

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 West Elementary 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.

Adam Bannach
Signature of Principal

January 14, 2010
Date Signed

Component 1a - School Profile and Collaborative Process

Component 1a - School Profile and Collaborative Process

TEMPLATE 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. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Subcommittees have the responsibility to monitor the development and implementation, as appropriate, of the respective component so that the subcommittee chair can communicate the progress to the SIP Leadership Team.

In completing the templates 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.

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>
Donna Childress	Third Grade Teacher	Y
Wendy Williams	Physical Ed. Teacher	Y
Gayle Allen	Fourth Grade Teacher	
Cari Ambruster	Fifth Grade Teacher	
Karen League	Second Grade Teacher	
Rachael Fletcher	First Grade Teacher	
Emily Ray	Kindergarten Teacher	
Pam Stonecipher	Second Grade Teacher	
Cheryl Lanier	Education Assistant	
Valerie Lee	Parent	

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

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

X <input type="checkbox"/>	<input type="checkbox"/>
YES	NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Becky Siever	Assistant Principal	Y
Carol Rowe	Kindergarten Teacher	
Eric Ghianni	Art Teacher	
Kim Curtis	First Grade Teacher	
Adam Bannach	Principal	
Debbie Thomas	Fourth Grade Teacher	
Scarlett Chadwell	Fifth Grade Teacher	
Melody Sisco	Parent	
Rebecca Alexander	Parent	

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

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

X <input type="checkbox"/> YES	<input type="checkbox"/> NO
-----------------------------------	-----------------------------

Subcommittee 4 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)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine 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).

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Parent Survey	<p>Fifty-seven percent (57%) of the surveys were returned. The results of the parent surveys were overwhelmingly positive. Most respondents agreed that West Elementary provides a safe environment for learning, the school grounds and buildings are clean and well maintained, and that their child is receiving a quality education. Most parents agreed that they feel welcome when they visit West. Parents are satisfied with teacher communication and that the instructional program meets the educational needs of the child.</p> <p>The main concerns of parents were up-to-date instructional equipment, such as computers and having sufficient opportunities for input into decisions made at this school.</p>
Student Survey 5 th grade students	<p>Eighty-three (83%) of the student surveys were returned. The majority of the students agreed that teachers are concerned that students are learning and teachers are providing adequate help with lessons. Students agreed that the library plays a central role in learning.</p> <p>One main concern with students was in seeing a connection between their studies and everyday life. Students would also like more time with a counselor.</p>

Data Source	Relevant Findings
Community Survey	<p>Forty-one percent (41%) of the community surveys were returned. One hundred percent (100%) agreed that teachers are well respected in the community and that the school grounds are clean and well maintained. The majority agreed that the school provides a safe environment for learning and that students are receiving a quality education. The surveys indicated that the community does not have sufficient opportunities for input into decisions concerning education. Most responded that teacher salaries are not adequate in Wilson County.</p>
School Climate Survey to Certified Personnel	<p>Teachers agreed that they are regularly involved in the development of school policies, curriculum development, and play a significant role in the design and staff development at the school. Teachers were neutral about student participation in solving school-related problems.</p> <p>Teachers are satisfied with factors involving school environment and climate. The highest percentage agreed that school employees and students show respect for each other's individual differences. All teachers agreed that school rules and expectations are clearly communicated and students participate in classroom activities regardless of their gender, ethnicity, religion, socioeconomic status, or academic ability. Sixty-two percent (62%) of teachers agreed pullout programs do not interfere with basic skills instruction, while thirty-eight percent were neutral or disagreed.</p> <p>Ninety-five percent (95%) agreed that teachers use curriculum guides to ensure that similar subject content is covered within each grade and teachers use appropriate evaluation methods to determine student achievement. Sixty-six percent (66%) of teachers agreed that community businesses are active in this school, while thirty-four percent (34%) disagreed with this statement.</p> <p>All teachers agreed that information about school activities is communicated to parents on a consistent basis. Ninety-five percent (95%) agreed that parents actively support school activities. Sixty-five percent (65%) agreed that parents are often</p>

Data Source	Relevant Findings
	<p>invited to visit classrooms, while thirty-five percent (35%) were neutral or disagreed with this statement.</p> <p>Teachers overwhelmingly agreed that the leadership in this school encourages teachers, provides feedback, protects instructional time, communicates the belief that all students can learn, and are effective instructional leaders. All teachers agreed that this school is a safe place in which to work and student behavior is generally positive. Seventy-six percent (76%) agreed that student tardiness or absence from school is not a major problem, while twenty-four percent (24%) were neutral or disagreed with this statement. All teachers agreed our school provides students and teachers with a safe and orderly environment.</p>

TEMPLATE 1.3.2: 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, including major changes and/or events that have adversely impacted your school..

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:
<p><i>School Characteristics</i></p> <p>West Elementary opened in 1959 serving as a facility for African-American students. In 1969 West was integrated and served as a school for grades five and six for the western end of the county. In 1974 West began serving students in grades one through six. Kindergarten was incorporated in January 1975. Since the opening of West, the facility has been enlarged twice, adding several classrooms, a library, and a new cafeteria. Several major rezoning acts significantly changed the enrollment twice. The opening of two new elementary schools, and the movement of all sixth grade students to two newly developed middle schools, altered our student population.</p> <p>West Elementary is located on Lebanon Road in Mt. Juliet, Tennessee. The building consists of</p>

two wings housing twenty-three classrooms, a media center/library, music room, art room, computer lab, cafeteria/kitchen, two office complexes, one teachers' lounge, one teachers' workroom, one guidance room, and a gymnasium with a stage. We also have a medical clinic. An outdoor classroom was added to West Elementary last year. A learning center was added this year.

In an effort to provide children and employees as safe an environment as possible, we have written in conjunction with our county's safety director and other central personnel, a comprehensive safety plan that includes procedures for fire, tornado, medical, and intruder alerts. We have regular drills for each event. We have also installed security cameras and monitors throughout our building and grounds. Outside doors are kept locked and are monitored. A master monitor station was installed at the front entrance of the building. The school's alarm system is connected directly to the police department. West Elementary has approximately 14 CPR certified personnel and a full-time nurse on staff. We are equipped with an automated external defibrillator (AED). We have had no school incidents involving drugs, alcohol, or tobacco in the last eight years.

Students at West Elementary will attend school 175 days this year. School begins at 7:15 am and ends at 2:15 pm. We have an enrollment of 463 students in kindergarten through fifth grade. We have four kindergarten classes averaging 19 students per teacher and four first grade classes with an average of 19 students per teacher. We have two second grade classes averaging 23 students per teacher. We have a second grade class with 32 students that are team-taught. We have four third grade classes averaging 19 students per teacher, three fourth grade classes averaging 23 students per teacher, and three fifth grade classes averaging 26 students per teacher. We also have eight children enrolled in CDC (Comprehensive Development Class).

The operating budget for Wilson County Schools is \$86,908,505. Per pupil expenditure is \$5,904.66.

West Elementary has one principal, one assistant principal, and three office personnel. We have twenty-two classroom teachers, one resource teacher, one guidance counselor, one music teacher, one physical education teacher, one art teacher, one librarian, and one CDC teacher. The librarian and the resource teacher each have a full time assistant. The CDC teacher has three full-time assistants. We also have three full time educational assistants. We have a speech therapist, an occupational therapist, a physical therapist, one SEEK teacher, an ELL teacher, and an ISS/computer lab coordinator that come to West on scheduled days throughout the week. We have one full time nurse, four full time custodians contracted by GCA Services, four cafeteria staff, and one traffic guard. We have an after-school program that employs four full-time staff. The demographics of our personnel are fifty-four are white females, three are white males and two are black females. One hundred percent (100%) of the teachers at West are highly qualified. There are no faculty members that teach courses outside their area of certification. Forty-four percent (44%) of the faculty and staff hold advanced degrees. Twenty-seven percent (27%) have over twenty-five years of experience. Thirty-three percent (33%) have sixteen to twenty-five years of experience. Thirty percent (30%) have been employed at West over 20 years. West Elementary has three trained and qualified mentors for beginning teachers. There are no NCLB highly qualified paraprofessionals employed at West Elementary.

The CDC teacher received a grant from the Wilson County Chamber of Commerce for Hands on Science material. Our librarian received a grant from the Jenny Jones Foundation. Wilson County Schools' physical education teachers received a PEP Grant this year.

Most certified personnel at West Elementary go beyond the required five days of in-service mandated by the state. Some have served as facilitators or instructors for in-service programs offered by the system. Several of our staff members serve on committees such as textbook adoption, curriculum alignment, and the development of wellness policies that benefit the school community.

Textbooks are usually adopted on a five-year rotating basis, with one textbook adopted in a subject area each year. Last year we adopted science textbooks by Macmillan/McGraw-Hill. This year English textbooks are being evaluated for adoption.

Students attend library classes for fifty minutes a week to accommodate planning times for each individual teacher. The library sponsors an annual Book Fair that includes "lunch with someone grand." Parents, grandparents, and other family members are invited to have lunch and shop the Book Fair with their child. The library also sponsors programs such as storytellers and author visits.

Students attend music classes for fifty minutes a week. The school has a 21st Century music classroom, which includes a keyboard for each student. The music instructor organizes and directs numerous programs presented during Parent-Teacher Organization meetings.

Physical education classes meet once a week for fifty minutes. Body Mass Index is taken at the beginning of each school year. Physical fitness tests are given twice a year. Several fourth and fifth grade students compete in the Sport Stacking Tournament sponsored by the physical education teachers in Wilson County. Field Day is held in the spring. Physical activity is supplemented by the Walking Works for Schools program sponsored by Blue Cross Blue Shield. The physical education also participates in Fuel Up to Play 60 sponsored by the National Dairy Council and the NFL Movement.

Students attend art classes one day per week for fifty minutes. The art room is equipped with a kiln. The art instructor sponsors an Art Exhibit every April showcasing student projects. Student art projects are also displayed at the Wilson County Fair and at the Principals' Show in February at the Frist Center in Nashville.

Programs used by the guidance counselor are Peaceable Schools, Second Steps, and No Bullying. Classes meet with the counselor bi-weekly; however, individual students may visit the counselor at any time throughout the school day. The guidance office provides many educational and entertaining assemblies, such as Kids on the Block and Love in a Big World.

We offer several programs designed to enhance our students' academic growth. The Accelerated Reader and STARS Program is accessible in every classroom. Academy of Reading and Word Munchers are used in the computer lab. Study Island is a program that is accessible at school or

at home. Thirty-two children receive special education services through resource. Some attend classes on a pullout basis, while others are instructed through classroom inclusion. Modifications in classroom work, music, library, art, or physical education are made on an individual basis, in compliance with the child's Individual Education Plan. Thirty students receive reading assistance through the Carbo program. Thirty students receive speech services.

SEEK is provided for the students in grades three through five who have been recognized as significantly talented or gifted. This year we have thirty-five students that attend SEEK once a week for ninety minutes. The students take field trips throughout the year, additionally; the students participate in the Knowledge Bowl, Future Problem Solvers, and Geography Bee.

We have an active parent-teacher group at West Elementary. Our PTO meets on a monthly basis and has an attendance of approximately 200 parents. Our parent group sponsors at least two major fundraisers per year. The Fall Festival is held in November and Walk for West is held in April. The PTO has a monthly newsletter called the *Paws Street Journal* to communicate with community stakeholders. They also sponsor an Accelerated Reader Bookstore each nine weeks. Classes may win a popcorn party from the PTO for achieving certain goals. Many of our parents volunteer on a daily or weekly basis in individual classrooms and in the workroom. Some parents help to chaperone field trips, plan and help with class parties and celebrations, and help with awards and achievement activities.

Student Population Data

West Elementary has an enrollment of 463 students. The student population is 43.7% female and 56.3% male. Four hundred five students are white, thirty-one students are African-American, nineteen students are Hispanic, three students are Asian, four students are American Indian, and one student is Native Hawaiian/Pacific Islander. Twenty-eight students transferred to other schools this year and seventy-five students transferred to West Elementary.

There have been 62 discipline referrals to the office this past year. We had seven retentions for the 2008-2009 school year.

Students with disabilities or special needs attend the CDC class. We currently have eight children enrolled. Disability types served in our CDC class include children with Downs Syndrome, Autism, and multiple disabilities. We have five students who receive ELL special services. Eighty-one students are eligible for free or reduced lunch.

Extended day care instruction is offered through Kid's Club. Currently, 85 students are enrolled. This is operated through the county school system and continues throughout the summer when school is not in session. Certified personnel teach special interest classes at Kid's Club that include dance, soccer, and flag football. Extracurricular activities are offered throughout the year.

Many students take part in the West Wilson Basketball Association during the winter. Girls and

Boys Scouts meet frequently at our school. Students have the opportunity to attend Tae Kwon Do classes that are given on our campus. Kindergarten enrichment programs are offered each summer. Students in the fourth and fifth grades have an opportunity to participate in 4-H Club activities. These students are also given the opportunity to attend 4-H camps during the summer. Students in grades three, four, and five may take part in the Junior Achievement program.

Students generally have a positive attitude about school at West Elementary. They believe that the teachers are concerned about them and are encouraging towards them to do their best work. The students feel they are learning a lot in their school subjects this year, getting encouragement from the principals, and that the counselor is available to help with personal problems.

Parent or Guardian Demographics (Compiled from 63% of parent surveys returned)

Marital Status

Married - 82%

Single - 14%

Race

Asian - 0%

African-American - 2%

Hawaiian/Pacific - 1%

Hispanic - 1%

Caucasian - 94%

Education of Parents

Mothers: 2% did not receive a high school diploma
31% graduated from high school
55% has some college or a degree

Fathers: 2% did not receive a high school diploma
40% graduated from high school
50% has some college or a degree

Occupation of Parents

Mothers: 23% Unemployed
42% Managerial, professional specialty
10% Service
7% Technical, sales, administrative support
1% Precision production, craft, repair
1% Farming, forestry, fishing
1% Operator, fabricator, laborer

Fathers: 1% Unemployed
42% Managerial, professional specialty
14% Operator, fabricator, laborer

13% Technical, sales, administrative support
8% Service
7% Precisions production, craft, repair
1% Farming, forestry, fishing

Annual Family Income

3% less than 20,000
16% 20,000-40,000
13% 40,000-60,000
17% 60,000-80,000
23% 80,000-100,000
10% 100,000-120,000
2% 120,000-140,000
1% 140,000-160,000
1% 160,000-180,000
0% 180,000-200,000
1% over 200,000

Community Characteristics

Mt. Juliet is a suburban community in Wilson County 17 miles east of Nashville with a population of 20,392 citizens. The major employers of Mt. Juliet are Campbell-Hausfield with 150 employees, Environmental Science Corporation with 205 employees, and Orchid Automation Systems, Inc. with 155 employees.

Three private schools serve the Mt. Juliet area: Mt. Juliet Christian Academy, Mt. Juliet Montessori Academy, and Friendship Christian Academy.

Community Demographics

Gender

48.8% Male
51.2% Female

Age

Median age is 34 years.

Race

94.8% Caucasian
4.2% African-American
.8% Indian
.6% Asian
.5% Other

Education Level

26.9% High school diploma

26.5% Some College

21% Bachelor's degree.

Family Status

67.8% Married

46% Family households with their own children under eighteen years of age.

Community Involvement with West Elementary

The community offers several programs to supplement our school activities. The Mt. Juliet-Wilson County Library sponsors a summer reading program. The Wilson Bank and Trust encourages students to be "Super Savers." Bank employees are available every Wednesday at school for students to open an account or to make deposits in existing accounts. Big Brothers of West Wilson County holds a food and toy drive every December at West Elementary to aid families that are less fortunate. Most classes collect gifts for the Wilson County Christmas for All agency that aides families in need. The school also collects items for the Help Center and the Mt. Juliet Nursing Home throughout year.

Victory Baptist Church, Cumberland Presbyterian Church, and Silver Springs Baptist Church always donate supplies to our school.

West Elementary has numerous business partnerships including Homework Hotline, Kroger Cares, Campbell Soup Labels, Box Tops for Kids, Publix Partners, Chick-Fil-A, Predators, Nashville Sounds, Belk Charity Event, Centex Homes, I-9 Sports, Cartridge World, HCA, Needham's Nursery, Target, Coke Company, Scotts Foresman Reading, and Ronald McDonald House.

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

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

Refer to Component 1 Academic/Nonacademic Helpful Hints.

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

(Rubric Indicator 1.4)

List Data Sources

Academic Assessment and Measures

Baseline Test
Samples of Student Work
Project Demonstrations
Journals
Textbook Tests
Teacher-made Tests
Teacher Observations
Oral Tests
Individual Oral Tests
Checklists
DIBELS
Computer-generated Tests in Math
Leveled Readers Tests
Unit Skills Tests
Benchmark Tests
Report Cards
STARS Reading Tests
Academy of Reading
Accelerated Reading
My Skills Tutor
Carbo Reading Program
Study Island
Word Munchers
SEEK
Academic Games
Writing Assessments
TCAP
Value Added
Grade Level Formative Benchmark Testing
Performance Level Summary
Oral Reports
Online Academic Games

Non-Academic Assessment Measures

Student Participation
Student Engagement
Student Interaction with Peers
Student and Teacher Attendance
Student Tardiness
Student Early Dismissal
Student Discipline
Student Interest Inventory
Second Steps K-2
No More Bullying
Too Good For Drugs
Peaceable Place

TEMPLATE 1.5: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

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

The school data team was responsible for collecting and analyzing all data from school, county, and state levels. Various school reports including attendance, discipline, and promotion rates were reviewed, and then comparisons were made between our current School Improvement Plan, the State Report Card, and TVASS reports. Through analysis of prior school improvement plans, some academic and non-academic data was revealed. We performed surveys with faculty members and personal interviews with various staff members to collect additional academic and non-academic data.

The adequate yearly progress indicators for No Child Left Behind from the state report card were disaggregated by student subgroups and cross-referenced with the previous year as well as compared to the state target goal. The Performance Percent Proficient Reports for 4th and 5th grades were analyzed to determine the three areas of greatest concern based upon the average percent of correct answers per reporting categories in reading, language arts, math, science, and social studies. The in-depth analysis of this data in conjunction with other informative materials such as DIBELs tests, unit tests, AYP assessments, teacher-created tests, county grade level report cards, and formative benchmark testing were triangulated to find indicators of success or concern. The committee, along with the agreement of the faculty, developed and prioritized a list of needs based on this data.

TEMPLATE 1.6: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

West Elementary is a Wilson County school serving Kindergarten through Fifth grade. It is ranked in good standing according to the NCLB Status of the state report card. The school population consists of 400 students of which, 187 are female and 213 are male. The student body consists of 91% white students, 5.5% African American students, 2.5% Hispanic students, 1% Asian/Pacific Islander, with no other races currently represented. Of that enrollment, 30.2% are economically disadvantaged students, which are up from 20.5% in 2008.

Our attendance rate has showed a steady increase over the past three years with 95.4% in 2009 and has always been well above the state goal of 93%. Academic promotion increased from 94.9% in 07-08 to an impressive 98.3% in 08-09, significantly higher than the state goal of 97%.

Suspensions for 08-09, one female student and two male students, consisted of a mere .8% of the student population. This percentage demonstrated a decline in suspensions from previous years.

According to the criterion referenced academic achievement test scores in Math, the CRT score for West Elementary was 54 which are above the state's average score of 50. This score gives us a B in the area of Math. In Reading and Language, our CRT academic achievement score was 55 giving us an A on the Report Card. This was above the state's average score of 50 as well as the state's grade of a B. In the area of Social Studies, West received a CRT of 51. This score, while lower than previous years, was still above the state's average score of 50. Both West Elementary and the state received a B in the area of Social Studies. Lastly, according to the CRT achievement test data, West scored a 52 and had a grade of a B. In comparing it to the state's score of 50 with its grade being a B, we still came in higher than its average score.

In reviewing the disaggregated data in Math, we found that 94% of West students were proficient and advanced which was above the state target goal of 86. Our subgroup of white students scored 93%, well above the state goal. Upon further investigation, we discovered that our economically disadvantaged students scored 82%, slightly below the state target. However, our students with disabilities scored 59% which is significantly below the state target. In comparison with other students across Tennessee, our overall number of 94% proficient and advanced students is slightly above the state average of 91%. When looking at identical state subgroups, our white students' 93% was equal to the state, our economically disadvantaged with an 82% was slightly below the state's 86%, while our students with disabilities 59% was a drop from the 68% of the state. When looking at below proficient percentages for all subgroups, it was noted that white students increased one percent from six percent in 2008 to seven percent in 2009. Our economically disadvantaged students, the percentage doubled from nine to 18. Percentages for Students with Disabilities slightly increased from 39% in 2008 to 41% in 2009. When comparing below proficient for 2009 to the state percentage, it was noted that West had six

Report Card Data Disaggregation

percent compared to the state's nine percent. Our subgroup of white students was equivalent to the state's seven percent. Our subgroup of economically disadvantaged with 18 % is slightly above the state's 14%. The state's 32% for students with disabilities is lower than our students' percentage at 41.

Upon review of Reading scores, we noted that the 92% of proficient and advanced students was above the state target of 89%. Our subgroup of proficient and advanced white students was 91%, still slightly above the state target. However, our economically disadvantaged subgroup was somewhat below target with an 83%. Our students with disabilities fell significantly below target with a 65%. In comparing our students to the state, we scored one percent above the state score of 91%. In all three subgroups, our students fell below the state score with white students scoring 91% to the state's 94%, our economically disadvantaged group scoring 83% to the state's 86%, and our disabled students scoring 65% to the state's 73%. In comparing our below proficient students, it was noted that we had 8% which is slightly below the state's 9%, however all three of our subgroups were higher than the state. Our subgroup of white students below proficient was 9% with the state having 6%. Our economically disadvantaged students 17% is higher than the state's 14%. The state's 27% for students with disabilities is lower than our students' 35%.

In the area of fifth grade writing, 61% of students scored proficient or advanced. We noted that the female population scored significantly higher in the proficient and advanced group than the male population. Our 2009 score of 4.2 was two-tenths lower than the 4.4 of 2008, but still one-tenth higher than the state score of 4.1.

According to the new baseline reporting for TVASS, our school status for 2009 in Math was an F, showing a mean gain of -3.4. In Reading/Language Arts, we received a D with a -1 mean gain. In Social Studies, our score was an F with a mean gain of -5.2. Our Science was a -0.9 mean gain results of a D. In 4th grade Math, there was a significant drop from -3.6 to -7.2 in 2009. The three-year average of a -2.5 was considerably below the state three-year gain of -0.3. The three content areas which contributed to the loss are Data Analysis and Probability, Measurement, and Algebraic Thinking. Fifth grade Math showed gains going from a -5.5 in 2008 to a -1.7 in 2009. The three-year average of -4.2 is still significantly lower than the state three-year gain of -0.1. Three areas of concern are Real World Problem Solving, Geometry, and Data Analysis and Probability. In Reading/Language Arts, fourth grade showed improvement with a -2.1 in 2009 in comparison with 2008's -3.3. The three-year average of a -0.7 is slightly below the state gain of a -0.2. Writing Organization, Techniques and Skills, and Content are the areas of highest concern. Fifth grade showed a dramatic increase going from a -2.6 in 2008 to 1.3 in 2009. The three-year average of -1.4 is still below the state average of -0.1. The content areas of concern are Grammar/Conventions, Writing/Process, and Writing/Organization. We were dismayed to find that Social Studies showed a dramatic drop in fourth grade from a -4 in 2008 to a -12.6 in 2009. Although we are gravely concerned regarding all areas of fourth grade Social Studies, the three areas of major concern are U.S. History Period 2, Government and Civic, and U.S. History Period 1. This gave us a three-year average of a -7.6, drastically below the state's gain of -0.2. However, we were elated to see major growth in the fifth grade scores with a jump from -3 in 2008 to a 0.8 in 2009, leaving us with a three-year average of -2.8, still

Report Card Data Disaggregation

below the state gains of -0.2. Governance and Civics, U.S. History Period 3, and Geography are areas of concern. In fourth grade science another major gap in growth was noted when gains plummeted from 0.6 in 2008 to a -8.4 in 2009. The three-year average of -2.9 is well below the state gain of -0.3. Areas of greatest concern are Space, Weather, and Climate, Motion and Force, Forms of Energy, and Structure and Function of Organisms. Although the fifth grade 2009 score of 1.4 was a drop of .5 over 2008's 1.9, the three-year average growth of 1.1 is notably above the state growth of -0.2.

TEMPLATE 1.7: Narrative Synthesis of All Data

Give a narrative synthesis of all data. Synthesis would be the blending of the data reviews to give the big picture.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

We were pleased to see we exceeded the state in academic achievement in all subjects, especially in Reading/Language Arts scoring 55/A to the state's 50/B as well as scoring a 54 in Math to the state's 50.

After analyzing the TVASS data, there was a consensus of alarm as we found a number of major concerns with lack of gains in fourth grade Math, Social Studies, and Science. Fourth grade showed some gains although they remain in the negative in Reading and Language Arts. While fifth grade still has a negative gain in math, they demonstrated improvement. We found reasons to celebrate because of positive growth in fifth grade Reading, Language Arts, and Social Studies.

Although Writing scores dropped by two-tenths of a point, team members were happy to discover our score was one-tenth higher than the state's.

In reviewing student data we were pleased to find a decline in the number of student suspensions. The school attributes this increase to the number of non-academic programs offered in classrooms and Guidance. Additionally we found attendance rates have increased gradually over the past three years with a 94.4% rate, being well above the state's 93% goal

TEMPLATE 1.8: Prioritized List of Goal Targets

List in priority order your goal targets. The goals for Component 4 (Action Plan) will be derived from this prioritized list of goal targets. Prioritized goals would identify the most critical areas of need and where your work would start.

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets
<p>Goal Target 1 Increase percentage of proficient and advanced students for the subgroups of economically disadvantaged and students with disabilities in Math.</p> <p>Goal Target 2 Increase percentage of proficient and advanced students for the subgroups of economically disadvantaged and students with disabilities in Reading.</p> <p>Goal Target 3 Increase the gain in fourth and fifth grade Math to meet or exceed the state growth standard.</p> <p>Goal Target 4 Increase the fourth and fifth grade gains to meet or exceed the state growth standard in Reading</p>

Goal Target 1

Increase percentage of proficient and advanced students for the subgroups of economically disadvantaged and students with disabilities in Math.

Goal Target 2

Increase percentage of proficient and advanced students for the subgroups of economically disadvantaged and students with disabilities in Reading.

Goal Target 3

Increase the gain in fourth and fifth grade Math to meet or exceed the state growth standard.

Goal Target 4

Increase the fourth and fifth grade gains to meet or exceed the state growth standard in Reading

Component 4 – Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: 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), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

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

Goal

Increase the gain in fourth and fifth grade math to meet or exceed the state growth standard.

Which need(s) does this Goal address?

West Elementary fourth and fifth grade students did not show significant gains in math.

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

Wilson County School System 2005 – 2010 Strategic Plan:
 Goal 1 – To promote learning through achievement of academic excellence.
 Master Plan for Tennessee Schools –2006:
 Goal 2 – All primary and middle grade students will achieve word – class standards and enter high school ready for rigorous study.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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.)

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.*

E

P

--	--	--	--	--	--	--	--	--

	<p>Third, fourth, and fifth grade teachers will have vertical planning to assure that the new math standards are being addressed.</p>					T	T

--	--	--	--	--	--	--	--	--

	Grade level meetings with administrators to incorporate state standards in lesson plans					S	M

	Additional educational assistants (EA's) will be used as an intervention/tutor for those students identified as at-risk...					P	S

--	--	--	--	--	--	--	--	--

	Upgrade calculators for math teachers in grades 4 and 5					L	S

--	--	--	--	--	--	--	--	--

	<p>Utilize a Math Specialist/Assessment Coordinator to guide teachers in meeting student needs; this includes locating valid assessment tools and research-based interventions.</p>					T	

--	--	--	--	--	--	--	--	--

	<p><u>Technology</u> Computer projectors and interactive slates will be added to 3rd, 4th, and 5th grade rooms</p>						W	M

	Teachers will attend professional development activities on curriculum pacing					S	I

	for math							
	<u>Parent/Community Involvement:</u> Parents will be able to access Study Island program to help their child at home.						P	P

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

						B	I
	Establish a school wide theme to incorporate more math involvement						

	Portables needed due to lack of classroom space in facility.					A	S

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

GOAL 2 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*

Revised DATE:

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

Goal

Increase percentages of proficient and advanced students for the subgroups of economically disadvantaged and students with disabilities in Math

Which need(s) does this Goal address?

West students in the subgroups of economically disadvantaged and students with disabilities did not show gains in math.

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

Wilson County School System 2005 – 2010 Strategic Plan:
 Goal 1 – To promote learning through achievement of academic excellence.
 Master Plan for Tennessee Schools –2006:
 Goal 2 – All primary and middle grade students will achieve word – class standards and enter high school ready for rigorous study.

ACTION STEPS – Template 4.2 – <i>(Rubric Indicator 4.2)</i>		IMPLEMENTATION PLAN – Template 4.3 – <i>(Rubric Indicator 4.3)</i>						
<p>Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i></p>		<p>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.)</p>						
							E	P
	<p>Establish a list of potentially at-risk students.</p>						M	T

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

							C	T

Analyze and use data to identify strengths and needs of individual students from Chapter Tests, Unit Tests, Benchmarks from RTI, and TCAP.

--	--	--	--	--	--	--	--	--

	Teachers will receive poverty training					T	A

--	--	--	--	--	--	--	--	--

							P	S

Additional educational assistants will be used as an intervention/tutor for those students identified as at-risk.

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

	Parent/Community Involvement- Teachers will communicate student math progress through monthly communication with parents					T	T

--	--	--	--	--	--	--	--	--

	<p>Parent/Community Involvement- A volunteer pool of parents will be formed that are willing to help at risk students in the area of math</p>					S	S

--	--	--	--	--	--	--	--	--

						W	M

Technology

Computer projectors
and interactive
slates will be
added to 3rd, 4th,
and 5th grade
rooms

	<p><u>Technology</u> All at risk students in 2-5th grades will use Study Island which is a standards based computer program</p>					P	S

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

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

Goal

Increase the fourth and fifth grade gains to meet or exceed the state growth standard in reading.

Which need(s) does this Goal address?

West Elementary fourth and fifth grade students did not show significant gains in reading.

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

Wilson County School System 2005 – 2010 Strategic Plan:
 Goal 1 – To promote learning through achievement of academic excellence.
 Master Plan for Tennessee Schools –2006:
 Goal 2 – All primary and middle grade students will achieve word – class standards and enter high school ready for rigorous study.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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.)

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.*

E

P

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

						T	T

Third, fourth and fifth grade teachers will have vertical planning to assure that the reading standards are being addressed.

--	--	--	--	--	--	--	--	--

	Grade level meetings with administrators to incorporate state standards in lesson plans					L	R

	Additional education assistants will be used as an intervention/tutor for those students identified as at-risk					P	S

--	--	--	--	--	--	--	--	--

	Attend professional development on small group instruction in reading					T	R

--	--	--	--	--	--	--	--	--

	Purchase grade level set of "TCAP Coach" test prep books					T	R

--	--	--	--	--	--	--	--	--

	<p><u>Technology</u> Computer projectors and interactive slates will be added to 3rd, 4th, and 5th grade rooms</p>					W	R

	<p>Parent/Community involvement Reading progress and a- home reading ideas will be communicated through the school web site, teacher newsletters,</p>					.	T

	progress reports, STARS, and report cards.						
--	--	--	--	--	--	--	--

	Utilize a Reading Specialist/ Assessment						T	A

	<p>Coordinator to guide teachers in meeting students needs; this includes locating valid assessment tools and research based interventions</p>						
--	---	--	--	--	--	--	--

	Portables needed due to lack of classroom space in facility.					A	S

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

GOAL 4 – Action Plan Development

Template 4.1 – *(Rubric Indicator 4.1)*

Revised DATE:

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

Goal

Increase percentage of proficient and advanced students for the subgroups of economically disadvantaged in students with disabilities in reading.

Which need(s) does this Goal address?

West students in the subgroups of economically disadvantaged and students with disabilities did not show gains in reading.

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

Wilson County School System 2005 – 2010 Strategic Plan:
 Goal 1 – To promote learning through achievement of academic excellence.
 Master Plan for Tennessee Schools –2006:
 Goal 2 – All primary and middle grade students will achieve word – class standards and enter high school ready for rigorous study.

ACTION STEPS – Template 4.2 – <i>(Rubric Indicator 4.2)</i>		IMPLEMENTATION PLAN – Template 4.3 – <i>(Rubric Indicator 4.3)</i>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
						E	P
	Establish a list of potentially at-risk students.						

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

							T	A

Teachers will receive
poverty training

	Analyze and use data to identify strengths and needs of individual students from chapter tests, unit tests, DIBELS, and TCAP						C	T

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

	Additional educational assistants will be used as an intervention/ tutor for those students identified as at risk					P	S

--	--	--	--	--	--	--	--	--

	Teachers will evaluate the learning styles of at-risk students					T	T

--	--	--	--	--	--	--	--	--

	<p><u>Technology</u> Computer projectors and interactive</p>						W	R

	slates will be added to 3 rd , 4 th , and 5 th grade rooms						
--	---	--	--	--	--	--	--

							T	T
	<p>Parent/Community Involvement- Teachers will communicate student reading progress through monthly communication with parents</p>							

	Parent/Community Involvement- A volunteer pool of						S	S

	<p>parents will be formed that are willing to help at risk students in the area of math</p>						
--	---	--	--	--	--	--	--

	<p><u>Technology</u> All at risk students in 2-5th grades will use Study Island which is a standards based computer program</p>					P	S

--	--	--	--	--	--	--	--	--

	Portables needed due to lack of classroom space in facility.					A	S

--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--

