0.1 percent (1) Native American, 0 percent Pacific Islander. State Report shows 58 percent of White Pine Schools' student body is economically disadvantaged. White Pine School served 798 students in 2004-2005. The average attendance rate was 94 percent with a promotion rate of 97.5 percent. Both the attendance and promotion rate exceeded state goals. White Pine School is identified as a safe school. The Criterion Referenced Academic Achievement report scored White Pine School as receiving a C in math, C in reading/language arts, C in social studies, and a D in science. Improvement in score was made in all 4 areas. The CRT Subgroup disaggregations for math identifies 45 percent of students with disabilities were below proficient, with 55 percent being proficient or advanced. The 2003-2004 comparisons show a 24 percent improvement in students with disabilities below proficient, 14 percent improvement in proficient or advanced. Economically disadvantaged students' data showed 21 percent below proficient, 79 percent proficient or advanced, an improvement from 2003-2004 of 7 percent below proficient, and 7 percent improvement for proficient and advanced. White students' data showed 13 percent below proficient, 87 percent proficient or advanced, an improvement from 2003-2004 of 4 percent below proficient, and 4 percent improvement in proficient or advanced. Gender breakdown shows 14 percent of female students were below proficient, 86 percent proficient or advanced; 14 percent of male students were below proficient, 86 percent proficient or advanced. The CRT Subgroup disaggregation for reading/language arts identifies 41 percent of students with disabilities were below proficient, 59 percent proficient, an improvement from 2003-2004 of 22 percent below proficient and 22 percent proficient. Economically disadvantaged students data showed 14 percent below proficient, 86 percent proficient or advanced, an improvement from 2003-2004 of 12 percent below proficient, and 12 percent improvement of proficient or advanced. White students' data showed 9 percent below proficient, 91 percent proficient or advanced, a 7 percent improvement of below proficient from 2003-2004 and a 7 percent improvement in proficient or advanced. Gender breakdown shows 7 percent of female students were below proficient and 93 percent were proficient or advanced; 14 percent of male students were below proficient, 86 percent were proficient or advanced. The CRT Subgroup disaggregation for writing identifies 4th/5th grade students score in 2003 was a B(3.7). It improved in 2004 to a B(3.8), and there was no change in 2005 with a score of B(3.8). Writing scores for 7th/8th grade students shows 2003 score of B (3.7), with improvement in 2004 of B(3.8), and improvement in 2005 of A(4.0). White Pine School has received the following TVAAS Value Added Growth Standards for 2005: Reading/Language Arts C with a mean gain of 0.4; Math A with a mean gain of 1.9; Science A with a mean gain of 2.4; Social Studies A with a mean gain of 3.4. The disaggregated TVAAS data gain by year, grade, and content shows for reading/language arts a 4th grade three year average of 2.4; 5th grade three year average of -5.2; 6th grade three average of 4.8; 7th grade three year average of -0.4; 8th grade three year

Report Card Data Disaggregation

average of 0.4. For 2005 gains in reading/language arts revealed 4th grade gained 3.2 points more than in 2004; 6th grade gained 2.1 points more than in 2004 ; 8th grade gained 1.9 points more than in 2004; all exceeding state growth standard of 0. 5th grade had a 5.5 positive increase, but is still reported below the state average scoring -0.9 in reading/language arts. 7th grade had a 0.5 positive increase, but is still reported below the state average scoring -0.4 in reading/language arts. The disaggregated TVAAS data gain by year, grade, and content shows for math in 4th grade a three year average of 6.1 ; 5th grade three year average of -4.2; 6th grade three year average of 1.8; 7th grade three year average of 3.6; 8th grade three year average of 2.1. For 2005 gains in math revealed 4th grade gained 2.0 points more than in 2004 ; 6th grade gained 0.6 points more than in 2004; 7th grade gained 0.9 points more than in 2004; and 8th grade gained 8.5 points more than in 2004; all exceeding the state growth standard of 0. 5th grade has a 0.5 positive increase but is still reported below the state average with a -4.2 in math. The disaggregated TVAAS data gain by year, grade, and content shows for science a 4th grade three year average of 2.4; 5th grade three year average of -2.2; 6th grade three year average of 1.7; 7th grade three year average of 1.8; 8th grade three year average of 8.2. For 2005 gains in science revealed 4th grade gained 8.1 points more than in 2004 ; 7th grade gained 10.3 points more than in 2004; 8th grade gained 9.9 points more than in 2004; all exceeding state growth standard of 0. 5th grade had a 0.6 positive increase but is still reported below the state average with a -2.2. 6th grade decreased in amount of gain, but still is in positive reporting standard of 2.6. The disaggregated TVAAS data gain by year, grade, and content shows for social studies a 4th grade three year average of 8.8; 5th grade three year average of -4.1; 6th grade three year average of 4.6; 7th grade three year average of 6.6; and a 8th grade three year average of 1.1. For 2005 gains in social studies revealed 4th grade gained 14.9 points more than in 2004; 6th grade gained 11.3 points more than in 2004; both exceeding state growth standards of 0. 5th grade had a 0.6 positive increase, but is still reported below the state average with a -5.5. 7th grade decreased in gain but is still in positive reporting standard of 5.9. 8th grade decreased in gain but is still in positive reporting standard of 1.3. TVAAS scores over the past 3 years illustrates slow improvement and gains in 4th grade all subject areas; 5th grade slow improvement in gains in all subject areas still reporting (-) score standards; 6th grade gains in all subject areas; 7th grade gains in math and science, and social studies; 8th grade gains in all subject areas. Other areas slightly decreased in 2004-2005. White Pine School has met federal benchmarks and achieved adequate yearly progress for all areas reported. White Pine School did not have to report the following groups due to fewer than 45 members: Hispanic, African-American, Native-American, Asian/Pacific Islander, Students with Disabilities, and Limited English Proficient.

FORM 3.4: Narrative Synthesis of All Data

Give a narrative synthesis of all data. (*Rubric 3.4*)

FORM 3.4: Narrative Synthesis of All Data

(*Rubric 3.4*)

Narrative Synthesis of Data

Using the disaggregated data of various academic sources, White Pine School has identified strengths and needs for the following areas:

Reading and Language Arts: Using the 2005 CRT Summary Subtest for White Pine School showing student performance by subject and grade level in reading and language arts; 3rd grade 72 students tested with 2 students below proficient, 34 students proficient, 36 students advanced; 4th grade 84 students tested with 7 students below proficient, 41 students proficient, 36 students advanced; 5th grade 69 students tested with 14 students below proficient, 42 students proficient, 13 students advanced; 6th grade 99 students tested with 11 students below proficient, 58 students proficient, 30 students advanced; 7th grade 65 students tested with 14 students below proficient, 40 students proficient, 11 students advanced; 8th grade 93 students tested with 14 students below proficient, 55 students proficient, 24 students advanced. On the Criterion Referenced Academic Achievement Report, reading and language arts received a score of C. On the TVAAS (Value Added) growth standard report, reading and language arts received a C with a 0.4 percent mean gain. The 2005 TCAP achievement analysis shows 482 students were tested in reading and language arts with 57 percent scoring proficient, 32 percent advanced, and 11 percent below proficient. Using the CRT 3 year average, 4th, 6th, and 8th grades have continued to make progressive gains each year. Areas of need in reading and language arts are school-wide. Each grade is focusing on reading comprehension and vocabulary skills. 5th and 7th grades are focusing on a very structured curriculum reviewing state standards and applying more emphasis on areas of lowest scores shown on TCAP reporting category analysis. In addition, 5th and 7th grades are focusing on all areas under reading and language arts: content, meaning, vocabulary, writing/organization, writing/process, grammar/conventions, techniques, and skills. Emphasis will be placed on these areas of need for the forthcoming school years.

Math: Using the 2005 CRT Summary Subtest for White Pine School showing student performance by subject and grade level in math; 3rd grade 75 students tested with 11 students below proficient, 41 students proficient, 23 students advanced; 4th grade 85 students tested with 8 students below proficient, 47 students proficient, 30 students advanced; 5th grade 71 students tested with 14 students below proficient, 37 students proficient, 20 students advanced; 6th grade 104 students tested with 5 students below proficient, 75 students proficient, 24 students advanced; 7th grade 67 students tested with 8 students below proficient, 37 students proficient, 22 students advanced; 8th grade 96 students tested with 11 students below proficient, 60 students proficient, 25 students advanced. On the Criterion Referenced Academic Achievement report math received a score of C. On the TVAAS (Value Added) growth standard report, math received an A with a 1.9 percent mean gain. The 2005 TCAP achievement analysis shows 498 students were tested in math with 57 percent proficient, 29 percent advanced, and 14 percent below proficient. Using CRT 3 year average 4th, 6th, 7th, and 8th grades have reported progressive gains in 2005. 5th grade is an area of need in math. In 2002-2003 5th grade CRT score was -3.8, in 2003-2004 5th grade score was -4.7, and in 2004-2005 5th grade's score was -4.2. Even though a positive gain was made during 2004-2005 the score is still considerably below the state

Narrative Synthesis of Data

average. 5th grade teachers are working to gather ideas from other schools to help achieve math performance. Administration is reviewing curriculum checklist objectives bi-weekly to track progress. White Pine School faculty has agreed that school-wide areas of need in math are computation and real-world problem-solving. Teachers are working to increase classroom activities that meet these areas of need.

Science: Using the 2005 CRT Summary Subtest for White Pine School showing student performance by subject and grade level in science; 3rd grade 75 students tested with 8 students below proficient, 52 students proficient, 15 students advanced; 4th grade 84 students tested with 10 students below proficient, 49 students proficient, 25 students advanced; 5th grade 69 students tested with 17 students below proficient, 46 students proficient, 6 students advanced; 6th grade 103 students tested with 25 students below proficient, 63 students proficient, 15 students advanced; 7th grade 65 students tested with 10 students below proficient, 41 students proficient, 14 students advanced; 8th grade 93 students tested with 11 students below proficient, 49 students proficient, 33 students advanced. On the TVAAS (Value Added) growth standard report, science made a considerable gain in 2005. In 2004 science received a B (-0.2 mean gain) and in 2005 White Pine Schools grade had improved to an A (2.4 mean gain). Areas of need in science are 5th and 6th grade. Positive gains were made in 4th, 5th, 6th, 7th, and 8th grade in 2005. 5th grades positive gain of 0.6 still leaves their score below state average at -0.6. 6th grade science decreased in 2005 from a 3.8 to a 2.6. Administration is working with 5th grade teachers to help improve their 2005-2006 scores. All K-5 teachers and 6-8 science teachers are focusing on the areas of structure and function of organisms and structure and properties of matter to improve the mean gain scores for science.

Social Studies: Using the 2005 CRT Summary Subtest for White Pine School showing student performance by subject and grade level in social studies; 3rd grade 75 students tested with 14 students below proficient, 46 students proficient, 15 students advanced; 4th grade 84 students tested with 6 students below proficient, 38 students proficient, 40 students advanced; 5th grade 69 students tested with 26 students below proficient, 40 students proficient, 3 students advanced; 6th grade 102 students tested with 14 students below proficient, 47 students proficient, 41 students advanced; 7th grade 67 students tested with 12 students below proficient, 42 students proficient, 13 students advanced; 8th grade 93 students tested with 14 students below proficient, 57 students proficient, 22 students advanced. On the TVAAS (Value Added) growth standard report, social studies showed great improvement in 2005. In 2004 social studies received an A(1.1 mean gain), and in 2005 White Pine School's grade continued at an A(3.4 mean gain). Areas of need identified by TCAP Achievement Report are 5th grade. Positive gains were made in 4th, 5th, 6th, 7th, and 8th grades. 5th grade score is below state standard. 5th grade teachers are working towards improving their curriculum focusing on the Blueprint for Learning state objectives book. 7th and 8th grade gains decreased from 2003-2004 school year, but were still above the state growth standard of 0.

Writing Assessment : On the Criterion Referenced Academic Achievement report writing scores have improved in both reporting areas. Using the 3 year average, 4th/5th grade scores are as follows: 2003 B(3.7), 2004 B(3.8), and 2005 B(3.8). Using the 3 year average, 7th/8th grade scores are as follows: 2003 B(3.7), 2004 B(3.8), and 2005 A(4.0).

Narrative Synthesis of Data

Non-Academic: Using the 2005 State Report card information and surveys that were completed by teachers, students, parents, and community members, White Pine School has developed the following non-academic strengths and needs:

The 2005 Report Card data indicates that the student body is composed of the following racial/ethnic groups: 92.6 percent (739) White, 1.5 percent (12) African-American, 5.5 percent (44) Hispanic, 0.3 percent (2) Asian, 0.1 percent (1) Native American, 0 percent Pacific Islander. State Report shows 58 percent of White Pine Schools' student body is economically disadvantaged. White Pine School served 798 students in 2004-2005 with the average attendance rate at 94 percent and a promotion rate of 97.5 percent. Attendance and promotion rate both exceeded state goals. White Pine School is identified as a safe school. Survey results indicate that the teachers at White Pine School have a shared vision, belief, and mission. A quality curriculum is being developed and implemented with everyone working towards a strong connection between all subject areas. School-wide areas of need are supporting and engaging students in all areas of extra-curricular activities. Students indicated that they realize teachers expect good work, and that their families want them to do well in school. However, students feel that they are not always recognized for their good work. Parents surveyed believe students are gaining new and useful information in all subject areas. Parents feel we should teach a better understanding for environmental and global issues. White Pine School will strive to improve our areas of need for the students and community.

FORM 3.5: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 5 (Action Plan) will be derived from this prioritized list of goal targets.

FORM 3.5: Prioritized List of Goal Targets

(Rubric 3.5)

Prioritized List of Goal Targets

The overall goal for White Pine School is for all students to maintain and obtain proficient and advanced levels in reading/language arts, math, science, and social studies, while meeting or exceeding state standards and NCLB benchmarks.

White Pine School's 5th grade teachers will work to restructure their entire curriculum to meet all areas the **Blueprint for Learning** requires.

School-wide reading and language arts scores will improve by focusing on improving comprehension and expanding students' vocabulary.

School-wide math scores will improve by focusing on improving computation and real-world problem-solving

School-wide science scores will improve by focusing on the areas of the structure and function of organisms and the structure and properties of matter.

WPS will strive to format a better relationship between the school and the community by focusing on parent involvement and improved home-school relations.

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS

(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality schools continuously improve the educational process by using student performance data to advance student learning and to recognize students who meet both curriculum and performance goals.

In reviewing student *academic* data, consider student performance data and student expectations:

- ◆ Focus on what students will know and be able to do.
- ◆ Narrative that synthesizes the data. DO NOT make copies of TCAP reports and insert them into your plan.
- ◆ Review 3-year NCE average student performance data incorporating the 2000-2001 reports to establish students current performance.
- ◆ Disaggregate quantitative student performance data as appropriate to determine the academic growth of subgroups.
- ◆ Examine multiple methods of assessment to analyze student performance.

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS

(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

- ◆ Review Tennessee standards for each grade level to enable teachers to monitor student progress.
- ◆ Identify student learning needs.
- ◆ Identify student learning strengths.
- ◆ Develop performance targets. This is an Essential part of your plan. Remember that the most basic requirement of the plan is that it be DATA-DRIVEN.

In your narrative synthesis of the *academic* data, here are some areas to review:

1. TCAP Results
2. Writing Assessment
3. Competency Tests
4. End of Course Tests
5. SAT
6. ACT
7. Value-Added Scores
8. Criterion-referenced Exams
9. Performance-based Measures
10. Text Book Tests
11. Samples of Student Work (portfolios, project demonstrations, lab journals, service learning participation)
12. Gateway

Guide for TSIPP Component 4

Curricular, Instructional, Assessment, and Organizational Effectiveness

Introduction to

Component 4 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Purpose of Analyzing Effectiveness

This phase of the school improvement planning process calls for an in-depth analysis of the effectiveness of the school's instructional practices and organizational conditions in supporting students' achievement of the desired results for their learning. The purpose of this analysis of instructional and organizational effectiveness is to identify the school's strengths and limitations and then to determine how the school can best build on its strengths and address the areas of limitation in the development of the school improvement plan. Component 4 focuses on an analysis of the quality of the work of the school in behalf of student learning.

One of the chief aims of the school improvement plan is to build and to strengthen the capacity of the school's instructional system and organizational conditions to support students' achievement of the desired results for their learning. This phase of the planning process helps the school target those areas of capacity-building that can make the greatest difference in improving student learning.²

² Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 4 – Curricular, Instructional, Assessment and Organizational Effectiveness

FORM 4.1: Collaboration

Describe the school's capacity for collaboration of the administration and instructional staff and other stakeholders to support student learning.

FORM 4.1: Collaboration

(Rubric 4.1)

Collaborative Process

Committee

Mrs. Channie Phagan – 1st Grade Teacher / Committee Chairperson

Mrs. Brenda Wood – 2nd Grade Teacher

Mrs. Brianne Taylor – Reading Teacher

Mrs. Misty Eidson – 8th Grade Math Teacher

Ms. Amy Self – Librarian

Introduction

The Instructional and Organizational Effectiveness at White Pine School was analyzed using survey material, the WPS Parent Involvement Plan, and information collected from other components and data collected from each Component 4 committee member. Each Instructional and Organizational Effectiveness Component 4 committee member was assigned grade level/levels and special areas. Each member conducted interviews with their assigned grade level chairperson or special area person. Parent interviews also took place. Every area was given the opportunity to contribute in the process. The data was then reviewed and compiled in this report identifying weaknesses and opportunities for growth.

FORM 4.2: Evaluation of the Decision-making Process

Describe the evaluation of the school's organizational structure for decision-making, noting strengths and limitations.

FORM 4.2: Evaluation of the Decision-making Process***(Rubric 4.2)*****Evaluation of the Decision-making Process**

White Pine School is a very nurturing and community-oriented school nestled in the foothills of the Smoky Mountains. This commitment to community is represented by our K-8 principal, Mr. Bill Walker, who served not only our community, but also our country. Mr. Walker returned January 2006 from a 2 year tour of duty in Iraq. This strong sense of service and community spirit is shared by our faculty, staff, and students. The principal is the person who is responsible for the financial, as well as, physical operation of the school. Mr. Walker supervises all financial matters and building maintenance matters, involving custodians, electrical work, building repairs, etc. Our principal is very visible. He does lunch duty and bus duty. He makes random visits daily to classrooms. He is available to students and parents most of the day. He is present at various school functions during and after school. In addition to the leadership provided by the principal, White Pine School has one assistant principal, Mrs. Diane Jones. Mrs. Jones' strong dedication sets the tone for our school. Mrs. Jones conducts computer tutoring for 3rd – 5th Graders on Mondays and Wednesdays from 3:30 – 4:30 p.m. on an extended contract. She also supervises YOKE on Tuesdays and Thursdays after school. Mrs. Jones prefers to do things that enable our principal to be available and deal with public matters. She is involved in all IEP team and school support team meetings, except special situations. Class changes and other special circumstance situations are deferred to Mr. Walker. She takes care of truancy matters and all staff evaluations and paperwork. Our two principals complement each other and work together well. Mr. Walker prefers to handle public affairs of the school and be more available to meet students, staff, and parent needs, while Mrs. Jones prefers to assume very important, but less visible roles. Both administrators handle discipline issues. Both principals earn 72 hours of continuing education credit every 5 years by participating in TASAL workshops. At least one principal is present at all after school functions such as PTO Basket Auction, band concerts, sporting events, plays, Reading Party, Night of Stars, etc.

Our computer lab teacher, Mrs. Kelly Lemmons, serves as our in-house software training person for staff and recommends software that may be used for instruction, assessment, and learning. She also answers any questions regarding the large selection of software available to staff and students and how it could meet our needs in the classroom. She also conducts computer lab classes with the students and will assist with special projects for classrooms that do not have a computer lab.

White Pine School implemented, beginning 2004-05, a leadership team elected by staff. It is representative of each of the following areas: Primary (K-2), Elementary (3-5) Middle School (6-8) and Special Areas. The team meets periodically with administration to discuss and address issues throughout the year for example, developing a schedule that would allow elementary teachers to have the same planning time. Team chairpersons also play a key leadership role. Each grade level chairperson facilitates meetings to discuss progress, strengths, weaknesses, and ways to improve. Grade levels also meet at the beginning and end of each year to identify strengths and weaknesses and ways to improve teaching for the next year. The meetings are with

Evaluation of the Decision-making Process

preceding and succeeding grade levels.

Our school's Reading Specialist, Mrs. Jeanette Mulholland, communicates with administration and teachers about students' progress regarding Language Arts Curriculum Standards.

White Pine teachers defined curriculum benchmarks, skills covered in each benchmark, and assessment tools used throughout the year to monitor student performance and teacher effectiveness. The identified benchmarks are recorded on a student portfolio form that collects student performance information K-8 and serves as a useful tool for succeeding teachers, administration, and parents. Teachers serve on various committees throughout the year such as textbook committees, curriculum committees, etc.

White Pine PTO is very active and involved in our school and community. Its success is based on a positive communication flow between parents, teachers, students, and administration. Administration communicates needs to PTO, and PTO does its best to meet those needs. PTO is responsible for approximately \$51,000 of improvements to our school over the past few years. PTO also communicates any concerns to administration, and our administration does its best to address the concerns. PTO is one of the biggest assets of White Pine School.

All strengths expressed during K-8, special classes and parent **interviews** include the following:

- Opportunities for professional development
- Collaborative planning
- Ability to use online resources in classroom, ex: Write On, Math, Social Studies, and Science
- Reliable assessments, ex: DIBELS, Running Records
- Horizontal alignment of curriculum across classrooms
- Strong Parental communication K-3 and 4th online
- Teachers have high standards and expectations
- Highly qualified staff
- Strong morals
- Experienced teachers
- Discipline / Conflict Resolution / Consistency
- Modifications for Special Education students
- Rapport with students
- Care of teachers for their students
- Understanding of state standards
- Flexibility
- Meeting varying student needs with regards to assessment and instruction
- Communication on student performance to parents
- Use of curriculum labs
- Conducting own scheduling
- Opportunity for student exposure to and use of technology

Evaluation of the Decision-making Process

- Literary resources available
- Opportunities, such as, the Night of Stars
- Community-oriented school
- Quality administration / leadership

All strengths expressed in the NSSE Indicators of Quality in Organizational Systems Teacher Survey include the following (indicated by 35% or higher in the **Exemplary Level of Achievement** category):

- Share vision, beliefs and mission
- Develops school-wide plans for improvement
- Monitors progress in improving student achievement
- Builds skills and capacity for improvement through comprehensive and ongoing professional development
- Develops a quality curriculum
- Actively engages students in their learning
- Expands instructional support for student learning

All strengths expressed in the NSSE Survey of Goals for Student Learning Parent Survey include the following (indicated by 35% or higher in the **Exemplary Level of Achievement** category):

- Makes a commitment to creating quality work and striving for excellence
- Connects knowledge and experience from different subject areas
- Uses what they already know to acquire new knowledge, develop new skills, and expand understanding
- Integrates the use of a variety of communication forms and uses a wide range of communication skills
- Recognizes, analyzes, and evaluates various forms of communication
- Takes responsibility for personal actions and acts ethically (e.g., demonstrates honesty, fairness, integrity)
- Acts as a responsible citizen in the community, state and nation

All strengths expressed in the Student Survey include the following (indicated by 90% or higher in the **I Agree** category):

- Teachers treat students with respect
- Teachers care about students
- Teachers think students will be successful
- Principals care about students
- Good teachers
- Teachers believe students can learn
- Students are treated fairly by principals
- Student families believe students can do well in school
- Student families wants students to do well in school

Evaluation of the Decision-making Process

All limitations and/or areas for improvement expressed during K-8, special classes and parent interviews include the following:

- Too much assessing
- Science weak due to no textbooks, which results in inconsistency and inefficiency
- Social Studies books are outdated
- Differentiated Instruction implementation
- Not enough teaching time
- Not enough parent communication with middle school, i.e. newsletters
- Changing classes in 4th and 5th grades too early
- Students lack skills needed to be successful in 4th grade, especially in reading comprehension, basic math skills,
- Lack of science and social studies background by 4th grade
- Lack of curriculum for gifted and special education students within the classroom
- Lack of cultural exposure
- Discipline for 6-8 too weak – 10 signatures before suspension
- Lack of “active clubs,” such as 4-H
- Lack of subject integration in middle school
- 8 periods a day at 45 minutes each in middle school (7th & 8th)
- Lack of assessment scheduling and communication between teachers in middle school—students are burdened when all assessments fall on the same day
- No formal state curriculum for information literacy
- Need for more collaboration with teachers and support staff – regarding skills needed, curriculum connections, development of projects across curriculum
- Library media specialist does not have enough time with each K-5 class to really develop skills & circulate materials – need to create time for students to check out on their own and/or integrate information skills into learning activities in the general curriculum
- Library media specialist needs for more time for management activities – purchasing new materials, processing, repairing, organizing materials, etc.
- Need to further encourage responsible behavior by students in the library, develop consistent disciplinary style
- New teachers do not always get the necessary training for example, Four Blocks, running records, etc.

All limitations and/or areas for improvement expressed in the NSSE Indicators of Quality in Organizational Systems Teacher Survey include the following (indicated by 24% or higher in the **not fully competent** category):

- Collaboration in developing a shared vision

Evaluation of the Decision-making Process

- Extension of the school community through collaborative networks and improvement
- Effectiveness of implementation and articulation of the curriculum
- Evaluation of and renewal of the curriculum
- Employment of data-driven instructional decision making
- Engagement of students in their learning
- Expansion of instructional support for student learning

Limitations and/or areas for improvement expressed in the NSSE Survey of Goals for Student Learning Parent Survey include the following (indicated by 24% or higher in the **not fully competent** category):

- Use of a variety of learning strategies, personal skills and time management skills to enhance learning
- Integration of knowledge and skills in applying multidisciplinary approaches to solve problems or completing tasks
- Utilization, evaluation and refinement of the use of multiple strategies to solve a variety of problems
- Generation of new and creative ideas by taking considered risks in a variety of contexts
- Management and evaluations of behavior as a group member
- Dealings with disagreement and conflict caused by diversity of opinion and beliefs
- Demonstration and understanding of and responsibility for global and environmental issues
- Demonstration of responsibility and citizenship in the community, state and nation

Limitations and/or areas for improvement expressed in the Student Survey include the following (indicated by 24% or higher in the **sometimes** category):

- Fun learning
- More freedom
- Choices for own learning
- Opportunities to share ideas with teachers
- Recognition for good work
- More challenging work
- Thinking activities
- Behavior
- Fair treatment by peers
- Respect from peers
- Unfriendly peers

FORM 4.3: Resource Allocation

Describe the overall school's resources including materials, human resources, and funding sources with a connection to school improvement

FORM 4.3: Resource Allocation

(Rubric 4.3)

Resource Allocation

White Pine faculty has a support team available to ensure that students' needs are addressed. The psychologist works to resolve students' learning and behavioral problems. The school nurse takes care of physical and medical concerns. The nurse administers and keeps records of all medication. Students at White Pine School have weekly classes in music, art, library, and physical education. For students' sense of safety, our School Resource Officer is always present. Dental health education and nutrition classes are also taught in the early grades by a health representative one to two times a year. Also, a Family Resource representative is available to meet student and parent needs. These resources support student learning by addressing their emotional and social needs that are necessary for learning to take place.

To address students with exceptionalities, we have a resource classroom for students needing additional assistance outside the regular classroom. Our school reading teacher and instructional assistants go into classrooms daily to provide small group and one-on-one student assistance in reading. Our school's Reading Specialist, Jeannette Mulholland, plays a key role by providing training in research-based methods such as, Four-Blocks: Guided Reading, Writing, Self-Selected Reading, and Working with Words, Building Blocks, and Running Records. She also provides additional assessment and analysis for children identified at risk by the classroom teacher. Students are identified and evaluated to determine if services are needed. Our speech teacher works with students 2 to 4 days a week based on need. Our resource teacher instructs 3-5 times a week depending on need. Students are identified and tested for Gifted and Talented Education beginning in 3rd grade. GATE classes are held once a week. The support team is comprised of the classroom teacher, principal, speech teacher, resource teacher, GATE teacher, occupational therapist, psychologist, and/or guidance counselor. All work together to address student needs.

Each teacher is allocated a classroom budget. K-3rd Grade teachers have \$195 for classroom expenditures and 4th -8th Grade teachers \$180.

White Pine School has a very active Parent – Teacher Organization (PTO). Our PTO is responsible for improvements in excess of \$51,000 over the past few years. Through PTO's efforts we now have 2 new playgrounds that are developmentally appropriate for students based on grade level. K-2 has one playground and 3-8 another. Parents, local businesses and teachers installed the playground. Safety improvements were also made during this process and a new barrier fence installed. Curtains were purchased for our stage which serve as the backdrop and are used for class plays, Night of Stars performances, and various events such as Reading Night, PTO Basket Auction, various community benefits, Junior Pro Awards ceremonies, Awards Day ceremonies, graduation, etc. As of January 2006, we now have a school sign. The sign is in our school colors and is sporting our mascot. It has a letter board that lights up for announcing school messages, dates, and times. In an effort to raise funds, PTO sponsors annual events such

Resource Allocation

as, Art Fest, PTO Basket Auction, and the Gingerbread Shop. It is also responsible for several “Clean the Campus” campaigns where teachers, parents and students meet on designated days to clean and beautify our campus.

Key PTO expenditures 2004-present:

Playground	\$42,000
Stage Curtains	\$4,000
Front Sign	\$4,100
Art department	\$1,200

New tables for our lunch room are the objective for PTO’s upcoming Basket Auction fund raiser.

Parents serve as classroom volunteers at our school. Assisting with lunchroom duty, preparing special lunches for teachers, copying, assisting with arts and craft work for various classrooms, and volunteering to help in the classrooms are a few examples of how parents make a difference at our school. Parents are also involved in sending in Food City Receipts, Campbell’s labels, and Box Tops, which earn computers, materials for the library media center, and items such as, gymnastic mats for our school.

Community organizations available to students include: DARE, (drug awareness program headed by our SRO officer), First Priority (Christian organization meeting before school once a week), YOKE (local college, Carson-Newman college sponsored program helping students make good decisions meeting after school once a week), 4-H, Boy Scouts, Girl Scouts, and Junior Pro Basketball. Students and parents have many opportunities to get involved in related activities.

Our English as a Second Language (ESL) teacher assists with students with a native language other than English. She is very dedicated to assisting with the physical, financial, emotional, and educational needs of her students and student families. She helps them obtain medical, vision, and dental care through free clinics in the area. She promotes participation in Christmas of Jefferson County, Appalachian Outreach Coats for the Cold, and the Shoe Party. These are all charitable organizations providing services and items free of charge. ESL budget for 2005-06 was \$21,000 to cover professional development, materials and supplies, travel, technology, and books for the students.

Students have many opportunities to get involved in activities sponsored by the school such as, running, basketball, volleyball, golf, wrestling, and football. Other non-sports related opportunities would include Scholar’s Bowl, Adventure Quest, Spelling Bee, library aides before and after school, work-study shadowing with the custodians, band, and chorus.

White Pine School has a computer lab and several classrooms with computers for all students. Many software programs are available to enhance student learning such as Orchard, Accelerated Reader, Star Reading and Math, Brain Pop, United Streaming, and Skills Connection. This contributes to student achievement by providing an exciting vehicle for learning. All classrooms have access to the Internet and are equipped with Microsoft Word, Excel, Powerpoint, and

Resource Allocation

Gradebook Plus.

Community plays a huge factor in academic achievement. Teachers refer students to participate in after school tutoring sessions at the United Methodist Church on Tuesdays. Also, toward the end of summer, teachers may refer students for the Leadvale Review Program. This is a six week review program, one day a week right before school begins to give students a refresher before they return to school.

Also, available to students following the end of the school year is Camp Read Along. Camp Read Along is a four-week, half-day reading program to assist students having difficulties in reading K-5.

FORM 4.4: Curriculum Analysis and Support

Describe programs and processes in place for curriculum analysis and support (i.e., correlations to state standards and benchmarks, alignment, coordination, curriculum mapping, articulation, communication, monitoring and adjustment).

FORM 4.4: Curriculum Analysis and Support

(Rubric 4.4)

Curriculum Analysis and Support

WPS has several programs and processes in place for curriculum analysis and support. To assure teachers are covering the state curriculum at an appropriate pace, WPS has updated its Language Arts curriculum benchmarks, skills for each benchmark, and assessment tools to monitor benchmarks K-8 to be used 2006-2007. Also, this past summer, WPS took part in another county-wide initiative to define benchmarks for science and social studies and identify skills with each benchmark. Handbooks were made that included lesson plans that could be used for each grade level. It is the hope that the implementation of the handbooks will improve proficiency in these areas. Next year WPS will be involved in doing the same for our math curriculum.

Grade level and multi-grade level meetings insure communication regarding student performance and teacher effectiveness and assists with monitoring needed changes in teaching strategies.

Required weekly newsletters for each grade level will enhance the communication flow between teacher and parents. The newsletter informs parents of activities and skills being focused on for each week. Also, teachers are encouraged to host a parent orientation to communicate the grade-level expectations and to welcome both students and parents.

By reviewing student performance portfolios, lesson plans, and writing portfolios, principals can monitor student performance and teacher effectiveness.

In an effort to increase overall proficiencies on the Terra Nova tests, principals review curriculum checklists for every classroom to assure that each teacher is meeting the curriculum benchmarks. Also, random checks on lesson plans are conducted by the principals and random

Curriculum Analysis and Support

classroom visits at varying times throughout the day by the principal help ensure objectives are being met. In addition, teachers are required to post a daily schedule outside their door. This schedule communicates to the visitor what to expect prior to entering the classroom.

FORM 4.5: Instructional Analysis and Support

Describe programs and processes in place for analyzing and supporting the instructional process (i.e., use of research-based strategies, adaptation for all students, appropriate staff development, time utilization, monitoring and adjusting).

FORM 4.5: Instructional Analysis and Support *(Rubric 4.5)*

Instructional Analysis and Support

WPS has many programs and processes in place for analyzing and supporting the instructional process. Every K-5 and 6-8 language arts teacher has had extensive training in Four Blocks, Running Records, DIBELS, and Four Square Writing—all of which are research-based methods for teaching. Modifications for all students are made possible with the abundance of resources available at WPS such as, resource, speech, counseling, occupational therapy, ESL, and in-class instructional assistants. Assistants work with students one-on-one or in small groups based on his or her specific needs in each curricular area. Parent volunteers also assist in this area. WPS strongly supports professional development by sending teachers to various SDE and BER training sessions and grade level conferences. Administration is very supportive of teachers getting involved in various organizations such as JCEA/TEA and TRA/NRA. For example, the local chapter of the TRA, Mossy Creek Literacy Council, is currently holding its 2nd annual 5k. Both principals are running, as well as, the SRO officer and several students and teachers. Other teachers have volunteered to assist with the run. Mossy Creek Literacy Council proceeds support the Young Authors' Conference. Last year White Pine alone had 4 of the 14 winners in Jefferson and Grainger County and received 2 gold and 2 silver state medals and 1 county winner for students' achievement in writing. WPS has also made strides in time management to support research-based practices that recommend an uninterrupted 2 hour block of time first thing in the morning for language arts. WPS uses writing portfolios, performance portfolios, and TCAP results to monitor student performance and teacher effectiveness. The information is used by teachers and administration and can be shared with parents at conferences. Changes are being made to reflect updates due to TCAP changes and county adjustments and improvements.

Guide for TSIPP Component 5

Action Plan Development

Introduction to

Component 5 – Action Plan Development

Each of the four preceding parts of the school improvement planning processes that you have now completed was designed to assist in developing the action plans for your school improvement plan. The results of this work will now be combined in the development of the action plans for your school improvement plan. The alignment of the school improvement plan with each of these four critical elements of the planning process will yield a data-driven, research-based plan focused on improving student learning.³

Your Action Plan is to be driven by goals that address the needs identified in the earlier stages of your process. Special attention is to be given to the NCLB criteria. For each goal, give the amount of expected, measurable growth and a reasonable timeframe or end date.

Example of a goal:

Our goal is to _____ (desired student performance outcome) _____ by _____
(amount of expected, measurable growth) _____ by _____ (end date).

Base the development of your action plan on the data you have collected about student achievement and perceptual data. These data collections help you set priorities based on school needs.

Choose the goals to realistically address your needs.

³ Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 5 – Action Plan Development

FORM 5.1: Goals

Describe your goal and identify which need(s) it addresses. (Remember that your previous sections identified what the strengths and weaknesses were for each of these items. See Forms

(Rubric 5.1)

GOAL 1

Form 5.1: Goal 1

Goal	
Which Need(s) does this Goal address?	
How is this Goal linked to the system's Five-Year Plan?	

FORM 5.2: Action Steps

Descriptively list the action you plan to take to ensure that you will be able to progress toward your goal. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Two additional requests follow the Action Steps themselves: Professional Development and Parent/Community Involvement. These are logically part of the Action Steps within your plan.

(Rubric 5.2)

FORM 5.2: Action Steps (Goal 1)

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

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FORM 5.3: Implementation Plan

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

(Rubric 5.3)

FORM 5.3: Implementation Plan (Goal 1)			
Timeline <i>(Rubric 5.3)</i>	Person(s) Responsible <i>(Rubric 5.3)</i>	Projected Cost(s) <i>(Rubric 5.3)</i>	Monitoring Strategy <i>(Rubric 5.3)</i>

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) <i>(Rubric 5.2)</i>	

GOAL 1

Form 5.1: Goal 1

Goal	To increase the percentage from 57% proficient and 32% advanced in reading/language arts on the TCAP CRT to 59% proficient and 33% advanced on the TCAP CRT by the end of the 2009 school year.
Which Need(s) does this Goal address?	<ul style="list-style-type: none"> To maintain and obtain proficient and advanced levels on the TCAP CRT To improve 5th grade scores in all academic areas on the TCAP CRT To raise scores in reading/language arts on the TCAP CRT by focusing on improving comprehension and expanding students' vocabulary
How is this Goal linked to the system's Five-Year Plan?	<ol style="list-style-type: none"> Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential. Excellence in Curriculum: Excellence in Academic Performance, Objective 1-Enhance programs to assist students in obtaining and enriching skills for reading, language, and math that are appropriate to their ability level. Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades K-12, to ensure a continuous progression of sequential skill acquisition and mastery of content-based learning.

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (<i>Rubric 5.2</i>)
Use graphic organizers for Reading/Language Arts activities.

FORM 5.3: Implementation Plan (Goal 1)

Timeline (<i>Rubric 5.3</i>)	Person(s) Responsible (<i>Rubric 5.3</i>)	Projected Cost(s) (<i>Rubric 5.3</i>)	Monitoring Strategy (<i>Rubric 5.3</i>)
August 2006—May 2007	Principals, Reading Specialist, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores

FORM 5.2: Action Steps (Goal 1)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Continue using Balanced Literacy program using the Four-Block Framework for K-5.
Obtain a literacy coach for grades 6-8.
Use language-rich environments, i.e. word walls, for PreK-8.
Incorporate the state initiative for vocabulary development into the curriculum for K-8.

FORM 5.3: Implementation Plan (Goal 1)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
August 2006—May 2009	Principals, Reading Specialist, Teachers	none	Records of teacher participation in workshops and classroom; TCAP scores implementation
August 2006—May 2007	Principals, Jefferson County Schools Budget Committee	Teacher Salary	Records of administration trying to get funding for position
August 2006—May 2008	Principals, Reading Specialist, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores
August 2006—May 2007	Principals, Reading Specialist, Teachers	none	Records of teacher participation in workshops and classroom implementation

Form 5.3, continued

GOAL 1	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	<ul style="list-style-type: none"> • Workshop: “Using Graphic Organizers in All Content Areas” (PreK-8) • Workshop: “Using Four-Block Framework in the Middle Grades” (5-8) • Workshop: “Creating Language-Rich Environments in the Classroom” (PreK-8) • Workshop: “Implementing 30 Vocabulary Words to Memory for Each Content Area” (K-8)
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	<ul style="list-style-type: none"> • Communicate the need with parents and stakeholders through newsletters, WPS website, and parent involvement meetings. • Provide meaningful activities for parents to use at home to enrich the reading/language arts program.

GOAL 2

Form 5.1: Goal 2

Goal	To increase the percentage from 57% proficient and 29% advanced in math on the TCAP CRT to 59% proficient and 30% advanced on the TCAP CRT by the end of the 2009 school year.
Which Need(s) does this Goal address?	<ul style="list-style-type: none"> • To maintain and obtain proficient and advanced levels on the TCAP CRT. • To improve 5th grade scores in all academic areas on the TCAP CRT. • To raise scores in math on the TCAP CRT by focusing on improving computation and real-world problem-solving.
How is this Goal linked to the system's Five-Year Plan?	<ol style="list-style-type: none"> 1. Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential. 2. Excellence in Curriculum: Excellence in Academic Performance, Objective 1-Enhance programs to assist students in obtaining and enriching skills for reading, language, and math that are appropriate to their ability level. 3. Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades K-12, to ensure a continuous progression of sequential skill acquisition and mastery of content-based learning.

FORM 5.2: Action Steps (Goal 2) GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)
Use graphic organizers for real-world problem-solving math problems for K-8.
Use Orchard Computer Software to improve computation and problem-solving skills for 1-8.
Use <i>Interactive Websites</i> provided via the Jefferson County Schools website, providing Internet resources for both teachers and students for PreK-8.

FORM 5.3: Implementation Plan (Goal 2)			
Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
August 2006—May 2007	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores
August 2006—May 2008	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores
August 2006—May 2008	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores

Form 5.3, continued

GOAL 2	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	<ul style="list-style-type: none"> • Workshop: “Using Graphic Organizers in All Content Areas” (K-8) • Workshop: “Using Orchard Software to Improve Math and Science Skills” (1-8) • Workshop: “Using <i>Interactive Websites</i> to Improve Math Skills” (PreK-8)
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (<i>Rubric 5.2</i>)	<ul style="list-style-type: none"> • Communicate the need with parents and stakeholders through newsletters, WPS website, and parent involvement meetings. • Provide information for parents on how to access <i>Interactive Websites</i> for home use for improving math computation and real-world problem-solving skills.

GOAL 3

Form 5.1: Goal 3

Goal	To increase the percentage from 61% proficient and 22% advanced in science on the TCAP CRT to 64% proficient and 23% advanced on the TCAP CRT by the end of the 2009 school year.
Which Need(s) does this Goal address?	<ul style="list-style-type: none"> To maintain and obtain proficient and advanced levels on the TCAP CRT. To improve 5th grade scores in all academic areas on the TCAP CRT. School-wide science scores will improve by focusing on the areas of the structure and function of organisms and the structure and properties of matter.
How is this Goal linked to the system's Five-Year Plan?	<ol style="list-style-type: none"> Excellence in Curriculum: Excellence in School Readiness, Objective 2-Support all students to meet their maximum potential. Excellence in Curriculum: Excellence in Academic Performance, Objective 5-The Jefferson County Schools will make every effort to align curriculum content within, and across all grades K-12, to ensure a continuous progression of sequential skill acquisition and mastery of content-based learning.

FORM 5.2: Action Steps (Goal 3)

GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (<i>Rubric 5.2</i>)
Use graphic organizers for science activities for PreK-8.

FORM 5.3: Implementation Plan (Goal 3)

Timeline (<i>Rubric 5.3</i>)	Person(s) Responsible (<i>Rubric 5.3</i>)	Projected Cost(s) (<i>Rubric 5.3</i>)	Monitoring Strategy (<i>Rubric 5.3</i>)
August 2006—May 2007	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores

FORM 5.2: Action Steps (Goal 3)	
GOAL 1: Action Steps (Strategies, Interventions, or Scientific Based Research) (Rubric 5.2)	
Use Orchard Computer Software to improve skills for the structure and function of organisms and for the structure and properties of matter for 1-8.	
Use the Jefferson County Schools website links found under “Science Online,” providing useful resources and activities for both teachers and students to enhance the science curriculum for K-8.	

FORM 5.3: Implementation Plan (Goal 3)			
Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)
August 2006—May 2008	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores
August 2006—May 2008	Principals, Teachers	none	Records of teacher participation in workshops and classroom implementation; TCAP scores

Form 5.3, continued

GOAL 3	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	<ul style="list-style-type: none"> • Workshop: “Using Graphic Organizers in All Content Areas” (PreK-8) • Workshop: “Using Orchard Software to Improve Math and Science Skills” (1-8) • Workshop: “Using Jefferson County’s <i>Science Online</i> to Improve and Enhance the Science Curriculum” (K-8)
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	<ul style="list-style-type: none"> • Communicate the need with parents and stakeholders through newsletters, WPS website, and parent involvement meetings • Provide information for parents on how to access <i>Science Online</i> for useful activities that can be used at home to enhance the science curriculum.

GOAL 4

Form 5.1: Goal 4

Goal	
Which Need(s) does this Goal address?	
How is this Goal linked to the system's Five-Year Plan?	

FORM 5.2: Action Steps (Goal 4)

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

FORM 5.3: Implementation Plan (Goal 4)

Timeline <i>(Rubric 5.3)</i>	Person(s) Responsible <i>(Rubric 5.3)</i>	Projected Cost(s) <i>(Rubric 5.3)</i>	Monitoring Strategy <i>(Rubric 5.3)</i>

FORM 5.2: Action Steps (Goal 4)

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

FORM 5.3: Implementation Plan (Goal 4)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)

Form 5.3, continued

GOAL 4	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	

GOAL 5

Goal	
Which Need(s) does this Goal address?	
How is this Goal linked to the system's Five-Year Plan?	

FORM 5.2: Action Steps (Goal 5)

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

FORM 5.3: Implementation Plan (Goal 5)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)

FORM 5.2: Action Steps (Goal 5)

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

FORM 5.3: Implementation Plan (Goal 5)

Timeline (Rubric 5.3)	Person(s) Responsible (Rubric 5.3)	Projected Cost(s) (Rubric 5.3)	Monitoring Strategy (Rubric 5.3)

Form 5.3, continued

GOAL 5	Professional Development Plan (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	
	Parent and Community Member Involvement (Steps or Strategies) to Support Action Plan (as applicable) (Rubric 5.2)	

COMPONENT 5 – ACTION PLAN DEVELOPMENT

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality Schools enjoy continuous improvement and increased student achievement because of their commitment to thoroughly analyze all pertinent data and follow an action plan that addresses the prioritized needs of the school through purposeful and planned changes in school and classroom practices.

Strategic Action/Results Plan

- ◆ Link the action plan to:
 1. the School Board Five-Year Strategic Plan
 2. the School Board Vocational Plan as appropriate
 3. Federal Program Requirements
 4. the State Board of Education Master Plan

- ◆ Goals
 1. State what the student will know and be able to do (High schools must address both academic and vocational goals).
 2. Be measurable.
 3. Data-driven.
 4. Academic focus.
 5. Be attainable within a realistic period.
 6. Link each goal to the School Board Five-Year Plan.

- ◆ Action Step/Strategy/Intervention: Identify activities that will need to take place in order to accomplish the goal.

- ◆ Timelines
 1. Establish and insert dates of periodic monitoring for informal and formal review of the action plan (i.e., 6 weeks, 3 months, semester)
 2. Provide starting date and completion date for each action step.
 3. Monitor and address progress within the action plan.

- ◆ Required Costs/Resources
 1. Estimate cost for each activity or intervention. For example, training materials, supplies, copies, cost of consultants, release time for teachers, ...
 2. Identify source of funding for each activity or intervention.

- ◆ Staff/Personnel/Person Responsible
 1. Identify who is responsible for the completion of each activity.
 2. Do not use term “faculty” or “administration.”
 3. Examples include a person, school improvement leadership team, grade chair, etc.

- ◆ Professional Development
 1. Connect professional development activities to each goal.
 2. Identify professional development activities needed to implement goals and action steps..
 3. A common mistake has been to write a general professional development paragraph that is not inextricably linked to the goals delineated in the plan.

- ◆ Community Involvement
 1. Involve a parent (not employed by the district) and/or a community leader in the development of your plan.

COMPONENT 5 – ACTION PLAN DEVELOPMENT

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

2. Identify the person in your plan.
 3. Recommend that you list names of persons involved in the development of your plan and the group they represent.
- ◆ Means of Evaluation
1. Include a monitoring activity for each action step.
 2. Identify how you will know if each action step has been successful.
 3. Identify the student behaviors or performance that will indicate the success of an action step.

Guide for TSIPP Component 6

The School Improvement Plan and Process Evaluation

Introduction to

Component 6 – The School Improvement Plan and Process Evaluation

Careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process is not to simply develop a plan but to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school.⁴

⁴Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 6 – The School Improvement Plan and Process Evaluation

FORM 6.1: Formative Assessment

Formative Assessment is evaluation designed and used to improve student performance by measuring frequent intervals during the learning process.

- What assessment instruments will you use to evaluate your progress, and at pre-determined intervals?
- What procedures will you use to analyze this formative assessment data?
- What intervention strategies will be utilized for remediation and enrichment for the needs revealed by the data you analyzed from the assessment instrument?
- What kind of comparisons do you plan to make with this data?

Describe the school's capacity for collaboration of the administrative and instructional staff and stakeholders to support student learning.

FORM 6.1: Formative Assessment

(Rubric 6.1)

Form 6.1: Formative Assessment

To ensure student growth and progress:

- Guidelines for placement in academic program
- Formative Assessment for initial placement
- 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

The teacher will utilize the following tools to assess student academic progress, once appropriate student placement has been made:

Grades K—5th:

- DIBELS
- Scott Foresman Placement, Skills Tests, and End of Year Tests
- High Frequency Vocabulary Tests
- Saxon Phonics and Spelling Tests
- Saxon Math Tests
- Running Records
- Portfolios

Grades 6th – 8th:

- DIBELS
- Running Records
- Unit/Chapter/ Quarterly Benchmarks
- Authentic Assessments
 - Interdisciplinary projects
 - Project-based activities
- Portfolios
- Rubrics
- Homework Assignments

Form 6.1: Formative Assessment

Informal/Formal classroom observations
SRI Reading screenings
Oral presentations
Group collaborative projects

Analysis will be ongoing and will include, but not be limited to:

Mid-term progress reports
End of 9 weeks progress reports
Final Progress reports
Diagnostic Screenings
SRI-2
CTOPP
KTEA
Brigance
TWS-S

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

Change in academic placement
Intervention plan executed during the school day for reinforcement of needed skills
S-Teams convene to establish an individual student learning plan
Bi-weekly technology enrichment in core academic areas
Summer school remediation
After school tutoring – YOKE and community lead tutoring at the First Methodist

Church of White Pine

Instructional assistants and parent volunteers are trained to help with one-on-one student support

Peer tutoring and “buddy reading”
Student Interest Clubs/Organizations
YOKE
Beta Club
Student Council
Chorus

New comparisons will be made to utilize the expertise of all stakeholders, Individual and class student progress will be examined at each assessment interval to monitor and adjust educational plans for the school.

FORM 6.2: Summative Assessment

Summative Assessment is an annual evaluation designed to present conclusions about the merit or worth of a strategy, intervention or program and recommendations about whether it should be retained, altered or eliminated

How will you know if possible growth is indicated? If growth is minimal, what are your options/plans?

FORM 6.2: Summative Assessment

(Rubric 6.2)

Form 6.2: Summative Assessment

White Pine School will conduct a comprehensive summative assessment at the end of each school year. The summative assessment will consist of the following: standardized test reports, criterion-referenced tests, TVAAS (3-year CRT average gain by year, grade and content), NCLB disaggregated data, TCAP writing assessment (for grades 5 and 8), School Report Card, School System Report Card, Professional Development Surveys, parent, student, and faculty surveys. End of the year tests for the Scott Foresman basal and DIBELS end of the year benchmarks are given to all students in grades K-5. A yearly technology survey is given online at the completion of the school year. From these data sources, White Pine School will make yearly comparisons in order to determine if targeted goals are being met, need to be modified, or discontinued. Collaboratively, the SIP Team (teachers, school counselors, parents, and support staff) and school administration will review data and make recommendations for modifications of targeted goals yearly. Once the summative assessment is completed, the results will be shared with all stakeholders in newsletters, at board meetings, and postings on the school website. The specifics and details of the revised plan will be shared with faculty, staff, parents, and all pertinent stakeholders annually.

FORM 6.3: Evaluation of the SIP Process

This component describes the institutional process for the on-going evaluation of the overall plan.

Each SIP needs to have an accompanying evaluation of the process. Well-planned and useful evaluation methods lend themselves to significant improvement efforts and address the growing pressures for accountability. Evaluation is increasingly being used as a way to understand how schools function and what is effective. This includes formative and summative processes of evaluation.

Evaluation is necessary for making judgments about the quality of the process. The evaluation should include, but not be limited to, communication, feedback, implementation, debriefing, and monitoring to all stakeholders.

Information from evaluations provides direction for ongoing program modification and future program planning towards improvement goals. Remember, if the evaluation process is not implemented, the entire process has been an exercise in futility!

FORM 6.3: Evaluation of the SIP Process

(Rubric 6.3)

Form 6.3: Evaluation of the SIP Process

The White Pine School Improvement Process has developed a plan for communicating with the school's stakeholders in regards to the implementation and evaluation of its goals. The White Pine School's Leadership Team and the Parent Engagement Committee are involved in providing balanced input/feedback in regards to the School Improvement Plan, as well as, working together to accomplish the schools' goals. The major components of school leadership at White Pine are the School Leadership Team, the Parent Engagement Committee, and the Student Council.

The School Leadership Team is composed of administrators, classroom teachers, guidance counselor, support personnel, paraprofessionals, and parents. The team meets monthly to assess the implementation of goals, discuss strategies for meeting those goals, and to monitor the progress of the school in accomplishing its action steps. The members of the Leadership Team serve as liaisons and are responsible for sharing the meeting minutes, discussions, and suggestions with the remaining faculty members. Each Leadership Team member has assigned faculty to whom they are required to disseminate the information discussed at the meetings. This organizational plan allows for increased communication between faculty and the School Leadership Team and allows the faculty to participate in the planning, problem solving, and decision-making process.

The new Parent Engagement Committee is headed by Mrs. Brianne Taylor, the Title I teacher, administrators, classroom teachers, support personnel, and members of the White Pine School Parent Teacher Organization. This committee will meet two to three times annually beginning in the 2006-2007 school year. This group will meet to review, evaluate, and participate in revising the Parent Engagement Policy, Title I Compact, and the Parent Involvement Action Plan.

The Student Council is a service organization composed of four at large representatives per grade level, three officers per grade level representing 6th, 7th, and 8th grades, and one honorary representative. Three faculty members, one per grade level, sponsor the Student Council. Student Council members are encouraged to provide a voice for the student body and to provide suggestions to the school administrators and the School Leadership Team.

The final draft of the School Improvement Plan will be presented to the faculty at a faculty meeting. Updates regarding the school's progress will be shared with stakeholders through meetings, memos, and e-mail announcements. The School Leadership Team and the Parent Engagement Committee will monitor and make adjustments based on data analysis to the overall school improvement process. The School Leadership Team will reflect upon the overall process and brainstorm ideas facilitating the school improvement process within the school environment.