

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

TEMPLATE 1.1: SIP Leadership Team Composition (Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Yvonne Kittrell		Principal	
Cathy York	Y	Assistant Principal	Component Five
Debbie McChurch	Y	3 rd Grade Teacher	Component One
Misty Oldfield	Y	2 nd Grade Teacher	Component Two
Karen Brockett	N	1 st Grade Teacher	Component Three
Lindsay Tate	Y	4 th Grade Teacher	Component Four
Ashley Tipton	N	School Nurse/Parent	Component One
Lynell O'Reel	N	Guidance Counselor	Component Two
Lisa Carey	N	BIC Teacher	Component One
Lynda Putman	N	School Bookkeeper/Parent	
Sandy Gaddes	N	Special Ed Aide/ Parent	
Jerry Marks	N	Community Stakeholder	
Mavis Marks	N	Community Stakeholder	
Ivar Aavatsmark	N	Grandparent Grandpa Rutland	
Angie Osborne	N	Parent	
Pam Teas	N	Parent	
Justin Moore	N	3rd Grade Student	
Caleb Putnam	N	4 th Grade Student	
Jewel Wakefield	N	5 th Grade Student	

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation (Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Debbie McChurch	3 rd grade teacher	X
Michelle Watson	4 th grade teacher	X
Lisa Carey	BIC teacher	
Carie Laster	Library Media Specialist	
Gena Sloan	Kindergarten teacher	
Autumn Maynard	5 th grade teacher	
Carol Blackmon	1 st grade teacher	
Kim Scott	2 nd grade teacher	
Angela Gardner	Parent	

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

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

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Erica Pearson	5 th grade Teacher	X
Sherri Tuggle	Kindergarten teacher	X
Jennifer Buttrey	Kindergarten teacher	
Jessica Davis	3 rd grade teacher	
Lynell O'Reel	Guidance Counselor	
Suzanne Kirby	Kindergarten teacher	
Beth Crowder	Art Teacher	
Melissa Lynn	5 th grade teacher	
Holly Roy	Parent	

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

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

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

Member Name	Position	Chair
Shaunna Davis	3 rd Grade teacher	x
Paula Hodge	1 st Grade Teacher	x
Rhonda Everett	2 nd Grade Teacher	
Kathy Eads	CDC Teacher	
Jennifer Davis-Kelley	4 th Grade Teacher	
Lisa Smith	2 nd Grade Teacher	
Jennifer Graves	Kindergarten Teacher	
Laurie Robinson	2 nd Grade Teacher/ Parent	
Karen Brockett	1 st Grade Teacher	

Katy Mosley 5th Grade Teacher

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Lindsay Tate	4 th Grade Teacher	X
Katie Ackerman	3rd Grade Teacher	X
Karen Hall	5th grade Teacher	
Becky Barrett	Physical Education Teacher	
Lori Sharp	3 rd Grade Teacher	
Michelle Rowland	Resource teacher	
Stacy Tanner	Pre-K Teacher	
Sandy Gaddes	Parent	
Nikki Foutch	Kindergarten Teacher	

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jeanne Faoro	1 st Grade Teacher	X
Cathy York	Assistant Principal	X
Susan Holloway	Music Teacher	
Misty Oldfield	2 nd Grade Teacher	
Nancy Turner-Jones	Speech/Language Teacher	
Julie Van Cleve	1 st Grade Teacher	
Cindy Emens	2 nd Grade Teacher	
Joni Stone	Computer Lab Teacher	
Ivar Aavatsmark	Grandparent	

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

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

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

The committee for Component 1 consists of eight members. The members worked in collaboration with all the school stakeholders through meetings and emails to gather, analyze, and distribute information. The Component 1 committee met periodically to closely examine the process for analysis in order to ensure accuracy of information. The sources used to gather the information include: Wilson County Chamber of Commerce, Mt. Juliet Chamber of Commerce, Wilson County Board of Education, two local banks (Pinnacle and Wilson Bank and Trust), 2009 State Department of Education Report Card, TCAP Scores, Disaggregated Achievement Terra Nova Scores, TVAAS Scores (from State Report Card and the restricted on-line site), school issued report card data, DIBELS Data (Dynamic Indicators of Basic Early Literacy Skills), AR/STAR Data, 2009 Tennessee Writing Assessment Data, NCLB Report, Textbook and end-of-unit/chapter assessment, exit testing for kindergarten through second grades, teacher made test data, student portfolios, attendance/demographic records (Student Management Systems), student registration forms and parent/teacher surveys. Recent surveys distributed to parents provide information about education and occupation of Rutland families. The teachers were surveyed to find out about education, years of teaching experience and other important aspects of their teaching history. After final compilation of information, the report was presented again to the committee for review, necessary changes and approval of the final document.

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
<p>Student Management System (as of January 5, 2010)</p>	<p>Total Students - 663</p> <ul style="list-style-type: none"> ▪ African American (7.7%) ▪ Asian (6.2%) ▪ Hispanic (3.0%) ▪ White (82.5%) ▪ Other (less than 1%) <p>Student Mobility:</p> <ul style="list-style-type: none"> ▪ 89 transfers from Rutland to another school ▪ 107 transfers from another school to Rutland <p>Grade Distribution:</p> <ul style="list-style-type: none"> ▪ Pre-K (1 class, 19 students) ▪ kindergarten (6 classes, 112 students) ▪ first grade (6 classes, 112 students) ▪ second grade (5 classes, 99 students) ▪ third grade (5 classes, 110 students) ▪ fourth grade (4 classes, 102 students) ▪ fifth grade (5 classes, 107 students) ▪ Comprehensive Development Class (1 class, 11 students) ▪ Behavior Intervention Class (1 class, 10 students) <p>Total Students – 663</p>
<p>Home Language Survey</p>	<p>Primary Language Spoken in our student’s homes:</p> <ul style="list-style-type: none"> ▪ English – 90.79% ▪ Spanish – 1.96% ▪ Arabic – 0.91% ▪ Japanese- 0.45% ▪ Vietnamese- 0 .30% ▪ Other- 5.59%
<p>Discipline Referrals</p>	<p>Discipline Incident totals for the 2008-2009 school year</p> <ul style="list-style-type: none"> ▪ 311 total discipline referrals to the office ▪ 21 of these 311 referrals were for dress code related issues ▪ 38 were transportation related issues (misbehavior on the bus) ▪ 32 were attendance related (tardy) <p>There have been 96 In-School suspensions and 25 out of school suspensions or expulsions.</p>
<p>Teacher Opinion Survey 2007</p>	<p>Teachers were asked questions regarding school climate and effectiveness. 100% of our teachers feel school personnel make an effort to create a safe learning environment. 100% of our teachers feel when they need to talk to an administrator they can do that with relative ease.96% of our teachers feel that they are allowed</p>

Data Source	Relevant Findings
Teacher Opinion Survey 2007 (Continued)	<p>freedom in selection of teaching methods and also 93% feel that they have a voice in the development of school policies. 62% of the teachers feel that parental support is adequate. 34% of the teachers feel more parental support is needed (relating to homework), and 4% feel as though they have no parental support at all.</p> <p>When surveyed, teachers had a strong need for more educational aides that can directly supplement instruction with small groups. They feel because of the 3-tiered Model of Instruction, that more Ed. Aides are needed. There is currently in K-5, 40 students in Tier 2.</p>
Student Opinion Survey 2007	<p>We gave our K-2 students a survey, which was read by the teacher and each student responded by coloring in the happy/sad face in response. 87% of these students enjoy coming to school, 97% feel the adults at our school care about them, and 98% feel they are encouraged to show appropriate behavior. Our 3-5 grade students were asked to complete a survey they read themselves and their responses were as followed. 88% feel Rutland provides a challenging and positive learning environment, with 85% feeling safe and welcomed when they are at Rutland. 87% feel Rutland teaches students that learning is a life long process, with 13 % unsure.</p>
Parent Opinion Survey 2007	<p>Our parents were surveyed regarding communication, climate, expectations, and curriculum. Of surveys returned, 94% feel Rutland provides good communication between home and school, 98% feel welcome when they visit Rutland. 97% feel that the total education program offered to students at Rutland is of high quality. 96% feel teachers at Rutland are effective and that the students are motivated to do their best, according to 97% of parents surveyed.</p>
TN State Report Card	<p>Demographic information including the fact that 35% of our student population is economically disadvantaged. It also shows trends in Asian/Pacific Islander population increasing and a fluctuation in our Hispanic population.</p>
Math Curriculum Survey	<p>The survey indicated that our first grade is using Saxon Math, our 2-4 grades are using Houghton Mifflin and 5th grade uses Houghton Mifflin and Course 1 of the Glencoe series for advanced students. Math centers are used in the primary grades and ability grouping is used in 4th and 5th grade.</p>
09/10 Student Residency	<p>Currently our school has 12 children who are considered homeless and in their current living arrangement due to loss of housing or other economic hardship.</p>

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

Narrative and analysis of relevant school and community factors:

Historical Background

Rutland Elementary School was named in honor of Mr. Blake Rutland, one of the earliest settlers in Wilson County. The property on which the school was built was once part of a 640-acre tract owned by Mr. Rutland. Since its inaugural year in 1999, Yvonne Kittrell has served Rutland Elementary School as its principal. Cathy York currently serves as assistant principal. Rutland was opened due to the overcrowding in the elementary schools in the western part of the county. Rutland was originally opened as a K-6 schools with the 6th grade moving to the middle school at the beginning of the 2001-2002 school year. It is a feeder school for West Wilson Middle School and Wilson Central High School. We currently serve Pre-K through 5th grade. We have proudly held the NCLB status of good standing since 2003.

Facilities

Due to the recent growth in the area, a new addition was completed in the fall of 2007. This new addition added 12 new classrooms to the existing build. Our school contains a total of 43 classrooms. Eight of these classrooms are primary classrooms equipped with a sink, refrigerator and a student restroom. Eighteen classrooms are utilized for Pre-K through second grade and there are currently fourteen classrooms for grades 3-5. All other classrooms are being used for special education, educational assistance, ESL, faculty daycare, and we have a computer lab. In addition, we have other areas designed to facilitate and improve the learning process: a large gymnasium with a stage, an art room, a music room, and a media center/library. Rutland Elementary has two administrative office areas, two sets of student restrooms, and two dining halls which share one kitchen.

Health and Safety Conditions

The safety of our students is our top priority. In 2007, RES earned a safe school status with the Tennessee Department of Education. The school is equipped with a security system which includes 11 exterior cameras and an alarm system directly linked to ADS Security, a monitoring company that can directly access police or fire departments if necessary. Additional improvements, including 25 security cameras throughout the interior of the school building and the construction of a secure entrance have been added. In order to provide the safest environment, Rutland Elementary has an emergency plan that was written in conjunction with the county's safety director. Our students participate in tornado drills, monthly fire drills, intruder drills, and bomb drills. Visitors must sign in and out of our office and wear name badges identifying them as registered visitors. Rutland Elementary is unique to many schools in that it has a full-time nurse on site. Our student population includes children with diabetes and seizure disorders. There are 19 scheduled procedures each day with ten of those being children who receive medications on a daily basis. On the average, our school nurse sees approximately 150 to 200 students per month for minor bumps, bruises, or for fever check. Furthermore, twenty-five staff members are currently certified in CPR, numerous members are trained in Therapeutic Crisis Intervention, and an Emergency Response team has been established and trained to respond if the need arises. The school is also equipped with an AED device which is mounted in the main hallway for easy access if needed.

School Day/School Year

The school year for students is 180 days. The county is on a modified calendar, which alternates nine weeks of school and two weeks of break throughout the school year. Students who may

need additional instruction can attend Intercession the first week of each of the two week breaks. School hours are 7:15-2:15. The teacher's workday is 7:00-2:30.

Operating Budget Distribution Equity

The overriding operating budget of Wilson County Schools is \$96,068,050.00. The state report card indicates that the state expenditure per pupil is \$6,374.00. Our school receives monies from central office, MARS (parent organization), donations, special events proceeds and a yearly school wide fundraiser. Our budget is spent on educational items and daily operational expenses. Rutland receives monies from the school system that are applied to various educational programs. Each teacher has their own individual classroom account which receives equal shares of the various funding coming into the school. Each teacher generally receives approximately \$200 in BEP funds (this decision is made by a committee of teachers) to spend on his/her classroom. All of this money is divided equally among the classroom teachers. The county provides \$42.50 per child to the school, which pays a portion of the expenses for the copier, phone, library, office supplies, music, art & PE, the Agendas and other equipment and materials. Music, art and PE decide how their ADA allotment is spent and generally vote to divide it equally.

A large portion of our funds is spent on instructional materials such as workbooks, technological software, assessment practice programs or supplementing the copier expense. Waiver monies provide funds for school supplies and field trips for children on free/reduced lunches.

Socio-Economic Factors

At present, 35% of our student population is on free and/or reduced lunch. We have 12 students who meet the homeless classification under federal guideline criteria. Our school has a Pre-K program funded through the Tenn. State Lottery. All students under this program qualify as economically disadvantaged.

Faculty Demographics/Characteristics

At this time, our current staff includes 31 regular classroom teachers, 4 related arts teachers, 3 special education teachers, 1 speech and language teacher, 1-Pre K teacher, 1 guidance counselor, 1 ESL teacher, 1 Occupational Therapist(part time), 1 Physical Therapist (part time) and 1 Gifted Teacher-SEEK (part time) and 2 administrators for a total of 47 certified staff. 98% of these staff members are Caucasian, female. Almost half of this group holds an advanced degree. 54% have ten or more years experience with only 5 teachers on our staff with less than three years experience. All are highly qualified and there are no teachers teaching outside their certification. 27% of the staff is a trained mentor. In addition to our Highly Qualified teachers, we also have 78% of our Educational Assistants who are Highly Qualified. We have a very stable staff with extremely low turnover. Almost all teaching positions at our school are filled with teachers wanting to transfer to our school. We are a very flexible group, which are open to new ideas and new experiences. Our staff models collaboration and teamwork and the administration uses an open door policy encouraging ideas and suggestions. Many of the staff is participating in school/system leadership activities. For example 100% of the staff is participating in School Improvement Plan Committees. Each staff member is a part of one of our school committees for Math, Science, Social Studies, Literacy, Fine Arts, Morale, Retreat planning, or Curriculum alignment as well as serving as lead teachers, working on yearbooks, and on the faculty advisory committee. We support the collaborative process by attending

conferences, leading school-wide in services, and participating in book studies. Other system activities include textbook adoption committees, calendar committee, In Service Committee, County Discipline Committee, Aspiring Administrators, Director Advisor, WCEA, Teachers in the Workplace, New Teacher Orientation and Support and the Young Authors Conference. In addition to the certified staff, there are 14 educational assistants, many of which hold degrees (78%). Of this 14, 8 are assigned to special education and 2 to the Pre-K program. The staff participates regularly in grant writing opportunities with the Lebanon Chamber of Commerce. One of our 3rd grade teachers received a \$300.00 grant. Our 4th grade Science teacher was chosen as the 2009 Tennessee Science Teacher of the Year. The Principal was chosen to serve on The National Scholastic Advisory Board.

Curriculum/Unique Programs

Rutland is a Pre K thru 5th grade SACS accredited school. The curriculum is based on the Tennessee State Standards and pacing guides are used by the staff to insure that all standards are being covered. In addition to the grade level curriculum, each student receives Art, Physical Education, Computer, and Music each week. Character education is provided through regular Guidance classes. There is SEEK (Students Exploring and Expanding Knowledge), which is a pull-out program for gifted students. ELL (English Language Learning), services are offered as well as Speech and Language. Rutland has a BIC (Behavior Intervention Class), which is a self contained behavior class and a CDC (Comprehensive Development Class). Special Education K-5 resource is also a part of our educational environment. Other unique programs include Accelerated Reader, Honor Roll, Principal's List, MARS (a PTO/PTSO organization), Drama Club/Dinner Show, 4-H, Geography Bee, Junior Achievement, Perfect Attendance Award, Character Counts, Rocket Math, Teacher Web, Kid's Club, Peer Tutors, Del Webb Tutors/Mentors, Wilson Bank & Trust School Banking Program, President's Educational Award, Young Author's Conference, Basketball, Math Family Night, Boy Scouts, Girl Scouts, STARS, Study Island, Service Learning for High School Students of the community, Wilson Central High School Mentoring Program, Author Visits, Predator Reading Program, Nashville Sounds Reading Program, Mystery/Guest Readers, Build-A-Book Family Night, Titans Play 60, up Stack Competition, Volleyball Night, Jump Rope for Heart, Field Day, Family Sock Hop/Auction, Grandparent Reading Program, Book Fairs, Walking Works for Schools, Vanderbilt University Exercise incentive, Literacy Nights, Kidsville News, Wilson Post Newspapers in the classroom program, Parent Resource Room, Children's Theatre, Middle Tenn. Science Program, On-Site fieldtrips, Spirit Nights, Veteran's Day Program, Talent Show, Superintendent's Art Show, Pen Pals with the military, and Behavior Buck Auction.

Parental Involvement

Rutland Elementary believes parental involvement is a key to student success, so for that reason each grade level begins the year with a Parent Night. This provides the parents with an orientation to the grade level and provides the parents an opportunity to get acquainted with their child's teacher. 52% of the teachers surveyed felt they had adequate parental involvement. Through classroom newsletters, school newsletters, email alerts, student agendas, and our sign, parents are invited to parties, field trips, and other school activities. Special Parent nights are set up by each grade level to familiarize parents with the grade level procedures. The county provides workshops to help with issues like ADD/ADHD, homework and other parenting challenges. Each grade level has unique ideas and programs for involving parents in the

classroom. Parents are always welcome to have lunch with their student and a special place in the cafeteria is designated for the special guests.

Student Population Data

Student Demographics

Rutland Elementary is experiencing continued growth. There are currently 661 students enrolled. The enrollment includes 50.6 % males and 49.4% female. There is 82.5% Caucasian population, but our school continues to show increasing diversity with 7.7% African American, 6.2%Asian, and 3.0% Hispanic or Latino.

The distribution among the grade levels is as follows:

Pre-K	K	1st	2nd	3rd	4th	5th	BIC /CDC
19	112	112	99	110	102	107	10/11

The economically disadvantaged population of Rutland is 35%. This continues to increase each year. There are 17 students receiving ELL services. Our attendance rate is 96%. The promotion rate is 97% .

Our students with disabilities subgroup can be disaggregated as follows:

Disability	Number of students	Percent of student population
Autism	5	0.75%
Developmental Delay	8	1.21%
Emotional Disturbance	3	0.45%
Functional Delay	4	0.60%
Intellectually Gifted	1	0.15%
Language Impaired	10	1.51%
Mental Retardation	2	0.30%
Multiple Disabilities	1	0.15%
Orthopedic Impairments	0	0.00%
Other Health Impairments	8	1.21%
Specific Learning Disability	29	4.38%
Speech Impairments	29	4.38%
Visual Impairment	0	0.00%

Positive reinforcement is a priority at Rutland. We have implemented a “No Bullying” policy and students receive character education during Guidance each month. There have been discipline referrals in the 2009 school year, but none of these have involved weapons, drugs, alcohol, or tobacco.

Parent or Guardian Demographics

We found in our 2007 survey, that 60% of those surveyed hold a high school degree or less and around 40% have attended and/ or completed a college degree or higher (Masters Plus). Many

new families have relocated into our school, but these percentages are still reflective of our population. Additional information was obtained through student registration forms which showed that 83% of the students are being raised with both parent , 16% with mother or father, and less than 1% being raised with Grandparent(s). With the current economic conditions, many of our families have experienced job loss for one or both parent. We currently have 12 children who qualify as homeless under the McKinney-Vento Act. Their living condition results from a loss of housing or economic hardship. In the current student population, our percentage of economically disadvantaged families continues to show an increase. Among our family population, there are 11 students that have a parent deployed in the military.

Community Factors (Wilson County)

Wilson County is one of the fastest growing counties in the state. The Wilson County School System serves over 15,000 students in kindergarten through adult education. Nine elementary schools, three elementary/junior high schools, two middle schools, one junior/senior high school, three high schools, one vocational center, one adult high school, and an adult basic education program make up the 20 sites. Eight of the nine county elementary schools and both middle schools are in West Wilson County. Lebanon Special School District has 3 elementary schools and 2 middle schools.

Community Background

Rutland Elementary is located in the fast growing community of Mt. Juliet, Tennessee. We are 17 miles east of Nashville off Interstate 40 in the western part of Wilson County. Mt. Juliet is 583 square miles and is a combination of residential, business, and open agricultural land. It was recently ranked by *Progressive Farmer* as the nation's eighth most livable small community, but the community is currently experiencing a morph of changes with a growth in industry and retail businesses. A commuter rail service has provided increased mobility for working parents of the community to commute to Nashville. The Providence Place Community with over 3,000 home sites and 830,000 square feet of retail space is located within walking distance to the school. There are 5 apartment complexes within walking distance to our school. Two of these apartments are government subsidized. The population as of July, 2008 was 21,718 which exceeded the counties projections for 2012. The community demographics tell us that over 90% of the community is Caucasian. There are approximately 50% of the households which have children which are eighteen years of age or younger and the average median income is between \$50-\$60k. There are several public and church daycare centers, which have preschool and after-school care programs in the area. There are several private schools in the area with one private school in close proximity to Rutland Elementary.

Community Business Partners

Community businesses are very supportive of Rutland Elementary. They have offered monetary and material resources for programs and activities. Our business partners include:

Dell Webb: monetary contributions, Thanksgiving food baskets and Christmas gift/food baskets for families in need, and volunteers

Campbell Hausfeld: monetary contribution of \$2300 every other year

Wilson Bank and Trust: sponsoring School Bank Days, monetary contribution toward playground equipment

Superior, Inc.: Provides food baskets for families in need
Gladeville Baptist Church: Provides food baskets for families in need
Nashville Predators: Motivational programs for student performance
Nashville Sounds: Motivational programs for student performance
Journey Church: monetary contributions
Chick-fil-A: Sponsors Rutland Spirit Nights
Kroger: Monetary and supply donations
Lowe's: Supplies material contributions for special events
Ace Hardware: Offers School Rewards Program
Publix: Offers School Rewards Program
Target: Offers School Rewards Program

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

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures (Rubric Indicator 1.4)

List Data Sources
Academic Data Tennessee State Report Card Writing Assessment TVAAS Scores Disaggregated Achievement Terra Nova Scores
TCAP Scores DIBELS (Dynamic Indicators of basic Early Literacy Skills) Study Island AR/ STARS School issued report cards Accelerated Reading
NCLB Report K-2 Exit Tests Benchmark tests Textbook end-of-unit/chapter assessments Teacher Made Tests Student Portfolios

Non-Academic Data

Faculty work sessions
Student Registration Forms
Mt. Juliet Chamber of Commerce
Wilson County School Personnel Office
SMS-Student Management System

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

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

A committee was established to meet and review current SIP. Our committee met and together determined what data was needed. The group was divided into pairs which designed surveys and began collecting the data. After collecting data from a variety of sources we came together to determine if the data collected from the various sources adequately described our student and faculty demographics, community, and school environment. The group designated individuals to collect further data, and went through each data source independently, compiled information, and disaggregated data. We have continually been collecting and analyzing academic and non-academic data through out this process. We collected data from a variety of sources including: TCAP test, Tennessee State Report Card, NCLB Report, TVAAS, Benchmark Test, attendance and demographic data from SMS-Student management System and K-2 Exit Tests. After all the data was analyzed and presented to the group, we collaboratively decided on areas of strength and weaknesses. This information was presented back to the Component One group and from this a Goal Target list was developed.

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

In review of the non-academic data noted on the report card, we see an increase in our student population from 527 students in (06/07) to 663 students. The ELL population has increased. Our Asian/Pacific Island subgroup has grown from 2.9 percent in (07/08) to 6.2 percent in (08/09). The Hispanic/Latino subgroup showed a decrease to .3 percent in (08/09), but is currently up to 3 percent. Our economically disadvantaged subgroup has increased from 28.7 to 35 percent. Our ratio of male to female students has remained steady as our student population has increased.

Our school has had NCLB status in good standing since the inception of the program in 2003. Our AYP summary indicates that in Math 95 % (08) and 96% (09) of all students are proficient and advanced which far exceeds the NCLB target of 86 % and exceeds the state's 91%. All groups with the required n-count except students with disabilities meet or exceed the target with 86% (08) but our school exceeds the state's 68% in this category. Students with disabilities showed an increased percentage in the proficient and advanced category in 2009 to 88% which exceeds the annual target goal. Our report card indicates that in Reading/Language Arts 92% (08) and 95% (09) of all students are proficient and advanced which exceeds the NCLB target of 89% and exceeds the state's 91%. All subgroups with the required n-count meet or exceed the target and the state.

Looking at our past achievement grades, we maintained a grade of B in Social Studies. We improved to an A in Reading/Language Arts, Math and Science. In light of the restructured calculations of the baseline in 2009, we achieved a B in Math, Reading/Language Arts and Social Studies and an A in Science. We have maintained a 4.1 overall writing score with an accompanying grade of A.

Our value added score for academic growth was an A for 2008. Even though we maintained our A status we decreased from 4.4 mean gains in Reading/Language Arts to 2.7 and in Science from 5.3 mean gains to 3.7. In addition, we showed a slight gain in our mean gains in Math. In 2009, with the restructuring/redefinition of standards our value added scores dropped to a D in all subject areas except Science where we maintained an A. Our mean gain in 4th grade Math was -4.5 compared to the state's three year average of -0.3. In 5th grade Math our gain was -0.8, this compares to the state's 3 year average of -0.1. In Reading/Language Arts in 4th grade we showed a -3.5 which compares to the state's average of 0.2. In 5th grade Reading and Language Arts we show -1.4 compared to the state's 3 year average of -0.1. Our Social Studies value added was -10.7 for 4th grade, the state shows a 3 year average of -0.2 and in 5th grade Social Studies we have a 0.3 gain and the state reporting a 3 year average of -0.2. In Science we report positive gains of 3.5 in 4th and .7 in 5th which are both above the state's average. In comparing our growth between 4th and 5th grade, we see less negative gains in this transition year fourth grade. While all 4th grade mean gains, with the exception of Science, are in the negative range.

Report Card Data Disaggregation

Further review of the TVAAS TCAP CRT in Reading and Language Arts indicates that the mean gains of the 4th and 5th achievement subgroups are in the lowest in 5th grade. Achievement in the Advanced category for 3rd grade is 56% and remains consistent in 4th grade, but decreases to 45% in 5th grade. The number of non-proficient students rises in 5th grade; however the mean gains still remain in the positive range.

Our attendance rate for 08/09 is over 95.5% which exceeds the state goal of 93%. Further investigation shows that lower attendance may affect a student's individual academic achievement.

Our school reports very few discipline problems with a low incident of suspensions. There are no serious offenses or patterns within the subgroups.

According to our report card and as noted in component 1a, 100% of our teachers are highly qualified.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

Strengths and Challenges

After looking at all the academic and non academic data that has been gathered and analyzed, we have determined several areas of strength for our school. Academically, we have exceeded all NCLB standards. We have an achievement grade of B in Reading/Language, Math and Social Studies with an A in Science. We had achieved all A's in value added for three years. This year, however, the recalculation/restructure of our Value Added Scores dropped from A's to D's except in Science which was an A. Our writing scores have been consistently 4.1. All subgroups including students with disabilities meet or exceed the AYP status. Our retention rate is very low. Our lottery funded Pre-K program will ensure readiness skills for these new students entering kindergarten. Most of these students are in the economically disadvantaged subgroup. The majority of all K-2 students are exiting with satisfactory grade level abilities according to our current county wide testing. Rutland students are generally happy and feel the school has a positive school environment. These observations are supported by a low incident of office discipline referrals with no referrals that fall within the zero tolerance category. All teachers are highly qualified. The turnover rate among teachers is very low and collaboration and teamwork are high. The administration values and encourages this process. Rutland teachers

Narrative Synthesis of Data

understand the value to parent involvement. There is a low incident of complaints about teachers and staff. Parent involvement programs are well established at each grade level. Our community has embraced our school and continues to partner with us to provide an excellent education for our students. The Dell Webb community in particular offers our school support in various ways including mentoring, volunteering and providing financial support to Rutland families. Each year our school sets a school wide theme that promotes an attribute necessary for positive life long learning. Last year the theme was “Being a Difference Maker” and this year we have the theme of “Wish it, Dream it, Do it” and have taught our students goal setting at every grade level.

There are still challenges to be met. Our student population continues to increase. New buildings in the area continue to be built and include plans for additional single and multiple family dwellings. Our location within our community allows us the opportunity to provide an education for a rising number of economically disadvantaged and transient students. Our ethnic population continues to grow and become more diverse, and with this comes the challenge of servicing additional ELL students with multiple languages. Our students with disabilities subgroup also continues to grow. Math continues to be an area of concern. While we exceed the status level of proficient and advanced, we continue to see minimal growth in this subject area school wide. The 2008-09 academic growth in 4th grade shows a -4.5 mean NCE gain in Math, -3.5 in Reading and -10.7 in Social Studies. In 5th grade Reading, only the lowest achievement subgroup quintiles showed gains. The highest subgroup quintiles showed -6.8 and -2 respectfully. Achievement in the Advanced category for 3rd grade Reading/Language is 56% and remains consistent in 4th grade, but decreases to 45% in 5th grade.

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

Goal Targets:

1. As we strive to reach 100% proficiency in Math by 2014, we must increase the percentage of proficient and advance students for all subgroups in Math.
2. As we strive to reach 100% proficiency in Reading by 2014, we must increase the percentage of proficient and advance students for all subgroups in 4th and 5th grade Reading.
3. Though our 4th grade total percent proficient scores in Reading/ Language Arts, Math and Social Studies are 98%, 96%, and 88% respectively, we need to increase the gain in those subject areas to meet or exceed the state growth standard.

Component 2 – Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

1. **Student learning** is a top priority regardless of cultural differences.
2. Continuous academic improvement enables students to become **lifelong learners** with the confidence to make good choices.
3. Students learn best when they are actively involved in the **learning process** using a variety of **instructional approaches**.
4. Encouraging academic growth in a safe, comfortable environment supports **student learning** and mutual respect.
5. **Assessment** and **reflection** must drive **instructional decisions**.
6. **All decisions**, in regard to **policy**, should be made in the best interest of **student learning**.
7. **All decisions** made by teachers, administrators, parents, and the community should reflect the school mission.

Common Mission

The mission of Rutland Elementary School is to provide an encouraging climate that allows all students to reach their highest level of academic achievement and character development.

Shared Vision

Reaching for
Everyday
Success

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices
(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	State Standards are used and Training is Provided	Vertical & horizontal alignment	Teaching and Learning materials are correlated to state standards and distributed to staff	Standards Based Literacy Model Implemented	Cohesive Standards for math have been implemented	Fine Arts, Humanities, Computer and Library Instruction	Student Expectations are communicated to all stakeholders
Evidence of Practice (State in definitive/tangible terms)	Blueprint for learning is used in all disciplines Professional Development Workshops Informal Evaluations Formal Teacher Evaluations	Cross grade level meetings at retreat & throughout the year Curriculum Committees	Professional Development Workshops Curriculum Committees Grade Level Meetings Teacher Training Resource Center	Dibels Testing Accelerated Reading Program TCAP Scores Study Island Writing Assessment for 5 th grade PALS (Peer Assisted Learning Strategies)	Curriculum Alignment and Correlation TCAP Scores Rocket Math Study Island	Master Schedule offers Art, Music, PE, Computer and Library to all students weekly Annual Art Show Annual Talent Show Annual Book Fairs/ Author Nights	Student Agenda Teacher Web MARS email alerts Rutland Newsletters Parent Conferences Family Nights
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Writing Scores TCAP Scores Teacher Evaluations Evaluations of Professional Development	Curriculum Committee Meetings Teacher Evaluations Writing Scores TCAP Scores	Writing Scores TCAP Scores Report Cards Usage of a variety of resources available	Dibels Scores STARS Test Scores AR Test Scores Writing Scores TCAP Scores	TCAP Scores Textbook Assessment Rocket Math Implementation Report Cards	School Schedules School Activities: Build A Book Night, 4 th Grade Movie Premier Attendance of Programs	Teacher / Parent use of Email Phone Calls logged Parent Teacher Conferences Monthly Rutland Newsletter
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Test Results for all subjects	Test Results for all subjects	Report Cards TCAP Scores	Dibels, STARS and AR Results Report Cards Benchmark Test Results TCAP Scores	Report Cards TCAP Scores	Parent Support of Programs Schedule Modification to accommodate programs Attendance at programs	Positive Parent Feedback Report Cards
Evidence of equitable school support for this practice	Teacher Evaluations	Professional Development Workshops	Money used for teacher material	School Wide Incentive Program for	Integration of Math into other	School Schedule	Majority of Teachers use Teacher Web

	Professional Development Workshops	Organization of Curriculum Committee Meetings	Requests Planning Time Allotment Donations for classroom materials	Study Island School Wide Support for AR Writing Portfolio implementation K-5	Curriculum Areas	Full Time Instructors Staff Assisting in Programs and Productions	or Email for lesson communication Newsletters and MARS email alerts include academic and extra curricular activities
Next Step (changes or continuations)	Continue to curriculum map using the standards	Book Buddies once a nine weeks school-wide	Continue Professional Development & offer specific training at the retreat & on administrative days	Continue PALS and offer training for other teachers	Refresher Training on Rocket Math at summer retreat Remediation help offered at Intersession	Increase Student Involvement in Parent Night Programs	Increase Frequency of Teacher to Parent Contacts

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

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

- **TIME** We have limited time.
- **MONEY** We have limited money.
- **PERSONNEL** We have limited aides that can work with children.
- **OTHER RESOURCES** We have limited chapter book sets for struggling readers.

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

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

- **TIME** A time (at least once a nine weeks) for cross grade level reading/book buddies.
- **MONEY** More money is needed for a reading specialist, math coaches, & more aides that can work with children.
- **PERSONNEL** We need a reading specialist, math coach, & more qualified aides.
- **OTHER RESOURCES** We need more chapter book sets that are low level, high interest.

Equity and Adequacy:

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

Yes, all teachers have been provided curriculum training. All teachers have the same amount of planning time daily.

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

Available funds are distributed and request funded. We have inadequate funding through the Wilson County Government based on being a wealthy county, but a low per pupil expenditure.

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

Yes, we are always striving to research strategies and to find additional funding to meet student needs.

TEMPLATE 3.1.c: Curricular Summary Questions

Template 3.1.c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strengths are our use of TN standards in our planning. We also work together as a faculty to align our standards vertically and horizontally. Rutland's faculty utilizes summer break and the annual retreat to meet across the grade levels to collaborate and align our standards.

Curriculum Summary Questions- Narrative Response Required

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

Our major challenges occur in the area of mathematics and gains with the struggling readers. We will also work to improve RCPI scores in Reading and Language, targeting writing organization, grammar & conventions, and techniques & skills. We are challenged in the fact that we do not have a math or reading specialist that can provide support and guidance to the teachers.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

We will revisit Rocket Math this summer at the retreat and have a refresher training to make sure we are all implementing this program to increase computation and memorization of basic math facts.

We will also schedule cross grade level Book Buddies each nine weeks. This will allow students to hear fluent readers from other grade levels.

Writing portfolios will be implemented in each grade level. There will be a checklist and the portfolios will reflect the writing standards. We will also be implementing Mountain Language to address our needs in grammar & conventions.

We will lobby the county to hire math and reading specialist

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Small Group Instruction	Tier 2 Reading	Flexible ability Grouping for Reading	Differentiated Instruction	Project Based Learning	Hands on Science	Peer Tutors
Evidence of Practice (State in definitive/tangible terms)	Teacher surveys Administrative Observations Lesson Plans	Daily/ Weekly schedules	Daily schedule of reading groups	Teacher Surveys Administrative Observations Lesson Plans	Projects Displayed in the Hallways Rubrics Lesson plans	Use of Hands on Kits Lesson Plans	Schedule from Guidance Counselor
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective for the high readers; ineffective for the struggling readers	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher graphs of reading levels, fluency	Dibels for K-2	Unit Test Scores Benchmark Tests	Unit Test Scores Benchmark Tests	Teacher Created Rubrics Unit Test	Teacher Created Rubrics Unit Test	Teacher Surveys

	scores, unit tests TCAP Scores		TCAP Scores	Study Island Reports TCAP Scores	Scores Benchmark Tests TCAP Scores	Scores Benchmark Tests TCAP Scores	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP Scores	Dibels Results	TCAP Scores	TCAP Scores	Report Cards TCAP Scores	TCAP Scores	Teacher Surveys Positive Feedback TCAP Scores
Evidence of equitable school support for this practice	Professional Development provided for all teachers	School Schedule	Professional Development	System Wide Professional Development Provided	Parent and School Wide Communication Professional Development	System Wide Professional Development	School Wide offering to all students based on teacher recommendation
Next Step (changes or continuations)	Continue Use more small groups in math	Continue Adapt to the new regulations	Continue, but ability group within own classroom to allow even more flexibility	Continue Stay informed of new research	Continue Encourage Professional Development in this area	Continue Encourage everyone to utilize the resources that we do have in our school to teach more hands on Encourage Professional Development in this area	Continue Provide more training to tutors

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

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

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

- **TIME** We have limited time for scheduling Tier 2.
- **MONEY** We have limited money for the materials needed.
- **PERSONNEL** We have limited aides that can work with children. We have limited math specialists.
- **OTHER RESOURCES** We have projectors in the new classrooms and one per grade level for the pre-existing classrooms.

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

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

- **TIME** We will reorganize Tier 2 to incorporate it into our 90 minutes of instructional reading time. We will schedule professional development to stay current on new trends dealing with Differentiated Instruction and Project Based learning.
- **MONEY** In order to show gains in math, we need more math manipulatives/games that will give the students consistent and high interest review of skills & concepts throughout the year.
- **PERSONNEL** To have expected gains in math we need a math coach. We also need more aides that can work with children. We also need a reading coach to help improve our RCPI scores in Reading and Language.
- **OTHER RESOURCES** We need one more set per grade level of the Scott Foresman Sidewalks materials to use with Tier 2 Reading.

Equity and Adequacy:

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

Yes, training for instruction has been provided for all teachers. Teachers each have an equal amount of planning time.

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

Available funds are distributed and request funded. We have inadequate funding through the Wilson County Government based on being a wealthy county, but a low per pupil expenditure

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

Yes, we are always striving to research strategies and to find additional funding to meet student needs.

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strengths are our diverse instructional strategies. Based on the teacher surveys, our faculty uses a variety of instructional strategies to reach different types of learners. We are using small groups more effectively and have received specific training on research based ways to instruct small groups.

Instructional Summary Questions- Narrative Response Required

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

Our major challenges are using flexible ability grouping in reading to show growth in all grade levels. We want to make sure that all students are proficient to meet the NCLB requirements.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will keep our homerooms for reading and ability group within our classroom. We predict that this will boost the self-esteem of the struggling readers, give the proficient readers an opportunity to help their peers, and minimize the cliques of ability groups. This will also help the struggling readers improve their fluency by hearing fluent reading regularly from their peers. In addition, we will gain instructional time by not switching classes.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	DIBELS in K-2	Unit/Benchmark Testing	Weekly Progress Monitoring	Study Island	EXIT Testing	Informal Observations	Rubrics
Evidence of Practice (State in definitive/tangible terms)	DIBELS scores each 9 weeks for each student	Test Scores	Progress monitoring of weekly skills taught is completed each week in a variety of ways: selection tests, spelling tests, math tests, science and social studies testing etc...	Study Island Report shows active regularly usage by all students in grades 2-5	K-2 grades give their students an end of the year exit test that covers the skills taught for the whole year.	Administrative Evaluations	Various rubrics used in all grade levels in a variety of subject areas
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Benchmark Test Results	Online Test Results in Reading	Running Record of individual	Blue Ribbon Reports viewed on-	Tests Scores for each student K-2	Teacher Feedback	TCAP Writing Assessment

	Progress Monitoring Results	Report Cards TCAP Scores	students Report Cards TCAP Scores	line for individual students			Scores TCAP Scores Report Cards
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	After the first benchmark test in August, Rutland had 40 students who were identified as “at risk” for early reading success. After the December benchmark testing, Rutland only had 19 who were “at risk”	Student Progress Evaluation Results	Test Results TCAP Scores	Blue Ribbon Report TCAP SCORES	Teacher Feedback Test Scores	Student progress Test Scores TCAP Scores	Test Scores TCAP Scores
Evidence of equitable school support for this practice	School provides time and personnel for Dibels testing	Professional Development Provided Resources needed provided	Professional Development Provided Resources needed provided	System Provides for all students 2 nd -5 th grade	School Provides time and personnel if needed to complete testing	System provides personnel, time and resources Additional needed resources provided by school and MARS	Professional Development Offered

Next Step (changes or continuations)	Continue Expand to grades 3-5	Continue Incorporate using Scott Foresman Success Tracker on-line.	Continue	Continue	Continue	Continue	Continue
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Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

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

- **TIME:** We have limited time to assess students.
- **MONEY:** We have limited money that can be spent on assessment resources.
- **PERSONNEL:** We have limited amount of personnel to help give teachers an opportunity to assess students one-on-one.
- **OTHER RESOURCES:** We have assessments offered through DIBELS. We have assessments through our reading basal, math, social studies, and science.

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

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

- **TIME:** We need teachers to have the time to reflect on the assessment data to be able to better plan for re-teaching or moving ahead in the curriculum. Extra planning time to collaborate with teachers to discuss re-teaching strategies.
- **MONEY:** We need money to be able to purchase some research based math assessments and supplies to give the assessments (copy paper and stop watches). We also need money to purchase needed items for the teachers to use for re-teaching when the skills are assessed and they determine re-teaching is necessary.
- **PERSONNEL:** We need more educational assistants to help cover the teachers' classrooms so that the testing of the students can be done in a quiet atmosphere to ensure the best results. Reading and Math Specialist are needed to provide guidance in assessment.
- **OTHER RESOURCES:** The cost of copying so many of the DIBELS booklets and progress monitoring booklets, weekly tests, unit tests and exit tests really add up. If we had a way to get more help with this cost it would help a lot.

Equity and Adequacy:

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

Yes, training for instruction has been provided for all teachers. Teachers each have an equal amount of planning time.

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

Available funds are distributed and request funded. We have inadequate funding through the Wilson County Government based on being a wealthy county, but a low per pupil expenditure

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

Yes, we are always striving to research strategies and to find additional funding to meet student needs.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strength is utilizing the results of the assessments and putting together action steps on how to improve the test scores. We know this because we have implemented many programs such as Beverly Tyner's small group instruction and PALS and we have gotten better test results.

Assessment Summary Questions- Narrative Response Required

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

Our major challenge is having the time to not only test accurately in a quiet setting but to also have the time to reflect on the data that we receive. Assessment is only as good as what you do to change it. The extra help for teachers in the classrooms to free them up to test and reflect is the biggest challenge. We know this because teachers are always pulling children to test at all times of the day. Teachers have no choice but to test the children outside the door of the classroom if they want to assess one-on-one. Teachers get disrupted during the assessments, which skews the results.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

We would like to be able to address the challenges with the use of extra educational assistants in the building. We could give the teachers a time frame each week in which they would have an educational assistant to come into the classroom to watch the class while the teachers pull children into a quiet room to assess. Teachers need to test their own students to get a better feel for where the problems lie in the child's answers. They can use this to better tailor the curriculum to meet the needs of all the students. Teachers could also use this time to study the results to see where the students are weakest and better plan accordingly. The use of educational assistants could also be used to help with intervention of the students who need it.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices
(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Common Planning Time	Modified School Calendar	Small Learning Communities	Curriculum Committee and Cross Grade Level Meetings	Communication Techniques	Annual RES Retreat	Professional Development Collaboration
Evidence of Practice (State in definitive/tangible terms)	School Wide schedule	9 weeks in school and 2 weeks off with a Built in intersession to use as an intervention at the end of each nine weeks	Peer Tutors CDC and BIC classes SEEK (Gifted Program 3-5) Tier 2 Reading Groups	Numerous meetings through out the school year Faculty Meetings Annual RES Retreat	Monthly Faculty Meetings Rutland Rap email weekly to all teachers from administration MARS alert emails Rutland Rocket Rap monthly newsletter, TeacherWeb	In-service Management System	Grade level meeting notes Faculty Meetings
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher Feedback TCAP Scores	Jen Buttrey has data records from intersession. TCAP Scores	Teacher surveys by Mrs. O'Reel IEP's Dibels Scores	Teacher Feedback TCAP Scores	Parent Feedback Teacherweb Parent Contact logs Emails Newsletters	Teacher Evaluations	Teacher Evaluations
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP Scores	Report Cards TCAP Scores	Report Cards IEP's	TCAP Scores	Parent surveys conducted by committee one	Teacher Feedback Teacher Surveys	Teacher Evaluations
Evidence of equitable school support for this practice	School Schedule	School Calendar Intersession offered at teacher recommendation for all grade levels	School Schedule	All teachers serve on a committee	Teacherweb provided by the county Parent contact logs reviewed by administration quarterly	Offered to all RES Staff Cost supplemented by school	Time provided to share at each faculty meeting
Next Step (changes or continuations)	Continue	Continue Requests More extended	Continue	Continue Plan to meet with cross grade levels	Continue	Continue	Continue Emphasize sharing best teaching

		contract hours for teachers to help in intersession		each nine weeks			strategies & practices at grade level meetings
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Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

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

- **TIME** We have limited planning time.
- **MONEY** We have limited money.
- **PERSONNEL** We have limited support teachers.
- **OTHER RESOURCES**

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

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

- **TIME** We could use more time for curriculum mapping, planning, and cross-grade level meetings.
- **MONEY** We need money for materials used and shared in professional development conducted in-house.
- **PERSONNEL** We need additional support classes to allow more extensive teacher collaboration.
- **OTHER RESOURCES**

Equity and Adequacy:

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

Yes, training for instruction has been provided for all teachers. Teachers each have an equal amount of planning time.

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

Available funds are distributed and request funded. We have inadequate funding through the Wilson County Government based on being a wealthy county, but a low per pupil expenditure

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

Yes, we are always striving to research strategies and to find additional funding to meet student needs.

TEMPLATE 3.4.c: Organization Summary Questions

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strengths are our school calendar with a built in intersession and common planning times built into our daily schedules.

Organization Summary Questions- Narrative Response Required

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

Our major challenges are the lack of high quality professional development and limited cross grade level meetings to make sure we are communicating and mapping out how we are going to make gains in math and reading using the curriculum standards.

We also can improve our parent communication. Positive parent communication is beneficial to the students, parents, teachers, and the school as a whole.

We need to continue to seek and experiment with new ways to structure our schedule so that we stay current with the research based trends in education.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will have cross grade level meeting at least once each nine weeks. In order to improve the quality of our professional development, we will schedule appropriate and relevant trainings that target improvements in math and reading. We will find professional development that is research based and meets our current needs.

To help improve parent communication, we will provide professional development to give teachers some strategies and help alleviate fears about contacting parents. This will empower the teachers and gain parental support.

Component 4 – Action Plan Development

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 3/25/2008

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

Goal To increase the percentage of proficient and advanced in Math

Which need(s) does this Goal address? Increase student performance in Math across all subgroups and quintiles

How is this Goal linked to the system's Five-Year Plan? Our county has a goal of 100% proficiency in Math

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
July 2010	Math committee	All testing data	No additional cost	Identify areas that need improvement	We will strive to reach 100% proficiency by 2014.
July/ August 2010	K-2 and 3-5 Data Teams	All testing data	No additional cost	Identify areas that need improvement	Strive to reach 100% proficiency by 2014
July 2010	Yvonne Kittrell Cathy York Katie Ackerman Lindsay Tate Melissa Lynn	Assessment data Detail of Students' previous performance	No additional cost	Identify by student placement	Strive to reach 100% proficiency by 2014

Action Step Analyze Math formative assessment data

Action Step Analyze Math 2010 assessments to determine areas of need based on student scores

Action Step Incorporate advanced ability grouping in 4th and 5th grade math

Action Step	To benchmark test throughout the school year	August, October December of 2010 March and May 2011	Classroom teachers	Cost of each grade level benchmark testing booklets or copies	BEP BEP20	Identifying immediately the weaknesses that need to be filled	Continued classroom success
Action Step	Form a committee to research effective intervention strategies for Tier 2 Math	Summer and Fall of 2010	Classroom teachers and Administration	N/A	No additional cost	Identifying immediately the weaknesses that need to be addressed	Continued classroom success
Action Step	Professional Development on implementing Tier 2 Math	February 11, 2010	Cathy York Lindsay Tate Melissa Lynn	Conference Expense	Title money	Share session with math teachers	Use for placement of Math RTI Students
Action Step	Tutoring during intersession weeks will be made available to students whose assessment data indicates need	October 2010 and March 2011	Classroom Teacher Jen Buttrey	Benchmark test data Study Island Data Extended Contract Teachers	Extended Contract Teachers (local, state, federal grants, BEP, and BEP 2.0 funds)	Benchmark Test prior to and after Intersession	Strive to reach 100% proficiency by 2014

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 3/25/2008

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

Goal	Increase percentage of proficient and advanced for 4 th and 5 th grade Reading
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Which need(s) does this Goal address?	Increase performance in Reading in all subgroups
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How is this Goal linked to the system’s Five-Year Plan?	Our county has a stated objective to reach 100% proficiency in Reading.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes	
Action Step	Form a committee to analyze scheduling options in 4 th and 5 th grade (2010-2011 school year)	Spring 2010	Yvonne Kittrell and Cathy York	N/A	No additional cost	October Benchmark Data	Increase student performance by utilizing time in a more effective manner
Action Step	Analyze assessment data to determine areas of student and teacher need	Summer 2010	3-5 Data Team	2010 TCAP test data Benchmark Test Dibels	No additional cost	Identify areas that need improvement	Strive to reach 100% proficiency by 2014
Action Step	To use Dibels for monitoring early intervention in reading for 3rd through 5 th grade	Fall 2010	Paula Hodge Classroom Teachers	Dibels program, Dell Webb Volunteers	Cost of Dibels program	On-going Dibels testing to determine advancement or needed remediation	Decrease percentage of students below proficient
Action Step	Analyze additional programs that support RTI	Fall 2010	Classroom Teachers Administrators	Information and data from various intervention programs	No additional cost	Dibels results Teacher evaluation	Decrease percentage of students in Reading RTI
Action Step	Enhance use of graphic organizers	Fall 2010	Classroom teachers	Graphic Organizer Materials	No additional cost	Teacher observation and assessment	Preparatory Skills for the TCAP Test

Action Step	Tutoring during intersession weeks made available to students whose assessment data indicate need	October 2010 and March 2011	Classroom Teacher Jen Buttrey	Benchmark test data Study Island Data Extended Contract Teachers	Extended Contract Teachers (local, state, federal grants, BEP, and BEP 2.0 funds)	Benchmark Test prior to and after Intersession	Strive to reach 100% proficiency by 2014
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GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 3/25/08

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

Goal Increase the gain in 4th grade Math, Reading and Social Studies to meet or exceed the state growth standard.

Which need(s) does this Goal address? Increasing student performance in Social Studies, Math and Reading subgroups and quintiles.

How is this Goal linked to the system’s Five-Year Plan? Our county has a stated objective to reach 100% proficiency in Reading, Math and Social Studies.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Spring 2010	Yvonne Kittrell Cathy York	N/A	No additional Cost	October Benchmark Data	Increase student performance by utilizing time in a more effective manner
Summer 2010	3-5 Data Team	2010 TCAP test data Benchmark Test Dibels	No additional cost	Identify areas that need improvement	Strive to reach 100% proficiency by 2014
October 2010 and March 2011	Classroom Teacher Jen Buttrey	Benchmark test data Study Island Data Extended Contract Teachers	Extended Contract Teachers (local, state, federal grants, BEP, and BEP 2.0 funds)	Benchmark Test prior to and after Intersession	Strive to reach 100% proficiency by 2014
Fall 2010	Classroom teacher	Test Data	No additional Cost	Benchmark Test Results and TCAP	Make gains in Math, Reading and Social Studies on TCAP tests

Action Step	Enhance the use of graphic organizers	Fall 2010	Classroom teachers	Graphic Organizer Materials	No additional Cost	Teacher observation and assessment	Preparatory skills for TCAP tests
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Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

Each subcommittee consists of multi grade level teachers as well as after school personnel. Numerous meetings were held in order for all members to collaborate. Members' names and the minutes of each subcommittee meeting are on file.

Evidence of Alignment of Data and Goals – Narrative response required

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

Each goal was identified using data from various sources (TCAP tests, TN State Report Card, NCLB Report, etc). This data was collected and analyzed for strengths and weaknesses and goals were developed accordingly.

Evidence of Communication with All Stakeholders – Narrative response required

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

We communicate the TSIPP with staff through faculty meetings and email. Communication with parents and community is via the newsletter with a general overview of the TSIPP. We provided access to the hard copy of the TSIPP to anyone interested in both of our school offices. At the beginning of the 08-09 school year a PowerPoint presentation of the school goals will be shared with all parents at the orientation each grade level hosts.

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

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

All goals in Component 4 deal with improving student learning. This directly correlates with our belief that student learning is a priority and academic improvement encourages students to become lifelong learners. The action steps in each of the goals look at assessment tools, such as testing and sample work, which reflects the belief that instructional decisions should be based on assessment of students and reflection of lessons.

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

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

The action steps in component 4 were determined using the information gathered in the gap analysis from component 3. After assessing our current curriculum, instructional, assessment and organizational practices, committees 3 and 4 cooperatively decided upon action steps and the allocation of resources needed to attain those goals.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The planning process should be ongoing. It is a reflection of various assessments including TCAP tests, TN State Report Card, NCLB Report, etc.

TEMPLATE 5.2: Implementation Evaluation

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

We will share the action steps during the May faculty meeting. Each faculty member will receive a copy of the action steps. Implementation starting with writing portfolios will begin in April 08 with the other action steps beginning implementation in Summer 08.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

The data will be monitored thru numerous assessments and evaluation tools such as portfolios, Dibels data, comprehension assessments and graphic organizers.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The School Leadership Team consists of school administrators, faculty, staff, parents, students, and community leaders. They will meet July 2008, October 2008, December 2008, March 2009, and May 2009 to assess and monitor the TSIPP.

Evidence of a Process for Monitoring Plan – Narrative response required

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

The School Leadership Team will analyze data from available assessments and determine areas that have been addressed correctly and sufficiently, as well as the areas that still need enhancement. In the areas that are non-proficient, or where goals have not been met accordingly, adjustments will need to be made. This information will be presented to faculty and staff.

Evidence of a Process for Adjusting Plan – Narrative response required

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

The School Leadership Team will meet to look at the action steps set forth in the SIP. Current assessments will be made available for the team to analyze and determine if adjustments are necessary. The leadership team will then plan a meeting to work collaboratively with the lead teachers from every grade level to discuss needed adjustments.

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

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

Our success and adjustments will be communicated via a faculty meeting and/or email. The ideas for adjustments will be explained in detail, along with the impact it will have on all involved. Successes will be celebrated in a faculty meeting and shared with stakeholders.