

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 Pigeon Forge Primary 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

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

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

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>
Dr. Nancye Williams	N	Principal	Component 4
Dr. Connie Cottingim	N	Assistant Principal	
Dr. Carrie Clabo	Y	Library Media Specialist	
Kellye Lethco	N	First Grade Teacher	
Cheryl Deaton	N	Fourth Grade Teacher	Component 1
Elesia King	N	Fourth Grade Teacher	Component 1
Suzanne Gann	N	Kindergarten Teacher	Component 2
Dawn Sutton	N	First Grade Teacher	Component 2
Terri Williams	N	Multi-age Teacher	Component 3
Helen Rawlings	N	Third Grade Teacher	Component 3
Tonja O'Dell	N	Kindergarten Teacher	Component 4
Sharon Coker	N	Kindergarten Teacher	Component 4
Eva Gabriel	N	Third Grade Teacher	Component 5
Wendy Martin	N	Third Grade Teacher	Component 5
Louise Beck	N	Library Assistant	

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>
Cheryl Deaton	Fourth Grade Teacher	Y
Elesia King	Fourth Grade Teacher	Y
Jenny Hale	Resource Teacher	N
Barbara Pannell	Kindergarten Teacher	N
Bridget Jolley	Fourth Grade Teacher	N
Nancy Huskey	Physical Education Teacher	N
Marie Headrick	Secretary	N
Gina Carlton	Community Stakeholder	N

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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
Suzanne Gann	Kindergarten Teacher	Y
Dawn Sutton	First Grade Teacher	Y
John Gibson	Second Grade Teacher	N
Dee Dee Gibson	Third Grade Teacher	N
Donna Rimel	First Grade Assistant	N
Stacy Champagne	Parent	N

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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
Terri Williams	Multiage Teacher	Y
Helen Rawlings	Third Grade Teacher	Y
Trish Cole	Multiage Teacher	N
Gail Stiles	Third Grade Teacher	N
Natalie Simms	Junior Primary	N
Jenny Cox	Kindergarten Teacher	N
Amanda Johanson	Kindergarten Teacher	N
Pam Thomas	ELAP Teacher	N
Linda Thomas	Speech Teacher	N
Tammy Maples	Multiage Assistant	N
Sunny Brock	Kindergarten Assistant	N
Karen Ogle	Parent	N

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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>
Sharon Coker	Kindergarten Teacher	Y
Tonja O'Dell	Kindergarten Teacher	Y
Dr. Nancye Williams	Principal	N
Charlie Bradford	Second Grade Teacher	N
Yanci Dennis	Guidance Counselor	N
Rebecca Smock	Pre-Kindergarten Teacher	N
Melissa Newsome	Fourth Grade Teacher	N
Vicki Wilson	Kindergarten Assistant	N
Denise Teaster	Kindergarten Assistant	N
Stacy Robinson	Parent	N
Bridget Russell	Parent	N

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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>
Eva Gabriel	Third Grade Teacher	Y
Wendy Martin	Third Grade Teacher	Y
Robin Collins	Fourth Grade Teacher	N
Beverly Gorden	Third Grade Teacher	N
Sharen Sanderson	First Grade Assistant	N
Bill Delozier	Parent	N
Tonya Lambdin	Parent	N

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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)

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
Tennessee School Report Card	Pigeon Forge Primary has made excellent progress meeting and exceeding targets set by <i>No Child Left Behind</i> (NCLB). Report Card summary data indicated School enrollment is stable, but that the Caucasian population is decreasing while the Hispanic population is increasing. Other indicators suggest the number of students participating in the special education program is declining, while the number of ELL students is increasing.
TCAP Data	Scores indicate that math in first and second grade; reading/language arts and social studies in third grade need to be analyzed.
TVAAS Data	The number of fourth graders scoring proficient or advanced, in all subject areas, exceeded the State. Fourth graders scoring proficient or advanced exceeded System scores in all subject areas except math. In math, the number of proficient or advanced students at Pigeon Forge Primary trailed the System by 1%.
Brigrance Screen II	Indicators are that many Pigeon Forge Primary kindergarten students lack skills necessary for success in first grade.
Star Early Literacy	This program, which is designed for pre-readers and beginning readers, is not being widely used; therefore, more exposure to the program is suggested
Star Reading Program	This program is a computer program that uses 25 multiple choice questions to determine students' initial reading level. Students Star Test three times a year to determine growth. While all classes participate in the program at the beginning of the school year, follow up is somewhat inconsistent. This inconsistency

Data Source	Relevant Findings
	should be addressed.
Accelerated Reading	Data from this program clearly indicates that Accelerated Reader increases reading levels of participating students. The classes which have the greatest number of AR reading points also show the greatest gains in reading.
Star Math	Because of the programs difficulty, no classrooms are currently using Star Math.
Accelerated Math	Insufficient data because of the lack of participation in Accelerated Math makes conclusions about the program invalid.
MathFacts in a Flash	Only a small number of classes are utilizing MathFacts in a Flash; therefore, increased usage of the program is encouraged.
Read 180	The vast majority of students participating in Read 180, a program that targets weaknesses in reading and language arts, are exceeding growth expectations as measured in lexiles.
English Language Acquisition Program (ELAP)	The number of students participating in ELAP is increasing. Most students are Hispanic, but students from six other countries are currently being served.
Star	Sevier County record keeping program that replaced Horizon in 2007.
Attendance	Pigeon Forge Primary has met NCLB targets, but tardies and absenteeism are growing. Meeting targets may be a challenge in the future.
Mobility	The mobility rate consistently ranges from 18% to 25%.
Retention/Promotion	The promotion rate is 98% (retention rate is 2%).
Discipline Referrals	Discipline referrals have been fairly constant until the 2007 school year. Since 2007, discipline referrals have increased significantly. However, the reason for the increases in the referrals is the implementation of a new discipline system, SWPBS, which requires the diligent recording of all student misbehavior.
Student Survey	Surveys given to all Pigeon Forge Primary students indicated that students overwhelmingly like school and their teachers, and feel safe and happy at school. Food served in the cafeteria was the only area in which students indicated they would like to see improvement.
Parent Survey	In March, 2008, a parent survey was sent home with every student. Responses were received from approximately half the families with students attending Pigeon Forge Primary. All 40 items received at least a 90% positive rating. An analysis of the

Data Source	Relevant Findings
	survey indicated that one item received a lower positive response than other items. That item read “students at school treat each other well.”
Teacher Planning Survey	Teachers complete a survey or questionnaire each spring for planning purposes. Based on the information gleaned from the surveys, administrators purchase needed materials and equipment needed to improve the school’s curricular programs.
Teacher Survey	Teachers responded to a 20 question survey indicating three areas of concern: 1) student behavior, 2) absences and tardies, 3) and protection of instructional time.
Sevier County School System TCSPP	Pigeon Forge Primary has met or exceeded all NCLB targets that are reflected in the TCSPP. However, these targets are continuing to increase, and challenges may lie ahead for both the School and the System in continuing to meet or exceed NCLB targets.

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>Historical Background:</p> <p>Pigeon Forge Primary is a pre-kindergarten through fourth grade school located approximately three miles from the center of Pigeon Forge in Sevier County, Tennessee. Pigeon Forge Primary School, along with Pigeon Forge Middle School and Pigeon Forge High School, are located within the city limits. No private schools serve the immediate area.</p> <p>Change is a key word used to describe the school since the current facility opened in 1998 as a kindergarten through second grade school. The school has since expanded in physical space, grade structure, and enrollment. In 1998, approximately 400 students attended the school. Enrollment grew in 2001 to nearly 550 students with the addition of third grade. By the beginning of the 2003-2004 school year, six additional classrooms had been built to accommodate the added enrollment of fourth grade students. A pre-kindergarten class was formed in 2005. The current Pigeon Forge Primary enrollment is 678 students.</p>

Change is also evident in the student population due to the migration of a large, primarily Hispanic, population into the immediate area. To accommodate this change, two English Language Acquisition Program (ELAP) classes were initiated at the beginning of the 2007-2008 school year. Learning, cooperation, respect, and integrity remain the foundation for teaching and learning at Pigeon Forge Primary.

Community Characteristics:

Located at the base of the Great Smoky Mountains, the city of Pigeon Forge is a tourist-oriented community. Pigeon Forge is the seventh most visited overnight leisure destination in the United States. Its 7.8 million overnight guests place it ahead of many other well-known destinations including Nashville, Tennessee, and Branson, Missouri. Day-trippers, traveling 50 miles or less to the city of Pigeon Forge, comprise an additional three million annual visitors. Those traveling less than 50 miles to Pigeon Forge each year are estimated at approximately two million visitors. There are over 6,000 permanent residents within the city limits, but a large number of seasonal residents may call Pigeon Forge home at any given time. The city's largest employer is Dollywood, a tourist destination well known in the southeastern United States. Many residents are employed in other tourist-related jobs including retail sales, hotel and cabin housekeeping, food preparation and sales, and recreation. The average 2008 weekly wage for Sevier County workers is \$475.00 compared to Tennessee's average weekly wage of \$723.00. Thus, the average wage earner in Sevier County earns \$12,700.00 less annually than the State average. Retail workers earned an average of \$412.00 per week, and accommodations and food service workers earned approximately \$321.00. Sevier County's February, 2008, unemployment rate ranks 89th out of 95 counties in Tennessee. As of that date, the unemployment rate was 9.7% for Sevier County. This rate was 1.1% higher than February 2007. Housing in Pigeon Forge ranges from million-dollar, single family dwellings, to low-income housing and mobile home parks. Students attending Pigeon Forge Primary School live in all of the above, including local hotels and motels.

Pigeon Forge businesses and organizations support Pigeon Forge Primary in a variety of ways. Many provide student incentives for academics and attendance that are distributed at the end of

each six-week grading period. The Pigeon Forge Rotary Club annually donates money to purchase needed supplies and materials and sponsors an annual Christmas party for needy students. Ongoing informal partnerships exist with community businesses such as Chick-fil-A, Pizza Hut, Texas Roadhouse, Johnson Investments, Fuddruckers, Collier Foods, Reel Cinema, and Food City. Local churches, including the First United Methodist Church and the First Baptist Church of Pigeon Forge also provide support. Local banks, such as Citizen's National Bank, Mountain National Bank and Tennessee State Bank, also provide support.

Student Characteristics:

The student population of Pigeon Forge Primary has evolved from one that was almost solely Caucasian to one that encompasses a variety of ethnic and racial backgrounds. Although still predominately Caucasian (85%), 11% of the school's enrollment is Hispanic, 2% is Asian, and 2% is African American and/or Native American. Since 2005 the Caucasian enrollment has declined 5%, while the Hispanic enrollment has increased 4%. Thirteen percent of Pigeon Forge Primary students speak a primary language other than English. Students come from a variety of different home countries including Ecuador, Honduras, Mexico, Guatemala, Argentina, India, Bangladesh, Uzbekistan, Czech Republic, Poland, and Costa Rica. These students are provided support services from two full-time self-contained classes, one part-time English as a Second Language (ESL) teacher, and one full-time ESL teacher. An ESL teacher also assists Hispanic students and families by interpreting at parent conferences and other functions throughout the school.

As of the 2007-2008 school year, Pigeon Forge Primary has 35 regular classrooms, two Comprehensive Development Classrooms (CDC), and one pre-kindergarten class (pre-k). There are currently 678 students enrolled. Of these, 372 are primary students (pre-k through second grade), and 253 are intermediate students (third and fourth grade). The two CDC classrooms have a total enrollment of 27 students with various handicapping conditions. Two ELAP classes have a total of 26 students. Thirteen percent of our students are English Language Learners (ELL), 10% participate in speech/language classes, 1.9% of the student population is in the gifted program, and 3.7% are resource students. The retention rate for the 2006-2007 school year was 3%, while the student mobility rate was 18%.

An almost equal number of male and female students attend Pigeon Forge Primary (348 males and 330 females). The student population reflects growing diversity across all socioeconomic levels. Pigeon Forge Primary meets federal guidelines for Title I funding with 70% of students qualifying for free or reduced meals. This percentage has risen steadily from 60.7% five years ago. This number indicates a notable difference when compared to the average number of students qualifying for free or reduced meals in other elementary schools across Sevier County, which is 49%. Such an increase is of great significance for the faculty and staff as they work together to plan programs for students attending Pigeon Forge Primary.

Because there is no school zoning across Sevier County, students enrolled at Pigeon Forge Primary come from areas within Pigeon Forge as well as throughout the County. The school's rural-like setting may discourage some parents from enrolling their children due to the longer driving distance and often problematic traffic conditions. Thus, enrollment declined slightly in 2005 and 2006, even with the addition of pre-kindergarten. However, an increase in the construction of single family homes and mobile home parks in nearby areas suggests a future increase in enrollment. Student attendance rates have been successfully maintained above the No Child Left Behind (NCLB) mandated 93%. However, indicators referred to later in this report suggest maintaining this target number may be a challenge.

Staff Characteristics:

The core staff of Pigeon Forge Primary includes 52 certified and highly qualified full-time faculty and five certified and highly qualified part-time faculty. Thirteen staff members hold B.S. degrees (25%). Four staff members hold doctorates (8%), 12 hold an Ed.S. (23%), and an additional 23 have earned Master's degrees (44%). Three teachers are currently enrolled in Master's Degree or Educational Specialist programs, and one teacher is pursuing her doctorate. Since the school's last study, there has been a 4% increase in staff holding an Ed.S. and an 8% decrease in staff with Master's degrees. Years of total experience range from 0 to 38 years; 21% of our teachers have five or less years experience, 20% have 6-10 years experience, 25% have 11-20 years experience, and 34% have 21 or more years experience. All faculty members teach within their area of certification. In an effort to seek out quality personnel, the administrative

team interviews prospective teachers during the annual Sevier County Teacher Job Fair. Qualified applicants are invited for a second follow-up interview on-site at Pigeon Forge Primary. There are two interesting facts about faculty experience to note. First, 21 (40%) of the faculty members have been teaching at the School for five years or less. Teaching experience for 20 members (38%) of the faculty has been solely at Pigeon Forge Primary School. These findings have implications for staff development that should be considered in the Action Plan.

The school year for teachers includes one flexible inservice day, four scheduled inservice days, three administrative days, and 12 hours of scheduled parent/teacher conference time. All teachers average at least 30-minutes planning time each day, with common planning time scheduled across grade levels when possible. Grade level teams meet at least once monthly to review current student data and to discuss classroom strategies. The administrative team shares pertinent research with the staff on a regular basis, and school-based professional development supports teachers in the application of best practices.

Teachers at Pigeon Forge Primary are members of various professional organizations. The School has been recognized for the past two years at the Tennessee Reading Conference for maintaining 100% membership in the Sevier County Reading Association. Four faculty members belong to the International Reading Association. Pigeon Forge Primary has been awarded the Walter Helms Award for promoting literacy. The School has earned this honor for having 100% membership in both the Sevier County and Tennessee Reading Associations and hosting the Sevier County Young Authors' Conference. Initiated 17 years ago, Pigeon Forge Primary hosts the annual Sevier County Young Authors' Conference each spring with faculty members contributing their time and talents to make the conference a success for approximately 500 students and their parents from across Sevier County. Seventy-nine percent of certified staff are members of the National Education Association, Tennessee Education Association, and Sevier County Education Association. Seventy-seven percent of the School's support personnel are members in both the Tennessee Education Association and Sevier County Education Association. Pigeon Forge Primary teaching assistant, Mrs. Donna Dillow, was recognized as the Tennessee Education Association Educational Support Person of the Year (2004). Pigeon Forge Primary teachers, Mrs. Helen Rawlings and Mrs. Pam Thomas, were chosen as Sevier

County Teachers of the Year in 2007 and 2008, respectively. Pam Thomas was also named the East Tennessee Teacher of the Year in 2008.

The administrative team maintains membership in the Association for Supervision and Curriculum Development (ASCD) and Tennessee Association for Supervision and Curriculum Development (TASCD). The Principal is the treasurer of the Sevier County Elementary Principal's Association. The school is a member of the North American Bluebird Association (NABBA). The art teacher is a member of the Tennessee Art Education Association, the National Art Educators Association, and the Tennessee Valley Hand Spinners Guild. The speech/language pathologist is a member of the American Speech, Language, and Hearing Association.

Pigeon Forge Primary teachers serve on local, Sevier County and State committees and participate in on-going training throughout the school year. Teachers and administrators have served on a variety of committees including textbook adoption for kindergarten through fourth curriculum, Sevier County Summit on Education, Core Team Technology Committee, TCSP Task Force, and the Sevier County Consolidated Planning Task Force. Training opportunities have been offered recently in such areas as Read 180, Peaceable Schools, Saxon Math, Macmillan/McGraw-Hill Reading, Interventions for Struggling Readers, Reading Renaissance, Language Arts/Literacy Workshop, Rosetta Stone, Smart Board, Promethean Board, Building Blocks for Kindergarten, Four Blocks Literacy, New Teacher Mentoring, and School-Wide Positive Behavior Support (SWPBS). Each year a portion of Title I and PTO funds is dedicated to staff development opportunities for individual teachers and the faculty-at-large. This year three Pigeon Forge Primary teachers will attend the International Reading Conference in Atlanta. Other faculty members attended the Tennessee Technology Conference in Nashville.

Additional personnel such as the school psychologist, vision specialist, hearing specialist, occupational and physical therapists, and special education consultants work at Pigeon Forge Primary on an as-needed basis. A registered nurse and a resource officer are on-site. All 12 full-time and six part-time teaching assistants are highly qualified. Five custodians maintain the school facility. The school cafeteria has nine employees. The School is led by a full-time

Principal and Assistant Principal, and employs two full-time and one part-time secretary. Ninety-five percent of the school staff is both female and Caucasian.

School Characteristics:

The facilities of Pigeon Forge Primary consist of an elongated one-level building with 45 regular classrooms. The School has a playtorium, which is used for physical education and special events. It also has a large cafeteria, music room, guidance classroom with counseling office area, art room, library media center, small group computer lab, and teacher workroom. The office area includes a conference room, waiting area, mailroom, teachers' lounge, restrooms, clinic, in-school suspension room, and administrative offices. The CDC classrooms share a kitchen, washer and dryer, and each has its own bathroom. There are two playgrounds on the school grounds. One playground is for pre-kindergarten through first grade students, while the other is designated for second through fourth grade students. There is also a playground designated for use by our CDC students.

Pigeon Forge Primary is committed to creating a positive, nurturing, and safe learning environment. In compliance with the Enactment of the Student and Employee Safe Environment Act by the Tennessee State Legislature, visitors are required to sign in and acquire a pass at the front office. All doors to the building remain locked during the school day with the exception of one front door. A crisis management plan is in place and is reviewed and updated each year.

Every teacher has an emergency backpack, containing a class roster and necessary items for use during an emergency. An emergency evacuation plan is posted in each room, and periodic drills are held to reinforce safety practices. [A full-time School Resource Officer \(SRO\) helps maintain a safe and orderly school environment by working with students in the classroom, individually, and in small groups, to promote safety and a healthy drug-free life.](#) There have been no drug, alcohol, or tobacco incidents, and no arrests have ever been made on the school campus. Staff members work together effectively to ensure that students are supervised during arrival and dismissal times.

Pigeon Forge Primary meets all State physical and safety requirements including those

designated through the addition of the pre-kindergarten program. Standards are set by the Fire Prevention Division of the Tennessee Department of Commerce and Insurance and the Division of Food and General Sanitation of the Tennessee Department of Health. Annual fire inspections, by the Pigeon Forge Fire Department, have certified that Pigeon Forge Primary is in compliance with all regulations. The last four Food Service Establishment inspections by the Department of Health have averaged 97.3%. School plant environmental inspections, performed by the Sevier County Health and Environmental Agency, have averaged 98% over the last five years.

Pigeon Forge Primary provides a bright, clean, and open environment in which students and staff can comfortably work. The custodial staff works diligently to ensure that Pigeon Forge Primary is one of the cleanest schools in Sevier County. The administration maintains an open door policy which is welcoming for teachers, students, parents, and other visitors. Upon arriving on the grounds, visitors notice, and often comment on, the School's bluebird trail, which is nationally recognized by the American Bluebird Society. Before walking in the doors of the building, visitors will see the beautifully maintained grounds, including seasonal displays of flowers and foliage. At the rear of the School is a butterfly garden where staff and students can enjoy peaceful lunches or special activities. All of these demonstrate pride in the building and the natural environment in which it is nestled. The School has received several seasonal and overall beautification awards from the City of Pigeon Forge.

Inside the building, visitors will notice hallway walls decorated with students' work. Displays that recognize top attendance for each grade level, PFP news, highlighted achievements in Accelerated Reading, and a permanent Character Counts mural greet visitors in the central hallway. These cheerful and colorful displays make Pigeon Forge Primary a warm and inviting place for students to learn and grow, and staff to work. Overall, Pigeon Forge Primary can be described as having a child-centered, positive climate, which is conducive to growing and learning both academically and socially.

Curriculum Offerings/Enhancement:

Students in pre-kindergarten attend school six hours per day. All kindergarten students attend class for four hours and 30 minutes per day. At least 85% of the kindergarten students remain at

school for the entire school day. The Sevier County School System's adoption and implementation of the Literacy Bridge program in 2006 made this possible. The Literacy Bridge program is designed to provide additional literary skills instruction, while reinforcing skills necessary to help children transition or "bridge" from kindergarten to first grade. Junior Primary through fourth grade students have a seven-hour school day with school hours extending from 8:10 A.M. to 3:10 P.M. There are 13 snow days built into the 180-day school calendar. All classrooms meet Basic Education Program (BEP) standards. Student/teacher ratios are maintained at or below 20:1 in pre-kindergarten, kindergarten, first, second, and third grades, and 25:1 in fourth grade.

Special area classes are a vital component of the School's curriculum. Students in the pre-kindergarten class are offered physical education three times per week, and library, guidance, and whole class speech instruction weekly. Kindergarten students have physical education three times per week and guidance and library weekly. Grades one through four receive music, art, and guidance classes on a weekly basis, and physical education two times per week. Library is scheduled weekly for pre-kindergarten, kindergarten, first, and second grades and operates on a flexible schedule for third and fourth grades. Third and fourth grade teachers plan collaboratively with the media specialist on specific curricular needs, materials, and presentations.

A variety of different activities and projects are used throughout the school year to enhance the curriculum. A bluebird trail has been constructed on campus in conjunction with the North American Bluebird Society. Learning centers in many classrooms review and enrich the skills and concepts being taught. **Thematic units, creative art projects, and field trips are utilized to enhance units of study.** In addition to field trips, many **guest speakers** visit Pigeon Forge Primary to provide mini-field trips by presenting information that is beneficial to a particular unit of study. Examples of presenters include representatives from Johnson Pest Control, Sevier County Soil Conservation, University of Tennessee Agricultural Program, East Tennessee Historical Society, state and local elected officials, Dollywood, Humane Society, Arrowmont, Ijams, and the local fire and police departments. **Four Blocks and whole language activities are correlated with story writing, book making, and shared reading sessions with peer tutors. Older students share reading experiences with younger students through paired classes called "reading**

buddies." Pen pals and e-mail pals have become very popular as students communicate with other Sevier County students, as well as with members of the military stationed both overseas and in the United States.

Pigeon Forge Primary School provides opportunities that encourage students to participate in physical activities such as Special Olympics and Field Day. Students also participate in activities such as Kids Voting, Red Ribbon Week, and the Sevier County Spelling Bee. Fourth graders participate in 4-H classroom clubs, sponsored by the Tennessee Extension Service. A fourth grade Pigeon Forge Primary 4-H club has been recognized as the Sevier County Club of the Year each year since 2003. In addition, students are encouraged to participate in community awareness activities such as raising money for Jump Rope for Heart, March of Dimes, St. Jude's Children's Hospital, Pasta for Pennies and the Leukemia/Lymphoma Society, Toys for Tots, Sevier County Food Ministry, Humane Society, and World Vision.

Student success is celebrated on a daily basis at Pigeon Forge Primary. Morning announcements recognize children who have reached AR goals, mastered multiplication tables, and succeeded on reading unit tests. Students demonstrating for Character Counts by performing good deeds such as helping adults or other children, exhibiting good manners, and showing trustworthiness are also recognized. A Student of the Month for each classroom is acknowledged, and birthdays are recognized by announcing student names and presenting birthday pencils and stickers to each child. Additional non-academic successes are celebrated during the year through the Book-It Pizza Hut Reading Program and various attendance rewards. Six-week perfect attendance is recognized school-wide through membership in the Tiger Club and celebrated with a special event. Students that meet attendance criteria for the entire school year attend a spring picnic and receive Tiger Club t-shirts. Good behavior is celebrated through the SWPBS Tiger Paw system that results in reward parties at the end of each grading period; Tiger Paws are earned through exemplary behavior in all areas of the School.

Classroom programs and plays are performed for parents and other students. Examples include journal reading sessions and seasonal programs, such as Mother's Day. School-wide activity days have included Appalachian Culture Day, Hat Day, and Read Across America Week. First

through fourth grades present a special program planned through collaboration between regular classrooms and the music teacher. Two performances are given; a school day performance for students, and an evening performance for parents that may be planned in conjunction with a bake sale or dinner. Kindergarten teachers work with their students to present two musical performances each year. Parents are encouraged to participate in other grade level activities such as Feast with Family and Friends Day (kindergarten), Appalachian Culture Day, Fourth Grade Picnic Day, and a Chinese New Year Celebration. A school-wide Cinco de Mayo celebration is being planned for May 2009.

The use of **technology** is encouraged. Two of our faculty members serve on the System Core Technology Committee. Each classroom is equipped with at least one computer, and a mini computer lab is located in the library. School-wide programs include STAR Reader, STAR Math, Math Skills Tutor, Accelerated Reader, Accelerated Math, MathFacts in a Flash, Star Early Literacy, HeartBeeps, Enchanted Learning, Rosetta Stone, and Earobics.

Several programs are available to students certified through the **Special Education** program. The CSA (Children with Special Abilities) program is a pull-out opportunity that provides advanced curriculum challenges for identified gifted students as they complete computer and research projects and other higher order thinking activities. The two CDC classes provide a nurturing structured environment for students with a variety of handicapping conditions whose needs cannot be sufficiently met with a full-time placement in the regular classroom. Speech and resource services use a combination of inclusion and pull-out programs to provide services for speech and/or language impaired children, as well as those with identified learning disabilities. Occupational therapists, physical therapists, and vision and hearing specialists are available for consultation and/or services as specified on students' Individual Education Plan (IEP).

The following chart summarizes the School's Special Education programs.

<i>Program</i>	<i>Certified Staff</i>	<i>Assistants</i>	<i>Students</i>
Resource/Inclusion	2	1	25
Gifted	1	0	13

CDC	2	7	27
Speech/Language	1	0	62/28*
Totals	6	8	93

- For 34 students receiving speech and language services at Pigeon Forge Primary, speech and language are related services, meaning these students receive other special education services at the school. Therefore, only 28 of the speech and language students at Pigeon Forge Primary are counted in the student population percentage receiving special education services.

The percent of Pigeon Forge Primary students being served by participating Special Education programs decreased from 2006-2007 (23.4%) to the 2007-2008 (13.7%) school year. This represents a rather significant decline of 9.7%. Given the changing nature of the School population, this is somewhat surprising. No doubt, many other programs in place at Pigeon Forge Primary reduce the number of special education referrals.

TCAP scores increased sharply from 2005 to 2007 in the number of special education students who score proficient or advanced in math (67% to 87%). However, for this group over the same time frame, reading/language arts scores declined 6% from 84% to 78%.

The **pre-kindergarten program** was established in October 2005 and enrolls children who are considered "at risk" for delays upon kindergarten enrollment. Several criteria are examined to determine placement such as family demographics, employment status, income, Brigance Preschool Screening II results, and speech/language evaluations. Points are assigned for each child on a variety of criteria, and the children with the highest number of points are then offered placement in the pre-kindergarten class. Enrollment cannot exceed 20 students. A full-time teaching assistant works with the certified pre-kindergarten teacher.

In 2004, **Read 180** was implemented for identified fourth grade students. Read 180 is a reading vocabulary, and word recognition/spelling of high frequency words as well as story specific intervention program that addresses student weaknesses in three specific areas: comprehension,

words. Within the 90-minute instructional block, students receive direct instruction from a regular classroom and the ESL teacher, as well as allotted time to work on computer programs and to read a variety of literary genres.

Since 2004 **one full-time and one part-time teacher have served the non-English and limited English population.** The ESL program serves students whose first language is not English and/or whose parents do not speak English. To qualify for the program, students are given the English Language Development Assessment (ELDA) to assess abilities in reading, writing, listening, and speaking. Students who do not test proficient in all areas of the test, students are offered placement in the ESL program. However, most ESL students are in a regular classroom, and receive resource services. This ensures that the students are with native English speakers throughout most of the day, while receiving resource instruction specific to their needs. Two ELAP (English Language Acquisition Program) classes are available as part of ESL services. One class is for entering kindergarteners, and the other class is for second through fourth graders. ELAP provides opportunities for intense language development among non-English background students who are in the initial stages of cultural and language transition. Program goals ensure that students are immersed in a program rich in English language development, while assistance is provided in the cultural transition of non-English speaking students. Currently, students from Mexico, Honduras, Guatemala, Uruguay, Iraq, and India participate in ELAP.

Most of the ELL population is Hispanic; therefore, Spanish instruction may be provided when students first arrive to ease the adjustment period and build a bridge for simple understanding. As students progress, Spanish is used less often, though Spanish can be helpful for specific cases, such as a student who is not grasping a specific skill like borrowing in subtraction. All students must take the CELLA every year along with the TCAP math assessment. When students are performing at or above grade level and test proficient in all four areas of the CELLA, they are promoted out of the ESL program. Students are then monitored for two years to ensure success in the regular classroom without assistance.

In 2005, a **multiage classroom** was established at Pigeon Forge Primary. It was composed of 17 students in first and second grade. The students were randomly placed in the class from a pool

of students identified by parent interest in the program. Potential students range from low to high ability, and include students receiving special education services. The students work at their own levels in reading and math. Curriculum guides developed by Sevier County are utilized, and State standards for both grade levels are met. STAR Reader, Accelerated Reader, Accelerated Math, and MathFacts in a Flash are used regularly. Earobics, a computer program focusing on auditory skills, is also used regularly. Because of the program's success, a [second multiage class](#) was added in 2007. Two teachers and one full-time teaching assistant team teach both classes.

[Sevier County implemented a Junior Primary in 1984 with Pigeon Forge Primary as a pilot school.](#) Junior Primary is a class "between" kindergarten and first grade that gives children a year to develop the skills and maturity needed to be successful in the first grade. The program goals emphasize the development of readiness skills and the social/emotional growth of the individual student, while utilizing a variety of instructional strategies. The referring kindergarten teacher recommends potential Junior Primary students. Prior to placement, a Junior Primary support team composed of kindergarten teachers, the principal, and the school psychologist review pertinent data such as the Brigance Pre-First Grade Screen II, work samples, classroom checklists, and vision and speech/language evaluations. A maximum of 20 students may be in the Junior Primary class with a certified teacher and a full-time teaching assistant.

Parent/Guardian Characteristics:

According to demographic data from the Star Student Reporting System, 85% of Pigeon Forge Primary parents are Caucasian, and 15% report being a member of another racial or ethnic group. A comparison of data from 2005 to 2007 indicates these numbers have significantly changed. The Caucasian enrollment has declined 6%, while the enrollment of other ethnicities has increased 6%. The majority of this increase is among the school's Hispanic population, which currently stands at 11% of the total school population. Survey results indicated that approximately 62% of Pigeon Forge Primary students live in two-parent homes (a decline of 6% in two years). The remaining 38% live in single-parent homes or with guardians and other family members. Seventy-five percent of Pigeon Forge Primary fathers and 85% of the mothers have earned at least a high school diploma. Twenty-one percent of fathers and 28% of the mothers report they hold college or professional degrees. Many parents of Pigeon Forge Primary

students were educated in schools located in Pigeon Forge. According to the 2008 Parent Survey, 54% of the parents of Pigeon Forge Primary students have a family income ranging from \$10,000 to \$50,000 per year. Twenty-six percent have an annual income above \$50,000 and 20% have an income below \$10,000 per year. The number of families reporting an income below \$10,000 has increased 7% from 2005 to 2007. Seventy percent of Pigeon Forge Primary's parents have an income that qualifies their children for free or reduced lunch, which is one the highest numbers of any elementary school in Sevier County. The average for other elementary schools in Sevier County is 49% free and reduced lunch.

Parents at Pigeon Forge Primary are encouraged to become partners with faculty and staff to provide children a high quality education. Parent involvement opportunities led by the guidance counselor are available to parents both during and after school. Sessions are conducted on such topics as the Accelerated Reader program, strategies to help children with their homework, and nutritional issues. Pamphlets are available for parents that contain valuable information such as helping children develop self-esteem and character, and getting organized for homework. Many of these informational brochures are also available in Spanish. When children are considered for inclusion in a special education program, their parents serve as valuable members of multidisciplinary teams.

Pigeon Forge Primary's parents provide volunteer support as well as additional financial support. Parents volunteer in classrooms, chaperone field trips, organize fundraisers, attend school meetings and parent/teacher conferences, and communicate regularly with school personnel. A volunteer notebook is kept in the office to document parent participation. Parent and staff interactions are positive and supportive, with both groups working together to provide students the best education possible.

The Pigeon Forge Primary Parent Teacher Organization (PTO) is active and supportive. The PTO sponsors [Reading is Fundamental \(RIF\)](#) three times a year and organizes annual fundraisers. Parents collect Campbell's soup labels and General Mills' Box Tops for Education to obtain supplies for the school and students. Donations are also given to the school based on items purchased at Food City and Krogers. Parents also participate in [Scholastic Book Fair](#)

fundraisers and assist in classrooms. Through parental involvement, PTO monies have purchased clinic supplies, field day ribbons, classroom computers, computer tables, library books, RIF books, AR quizzes, encyclopedias, dictionaries, math manipulatives, playground equipment, and art, music, and physical education supplies. They have also purchased individual student planners for all students in grades one through four. Professional development opportunities for teachers have been funded by PTO. Additionally, PTO has provided and served food for Teacher Appreciation and Staff Appreciation Days, and the Young Authors' Conference.

SUMMARY OF SCHOOL AND COMMUNITY DATA

Evidence shows that Pigeon Forge Primary School's population is becoming more economically challenged, which in turn often places additional stress on the family units that comprise the extended school population. In turn, the evolving nature of the school's demographics has implications for faculty and staff members who strive to provide the best education possible for Pigeon Forge Primary's students. This evidence includes the following findings:

- The average weekly wage in 2008 for Sevier County is \$475 compared to a state average of \$723; the average wage earner in Sevier County earns \$12,700 less annually than the state average.
- Sevier County's unemployment rate ranks 89th out of 95 Tennessee counties. The February 2008 rate was 9.7% which was 1.1% higher than February 2007.
- The number of PFP students qualifying as economically disadvantaged is 21% higher than the average K-8 schools in Sevier County (70% to 49%, respectively).
- The number of PFP students qualifying as economically disadvantaged has increased by 6% from 2005-2006 to 2007-2008 (64% to 70%, respectively).
- The number of families reporting an income less than \$10,000 has increased 7% from 2005-2006 to 2007-2008.
- The number of students living in one parent homes has increased by 5% from 2005-2006 to 2007-2008.
- The majority population has decreased by 4% from 2005-2006 to 86%, with the minority

population standing at 14% in 2007-2008.

- The school's 2007-2008 enrollment is 11% Hispanic, compared to the overall Hispanic population in Sevier County, which is 3%.
- The number of students whose primary language is not English has increased by 5% from 2005-2006 to 2007-2008.
- Brigance scores for 2006-2007 Pigeon Forge Primary kindergarten through first grade students are eight points below the system average.
- The school's mobility rate is high, remaining fairly steady between 18-20%.
- Respondents to the 2008 Teacher Survey identified tardies and absenteeism as the single biggest issues affecting instruction at our school.
- Due to a newly implemented program, the number of students receiving office referrals for discipline has increased from 2005-2006 to 2007-2008 by 251, from .25 referrals per child to .61 referrals per child.
- Clinic referrals for students for the 2007-2008 school year stand at 1,618 as of March 15, 2008, an average of 13 referrals per day. This is clearly up from the 2006-2007 school year, though no specific 2006-2007 numbers are available.
- A large percentage of students require assistance in acquiring basic school supplies such as paper, pencils, and backpacks, and appropriate school clothes and shoes.

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
<p>ACADEMIC ASSESSMENT MEASURES</p> <p>Tennessee School Report Card</p> <p>CTB McGraw-Hill Summary Report</p> <p>TCAP Data</p> <p>TVAAS Data</p> <p>Brigance Preschool Screen II</p> <p>Brigance Pre-Kindergarten II</p> <p>Brigance Pre-First II</p> <p>STAR Reading Program</p> <p>Accelerated Reading Program</p> <p>STAR Early Literacy</p> <p>MathFacts in a Flash</p> <p>STAR Math</p> <p>Accelerated Math</p> <p>Read 180</p> <p>English Language Acquisition Program (ELAP)</p>
<p>NON-ACADEMIC ASSESSMENT MEASURES</p> <p>Star - Sevier County Record Keeping Program (Horizon was used prior to 2007)</p> <p>Tennessee School Report Card</p> <p>Attendance</p> <p>Mobility</p> <p>Retention/Promotion</p>

Discipline referrals
Student survey
Parent survey
Teacher surveys
Sevier County School System Strategic & Consolidated Plan

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.

ACADEMIC MEASURES

Through discussion to develop consensus, the committee determined the academic and non-academic data to be analyzed. Several data sources were utilized in order to compare and contrast over time. Disaggregation by subgroups provided further data analysis helpful in identifying specific strengths and weaknesses.

CTB McGraw-Hill Summary Report

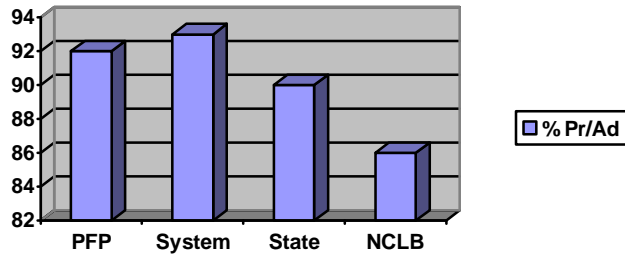
Information from the CTB McGraw-Hill Summary Report issued by the Tennessee Department of Education indicated that fourth grade students at Pigeon Forge Primary are meeting or exceeding System and State scores, as well as NCLB target scores in all areas tested.

Additionally, scores indicated positive growth in students' performance since 2005. Following are indicators for each subject: math, reading/language arts, science and social studies for fourth grade.

Math

Math scores from the CTB Summary 2007 data showed Pigeon Forge Primary fourth grade students scored 92% proficient/advanced. This number increased 3% since 2005 (89%). The number of proficient/advanced was 2% above the state (90%), and 1% below the system (93%). The number was 6% above 2007 NCLB target scores in math (86%). The NCLB target goal will increase to 93% in 2010, and 100% in 2013.

Math Proficient/Advanced



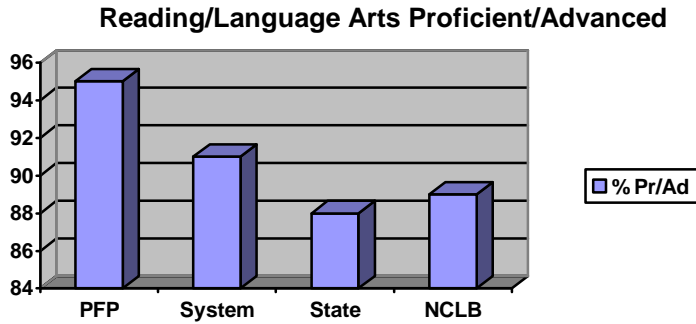
As a group, students classified as economically disadvantaged scored 90% proficient/advanced, while students classified with disabilities scored 87% proficient/advanced. When comparing 2007 data for students with disabilities to that group in 2005, a significant increase in the number of proficient/advanced occurred [67% (2005) to 87% (2007)]. While this improvement is to be celebrated, a new area needing attention has been identified. Analysis of data disaggregated by race/ethnicity showed that Caucasian students scored 94% proficient/advanced in math, while students in the school's largest minority group (Hispanic) scored 84% proficient/advanced, a 10% difference. In response to the growth of this population within the School, the English Language Acquisition Program (ELAP) was implemented at the beginning of the 2007-2008 school year. An analysis of test scores from the Spring 2008 TCAP administration will yield valuable information regarding ELAP's success. It should also be noted that 2007 data indicated that fewer male and female students scored in the below proficient category, which accounted for the increase in the number of students scoring proficient.

Reading/Language Arts

Reading/Language Arts CTB Summary 2007 data indicated Pigeon Forge Primary fourth grade students scored 95% proficient/advanced. This number increased 7% since 2005 (88%). The number of proficient/advanced was 7% above the State (88%), and 6% above the System (91%). The number was 6% above 2007 NCLB target scores in reading/language arts (89%). The NCLB target goal will increase to 94% in 2010, and 100% in 2013.

A decline in the number of proficient female students, and a corresponding increase in the

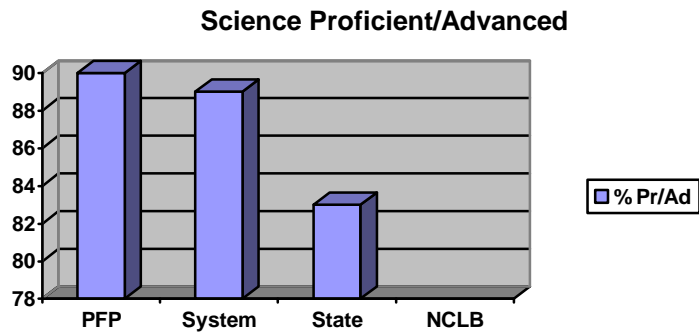
number of female students scoring in the below proficient category, was noted. Below proficient, proficient, and advanced performance for males was unchanged.



Analysis of data disaggregated by race/ethnicity showed that Caucasian students scored 94% proficient/advanced in reading/language arts, while Hispanic and ESL students scored 79% proficient/advanced, a 15% difference. As a group, students classified as economically disadvantaged scored 88% proficient/advanced, while students classified with disabilities scored 78% proficient/advanced. When comparing 2007 students with disabilities to that group in 2005, a decline in the number of proficient/advanced students occurred (84% 2005, 78% 2007). This analysis indicated that programs targeting both Hispanic and ESL students, and students classified with disabilities must be strengthened. No doubt the implementation of ELAP at the beginning of the 2007-08 school term will address the needs of the Hispanic and other ESL students.

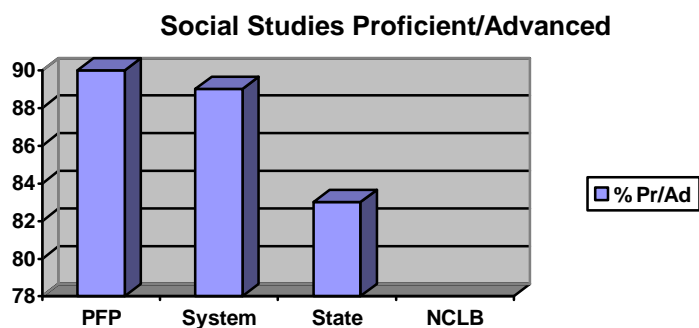
Science and Social Studies

Fourth grade science and social studies data with regard to the number of students in the advanced, proficient, and below proficient categories for 2007 is presented below. In these subjects, much less disaggregated data were provided by the State for analysis.



In science, 94% of Pigeon Forge Primary fourth grade students scored proficient/advanced. This number was significantly above the State and System numbers for the proficient/advanced category in science. For both male and female subgroups, there was a noticeable increase in the number of students scoring proficient/advanced. The State had 82% in these categories and the System had 89%. The number of Pigeon Forge Primary students in proficient/advanced was 12% higher than the State and 5% above the System. An analysis of students scoring below proficient is even more telling. Only 7% of Pigeon Forge Primary students scored below proficient while 18% of State and 11% of System students scored below proficient.

In social studies, 90% of Pigeon Forge Primary fourth grade students scored proficient/advanced. Pigeon Forge Primary students had more students in the proficient/advanced category than both the State (83%) and the System (89%). The number of Pigeon Forge students scoring proficient/advanced increased for both male and female students. With the exception of the Hispanic and ESL subgroup, Pigeon Forge Primary appeared to score well with regard to the proficient/advanced targets set by NCLB. However, progress must continue in order to meet the 2013-2014 proficiency goal of 100% set by federal law.



At the beginning of the 2006-2007 school year, fourth grade teachers began team teaching science and social studies. Teachers pair up, with each teacher taking responsibility for the teaching of one subject to two classes. Given the large margin of positive gains for fourth grade students in both science and social studies (as compared to both the System and State), this model deserves further study for possible expansion.

TCAP Data

Although not state-mandated, Terra Nova is administered to first and second graders in Sevier County. Through analysis of the Summary Objective Reports from 2002 to 2007, it was determined that Pigeon Forge Primary first graders and second graders scored above 50% in all but one area across that five-year period. According to the Objectives Performance Summary for first graders, the percent of students mastering each subtest across all subjects was higher than the national percent mastery. When compared to the national percent mastery, the school's mastery level ranged from 5% to 25% higher than the Nation. There is only one area where first grade students did not show a 50% or greater mastery. That area is subtracting whole numbers (45%) in math.

Objectives Performance Summary for second grade indicated the percent of Pigeon Forge Primary students mastering each subtest in all subjects was higher than the national percent mastery. When comparing the School to the Nation, differences range from 6% to 31% higher for Pigeon Forge Primary students than the Nation. Again, with such progress it is hard to identify an area of weakness. However, there are three areas where Pigeon Forge Primary second grade students showed slightly less than 50% mastery: writing strategies (48%), operational concepts (47%), and subtracting whole numbers (45%).

The 2007 Summary Objective Report for third grade indicated mixed results. In math, third grade Pigeon Forge Primary students scored at or above both Sevier County and State students on all seven subtest areas by 1% to 5%. However, in reading/language arts, third graders scored below students in Sevier County and the State in six of seven tested areas. The discrepancy between Pigeon Forge Primary third grade students and other students in the System and State

ranged between 1% and 6%. In science, Pigeon Forge Primary third graders scored equal to or above Sevier County and State students on six of seven tested subtests. Third grade social studies scores at Pigeon Forge Primary were below the Sevier County scores in four of five areas, but above the State scores in all tested areas.

An analysis of third grade data suggests attention be given to third grade reading/language arts and social studies. A new reading series was implemented at the beginning of the 2007-2008 school year, and it is hoped deficiencies in reading will show improvement. A new social studies curriculum is currently being adopted, and will be implemented at the beginning of the 2008-2009 school year.

The 2007 Summary Objective Report showed fourth grade scores were at or above both Sevier County and State scores, in all areas tested. In math, fourth grade students scored at or above both Sevier County and State students in all seven subtests. Science scores for Pigeon Forge Primary students were at or above both Sevier County and the State in six of seven subtests. Social Studies scores for fourth grade Pigeon Forge Primary students were above Sevier County and the State in all five subtests. Reading scores for fourth grade students exceeded Sevier County and State students in all seven areas.

Several points for consideration should be made about the fourth grade scores. First, team teaching in science and social studies was implemented in the 2006-2007 school term and may account for the strength of the scores in these subjects. Second, some fourth grade students participate in Read 180, a remedial reading program, offered only to fourth graders. No doubt, the focused nature of Read 180 has been extremely effective in addressing reading/language arts deficits for participating students.

TVAAS Data

The [2007 TVAAS TCAP school report](#) shows estimated school mean Normal Curve Equivalent (NCE) scores increased in all subjects from 2004 to 2007. No NCE scores below the 50th percentile have been recorded since 2004. A double digit gain was recorded from 2004 to 2007 in fourth grade math scores. Large gains were also made in third and fourth grade science and

fourth grade social studies.

When comparing the TCAP scores of third graders against themselves as fourth graders, an interesting observation was made. As the same group of students moved from third to fourth grade in 2004 to 2005, 2005 to 2006, and 2006 to 2007, significant gains were noted in fourth grade scores for all subjects, in all years, (except math 2004 to 2005). For these three periods, comparisons of TCAP scores for the same students in grades three and four yielded the following average gains: reading/language arts 4.86, math 2.87, social studies 8.7, and science 4.53.

Following are the NCE scores for both grades from 2004 to 2007:

3rd grade	2004	2005	2006	2007
Reading/Language	48.1	52.5	50.0	53.2
Math	55.3	55.1	59.5	59.7
Social Studies	48.0	52.3	51.3	54.2
Science	49.8	56.3	55.1	58.2

4th grade	2004	2005	2006	2007
Reading/Language	51.2	50.3	58.1	56.8
Math	50.8	53.9	63.6	62.0
Social Studies	54.1	54.9	60.6	62.2
Science	51.5	55.8	58.9	60.1

Given the sizes of the recorded gains, it should be expected that fourth grade TCAP scores will begin regressing to the mean. Indeed, this very regression may have begun with the slight decline of fourth grade scores from 2006 to 2007.

Brigance Preschool Screen II

Upon registration, the [Brigance Preschool Screen II](#) (four-year-olds) is administered. This screening measures children's acquisition of some basic preschool skills and gives the evaluator an estimation of the child's level of ability. Color recognition, counting, vocabulary, and ability to follow directions are some of the skills measured with this screening. The results are used to determine which students would be considered "at risk," and these students are given enrollment priority.

In the initial pre-kindergarten class at Pigeon Forge Primary, the Brigance Preschool Screen II indicated that a majority of the children had difficulty in several areas. The visual discrimination portion of the screening required children to view four symbols to identify three that matched and one that was different, thus measuring the child's emerging ability to recognize various letter forms. Most of the children had difficulty completing this task. In the visual motor section, children were asked to view a shape and copy it onto paper using a pencil. Many children experienced difficulty holding the pencil and drawing the shape. Two sections of the screening were devoted to numbers and counting. Children were asked to rote count to 10 or higher in the counting section; in the number concepts portion, children were required to count objects in varying increments. In both areas, a majority of the children experienced difficulty answering correctly. This information assists the Pre-k teacher to prepare for individual and whole class instruction.

Pre-Kindergarten Brigance II/Pre-First Brigance II

Each child is screened using the [Brigance Pre-Kindergarten Screen II](#) before they enter kindergarten. [This screening tool is used for placement and identifies potential students for inclusion in a free four-week summer program. The summer program emphasizes kindergarten readiness skills and is taught by Career Ladder extended contract teachers. Kindergarten teachers use the Brigance to monitor strengths and weaknesses in the kindergarten program and to modify and adjust teaching strategies as needed.](#) Based on these assessments, kindergarten students are showing the most growth in letter and sound recognition. Kindergarten teachers recognize that high frequency words continue to be a weakness. Several new teaching strategies have been implemented such as word rings, classroom word walls, Building Blocks, and morning message.

[Brigance Pre-First II](#) is given to kindergarten students each spring, and the results are compared with peers throughout Sevier County. An analysis of the Brigance Pre-First II findings, administered Spring 2007, indicated that Pigeon Forge kindergarten students scored eight points lower than the average score of other kindergarten students across Sevier County. While several factors account for this, the data strongly indicates that a significant shift in the school population is underway. For instance, the Brigance is given in English which may present some difficulties for ESL students. Additionally, 70% of the school's population is classified as economically disadvantaged, while the System averages only 49% economically disadvantaged. With such a diverse population, class size may be a telling issue. At the beginning of the 2006-2007 academic year, Pigeon Forge Primary School lost two kindergarten units due to loss of enrollment. Yet, for 2006-2007 the school's remaining five kindergarten units were among only 20 units of the 60 units in the System with 20 or more students in each class. Thankfully, the enrollment for each kindergarten unit at Pigeon Forge for 2007-2008 is 18 or below. Clearly, the Action Plan must address readiness for school on the part of students enrolled at Pigeon Forge Primary.

STAR Reading Program (STAR)

[Star Reading](#) is a computer-based, norm-referenced reading test that is designed to evaluate reading and vocabulary skills. Students answer 25 multiple choice questions which identify grade equivalents, percentile ranks, and instructional reading based on student's reading ability. If the student misses a question, the difficulty level is reduced; if the student answers correctly, the difficulty level is increased. The program provides a Zone of Proximal Development (ZPD) which identifies the reading levels students need to read at to achieve optimal reading growth without becoming frustrated. It also charts student growth over the entire school year. Second, third, and fourth graders are to take the Star test three times per year: at the beginning of the school year, after the first semester and at the end of the year. Kindergarten and first grade students take tests on an as-needed basis.

Since the beginning of the 2007-2008 school year, approximately 50% of 150 first grade students have been STAR tested. First grade students STAR test when their teachers consider the test to be developmentally appropriate. As a result, first grade STAR data are incomplete, but those

tested have shown an estimated Normal Curve Equivalent (NCE) growth of 21%. Out of 124 second grade students, 80% have tested at least twice and have shown an NCE improvement of 4.6. Their reading level improved from 1.0 to 2.1, with a growth of 1.1 reading levels between September 2007 and March 2008. Of 144 third graders, 78% students tested at least twice in the same period. The NCE levels showed a positive growth of 3.1, and their reading levels improved from 2.7 to 3.3. In the fourth grade 95% of 145 students have tested at least twice. Their NCE levels showed a positive growth of 3.9, while reading levels increased from 3.9 to 4.5. Pigeon Forge Primary School's high mobility rate contributes to the percentage of students at each grade level who have not STAR tested more than once. While it is true that some classes are more diligent in STAR testing, some of the failure to do so is related to the high number of student withdrawals, and transfers that occur throughout the year. Still, the inconsistency in the number of students tested multiple times in second, third, and fourth grades is a weakness that will be addressed in the Action Plan.

Accelerated Reading Program (AR)

The [Accelerated Reading Program](#) is a computerized information system designed to encourage students to read and to increase their scores on performance-based and norm-referenced tests. Students select books based on their own interests and individualized reading Zone of Proximal Development (ZPD) level as determined by the STAR Reading Program. After reading books, students take short computerized quizzes that test comprehension and vocabulary. The computer records the tests and scores students. The classroom teacher sets goals for students. If students achieve their goals, they receive a variety of rewards as determined by the classroom teacher. The top readers in each grade level receive small rewards from the PTO and local businesses. A variety of reports are available to identify strengths and/or weaknesses of each student. Kindergarten students take quizzes as a group or individually, as determined by their teacher. Students in grades one through four take individual quizzes.

While student's AR scores should range between 85% and 100%, an analysis of the test data showed that the scores of only one class participating in the AR program are averaging over 85% correct. School-wide the average score is 77.3%. Of interest in the third and fourth grades is the relationship between growth scores and the number of AR points earned per class. Generally

speaking, classes with the largest increases in stanine, percentiles, NCE's, and IRL's have recorded the largest number of AR points. For instance, the third grade class with the greatest number of AR points (1047) has progressed more than 18 percentile points and has nine NCE's beyond the average for that grade. In the fourth grade, the class with the greatest number of AR points (1142) has advanced four percentile points and two NCE's beyond the average of other fourth grade classes.

STAR Early Literacy Program

[Star Early Literacy](#) is a computerized diagnostic assessment that measures how well a student understands concepts and skills that are important in the development of early literacy in pre-readers and beginning readers. This comprehensive exam addresses seven key literacy areas and over 40 different literacy skills and concepts. Literacy areas include general readiness, graphophonemic knowledge, phonemic awareness, phonics, structural analysis, vocabulary, and comprehension.

STAR Early Literacy was purchased for use by kindergarten, first and second grade students. Currently this program is not being widely utilized in the school. Given previously noted concerns with development and readiness, more exposure to such a program can only be useful.

MathFacts in a Flash

[MathFacts in a Flash](#) is a computerized tool used to assist in the mastery of math facts and computational fluency. Students at all skill levels practice addition, subtraction, multiplication, division, and other math skills at their own pace and on timed tests. Immediate, on screen feedback provides results, while detailed reports provide individualized and group progress.

During the current school year, seven classrooms, (one second grade class, four third grade classes, one fourth grade class, and both multiage classes) have used MathFacts in a Flash. Data shows that students in four classes have mastered over four levels of addition and subtraction problems, while students in two classes have mastered over eight levels of addition and subtraction problems. One of the second grade classrooms has several students that have begun working on division. Because of the small number of classes currently utilizing MathFacts in a

Flash, increased usage of this program needs to be encouraged before its effectiveness can be assessed.

Star Math

[Star Math](#) is a computerized norm-referenced mathematics test and database designed to assess math achievement in third and fourth grade students. The students work through short, multiple-choice questions. If the student misses the question, the difficulty level is reduced; if the answer is correct, the difficulty level is increased. The program monitors each student's growth and produces over 15 diagnostic, growth, and summary reports. Because of the program's difficulty level, no classrooms are currently using Star Math.

Accelerated Math

[Accelerated Math](#) is a computerized math management system designed to personalize math instruction and help students meet every math objective beginning in first grade. It generates individualized math assignments that are scored automatically. Detailed reports show student's progress and mastery. Accelerated Math is currently being used by only three third grade classes and the multiage classes. Because of the lack of participation in the program, insufficient data prevent conclusions concerning the effectiveness of the program to be made. Increased usage of this program will be recommended in the School's Action Plan.

Read 180

Implemented in 2004-2005, [Read 180](#) is a reading intervention program utilized with selected fourth grade students that addresses the students' weaknesses in three specific areas: comprehension and vocabulary, word recognition, and spelling of high frequency words as well as story specific words. Students are chosen for the program based on third grade Terra Nova scores. Generally, the NCE of selected students is below 500. Students receive direct instruction in addition to working on computer programs and reading a variety of genre. The 90-minute class is team-taught by two teachers.

On average, students are expected to grow approximately 75-100 points each year. By March 2008, 65% of the students have already met or exceeded lexile growth. The class average in

lexiles for the first six months of the program is 136 lexiles. Analysis of the 2007 Terra Nova scores for the students in the program showed that 80% of the students scored in the proficient range. The average lexile growth for students that participated in the 2006-2007 program was 165.

The following represents the mid-year growth of students in the Read 180 program:

<u>Student</u>	<u>First Test Score</u>	<u>Last Test Score</u>	<u>Growth in Lexile</u>
Student #1	BR (0)	530	530
Student #2	BR (0)	426	426
Student #3	BR (47)	368	321
Student #4	BR (34)	243	209
Student #5	315	496	181
Student #6	344	517	173
Student #7	BR (0)	116	116
Student #8	190	305	115
Student #9	326	426	100
Student #10	297	381	84
Student #11	241	315	74
Student #12	BR (81)	128	47
Student #13	253	278	25
Student #14	515	528	13
Student #15	411	420	9
Student #16	BR (41)	BR (0)	(-41)
Student #17	440	378	(-62)

NON-ACADEMIC MEASURES

The chart below summarizes student characteristics from 2003 to the present. [This data was collected using Sevier County's record keeping program, Star, Horizon, and the 2003-2007 Tennessee School Report Card.](#)

<u>Student Characteristics</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Enrollment figures	595	702	672	660	678
Caucasian Students	555	633	614	589	583
Hispanic Students	31 (5%)	49 (6%)	41 (6%)	51 (7.7%)	73 (11%)

Asian Students	5	10	7	13	13
African-American Students	4	8	8	6	6
Native American Students	0	2	2	1	7
Attendance Rate	93.7%	94.2%	94.0%	94.5%	94.0%
Promotion Rate	98%	98.5%	98.2%	99.0%	*
Retention Rate	2%	1.5%	1.8%	0.9%	*
Mobility Rate	25%	23%	25%	20%	18%**
Discipline Referrals	No data available ***	211	252	164	415**
Suspensions	4	9	3	7	7
Expulsions	0	0	0	0	0
Economically Disadvantaged	64.5%	61.1%	63.8%	64%	70%
Special Education Students	22.4%	26%	22%	23.4%	13.7%
ELL Students	5%	7%	6%	8%	11%

* data added at end of year

** as of March, 2008

Attendance

Analysis of attendance data indicated that student attendance at Pigeon Forge Primary has maintained at or above the NCLB mandated 93%. School-wide and individual classroom incentive programs are in place to continually encourage good school attendance. Student attendance is closely monitored each six-weeks. Even so, the faculty indicated student tardies and absentees are a significant problem, and maintaining NCLB targets may be a challenge. This area should be addressed in our Action Plan.

Mobility

The mobility rate is high as evidenced by data from the last five years. The mobility rate has remained fairly constant ranging from 18% to 25%.

Retention /Promotion

In 2003, the Department of Education reclassified Junior Primary as a transition class, therefore eliminating it as a retention categorization. Since Junior Primary is no longer considered a year of retention, the School's promotion rate has been at least 98%. Retentions are minimal with no more than 2% of students retained each year.

Discipline Referrals

Since discipline referrals have been entered in the Star/Horizon program, the number of referrals has remained fairly constant until the 2007 school year. From 2006 to 2007, discipline referrals increased by 251 from .21 referrals per child to .61 per child. Discipline referrals include not only those from the regular classroom but also the cafeteria, special area classes, and bus referrals. Pigeon Forge Primary, in conjunction with Pigeon Forge Middle School and Pigeon Forge High School, began piloting the Tennessee School-Wide Positive Behavior Support (SWPBS) program in the 2006-2007 school year. It may be as a result of the implementation of SWPBS that discipline referrals appear to have risen. The premise of the program is that, to solve student misbehavior, school staff must first be knowledgeable about the nature, frequency, and location of the occurrences. Thus, teachers and other staff members have been asked to diligently record episodes of misbehavior in an effort to categorize the events.

SWPBS is a team-based proactive systems approach for creating and maintaining safe and effective learning environments evidenced by positive social cultures and behavioral supports for all students. The focus of SWPBS is to develop, implement, evaluate and sustain a three-tier model of teaching appropriate behavior while preventing misbehavior. This includes primary preventions, secondary preventions, and tertiary interventions. Critical elements of SWPBS include achievement of valued and desired outcomes; adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes; team-based application of data-based decision making at many levels; and, development of systems for prevention. These include the process, routine, working structure, and administrative support necessary to sustain achievement of values and desired outcomes.

Student Survey

Analyzing the student survey provided information on how students perceived the school environment. Students believed that Pigeon Forge Primary is a safe and happy place. Although only 77% of our students indicated that they liked the food in the cafeteria, 94% of the students believed they were safe at school, and 94% expressed the opinion that school was a happy place. When the students were asked how they felt about their teacher and the communication between the two, 98% of the students indicated they liked their teacher, felt that their teacher liked them, and viewed their teachers as friendly and helpful.

Character Counts is a very important program at Pigeon Forge Primary. Not only is it incorporated into most of the guidance class lessons, it is discussed on the intercom each morning and one Character Counts activity is included in teachers' lesson plans each week. Pigeon Forge Primary believes that by emphasizing Character Counts on a daily basis, students know the school rules, try to follow them, and demonstrate respect and responsibility more often. When the students were asked about this, 98% of the students said that they know and try to follow the school rules, and 96% said they try their best at school.

Pigeon Forge Primary is committed to increasing community involvement and awareness of the school. When the students were surveyed, over 90% stated that they believed their parents liked Pigeon Forge Primary School and their teacher, and that their parents had visited the School.

These findings (which coincidentally match almost exactly the results of the same survey given to students in 2005) indicated that most students felt that Pigeon Forge Primary was a safe, happy and inviting environment where learning is important and valued by all.

Parent Survey

A 45-item parent survey was sent home with every student in March 2007. Approximately 200 surveys were returned, representing roughly one half of the families with students attending the School. The survey covered such topics as school environment, communication, relationships, and expectations. The survey revealed that parents are pleased with the School's overall performance, although several areas of concern were also identified. Noted below are

percentages of responses and their agreement with the selected statement.

Strengths

- The strengths of the school environment included:
Facility is clean, attractive, and provides an enjoyable setting for learning (99%),
Parents feel welcome (96%),
Child and family-centered (95%); and,
Children are appreciated for their unique talents, challenges, and potential (95%).
- The strengths in communication included:
Conferences and report cards provide the information parents need about their child's progress (96%),
Parents are provided with clear and timely information about programs, policies, and rules (93%),
Parents are always informed about school events (92%); and,
School personnel communicate often with parents through newsletters, notes, calls, and messages (92%).
- The strengths of relationships included:
Children develop positive friendships at school (94%); and,
Teachers and school personnel treat students and parents with kindness and understanding (93%).
- The strengths of expectations included:
Students are held to reasonable and challenging expectations for learning and behavior (95%); and,
Students are encouraged to work to their ability (93%).

Weaknesses

According to responses from the 2007 Parent Survey, the weaknesses pinpointed in a 2005 Parent Survey have been successfully addressed. The specific areas identified as needing improvement in 2005 are listed below with the responses from both the 2005 and 2007 survey.

Responses from 2005 compared to responses from 2007:

<u>2007</u>	<u>2005</u>	<u>Change</u>	<u>Item</u>
97%	87%	+10%	School personnel respect my opinion.
98%	71%	+27%	School personnel use media to promote public awareness of student school successes.
97%	74%	+23%	School personnel work to obtain special services for

96%	74%	+22%	students when needed.
96%	66%	+30%	School personnel provide opportunities to get to know parents.
96%	71%	+25%	School's vision and mission were developed with parent input.
			I have attended parent/teacher conferences.

The improvement in these areas was very significant, and the school faculty and staff should be highly commended for the efforts made to address the aforementioned concerns.

Weaknesses 2007

All items included on the 2007 Parent Survey received a 90% rating (when strongly agree and agree responses were combined). Only one of the 45 items included on the survey received a significantly lower number of strongly agree responses than other items. That item read: "Students at school treat each other well." Only 37% of parents strongly agreed with this item (though when combined with those parents who agree, the number increased to 97%). The significance of this item is that it was the only item on the survey where strongly agree was chosen by less than 40% of respondents.

Facility improvements to be addressed over the next five years include:

- Covered walkways at both front and back entrances,
- Additional intercom speakers located outside the building; and,
- Outdoor security cameras.

It should be noted that four facility weaknesses found in the 2005 school survey have been corrected:

- Paving of lower parking lot,
- Proper drainage and/or paving improvements around dumpsters,
- Playground fencing; and,
- Special education playground equipment.

Teacher Surveys

Over the past several years, teachers have completed surveys addressing school safety, administrative leadership, faculty interactions, student behavior, tardiness, academic achievement, and parent involvement. A comparison of the results showed that teachers consistently felt that school was a safe and secure environment. Teachers indicated that the

administrative team continually encouraged open communication and considered themselves to be an integral part of the decision-making and leadership team. They also feel the administrative team has been supportive of the educational process and encourages instructional innovation. The faculty feels that interactions have been positive and appreciate the cooperative nature of working with both grade level peers and school-wide committees. Teachers indicated that school rules and expectations have been clearly defined, communicated, and enforced consistently and appropriately. In regard to academic achievement, high expectations are held for all students. Teachers felt parents have been encouraged to be involved in their child's education. Teachers stated they have utilized a variety of instructional and evaluation methods to measure student achievement. Teachers also stated they have access to needed materials and supplies.

A teacher planning survey was distributed to the faculty at the end of the 2006-2007 school year so concerns might be addressed early in the 2007-2008 school year. A summary of responses was distributed to each teacher during an inservice meeting held at the beginning of 2007-2008. The survey provided the administrative team additional suggestions and ideas for school-wide improvements. For example, the afternoon pickup procedure and bus duty schedule were changed based upon responses from the teacher survey.

School strengths noted on the teacher planning survey included:

- Teamwork,
- Collaboration,
- School cleanliness,
- Staff commitment,
- Well-organized structured environment,
- Kids first attitude,
- Problems resolved in a professional manner; and,
- Communication.

Of the 20 items on the 2007 Teacher Survey, responses to only three items indicated a need for serious study. Following is a discussion of these three items. Only 14% of the teachers surveyed felt strongly (strongly agree) that student behavior is generally positive and does not interfere with teaching. However, when responses of respondents who agree are combined with those that strongly agree that student behavior is positive the number increases to 92%. No doubt the low

number of teachers who responded Strongly Agree to this item is a reflection of the school's transition to the School-Wide Positive Behavior Support (SWPBS).

As with most new programs, transition can bring a period of adjustment. In the case of SWPBS, paperwork and record keeping on the part of teachers increased, but should decrease as the program becomes more established. An ongoing evaluation of the program is in place.

As indicated by responses, 92% of teachers either agree or strongly agree that tardies and absenteeism were and are major problems. This item was targeted for evaluation in previous studies and remained an issue for study and inclusion in the Action Plan.

Only 35% of faculty strongly agree that administrative matters were handled in a way in which instructional time is protected, though the number who felt instructional time was protected increased to 90% when those who strongly agree and agree were combined. Perhaps some attention should be given to duties teachers perform that might interfere with instructional time.

Many items identified in the school's 2005 study have been positively resolved. Examples include:

- Additional copiers,
- Increased parking,
- Increased parent involvement,
- Additional technology, software; and,
- Additional emphasis on math.

Sevier County School System TCSPP

Goals identified in the Sevier County Action Plan for NCLB performance goals, instructional support, and subject content areas were also used in the identification of school weaknesses.

- All students (including CTE students) will perform at or above proficiency levels in reading/language arts plus writing by 2012-2013.
- All students (including CTE students) will perform at or above proficiency levels in mathematics by 2012-2013.
- Students will meet or exceed the state growth standard as measured by TVAAS, Gateway,

and End of Course assessments in science and social studies by 2012-2013.

- The Sevier County School System will improve the graduation rate to 100% for all secondary students (including CTE) by 2012-2013.
- The Sevier County School System will meet all NCLB Performance Standards by 2012-2013.
- The Sevier County School System will develop and implement preventative measures that promote positive student behaviors.
- All school libraries will meet State and National standards in the areas of size, balanced scope, average age, and technology by school year 2012-2013.
- The Sevier County School System will increase the computer to student ratio from 5:1 to 4.5:1 as indicated in the TESS Report.
- The Sevier County School System will increase the opportunities for technical, job-embedded staff development from the developing stage to the advanced stage as indicated in the TESS report.
- The infrastructure of the wide area network is to be enhanced and upgraded to allow provision for increased speed and reliability, as well as expanded course offerings.
- Technology will become a more integral part of the teaching/learning process. The Sevier County School System will increase from the developing stage to the advanced stage as indicated in the TESS Report.
- Increase the engagement of all stakeholders in the educational processes of the Sevier County School System.

SUMMARY

The previous 2005 Pigeon Forge Primary School study identified math as a school-wide area of need. With the adoption and implementation of a new math program (Saxon), and subsequent training on the program's use, third and fourth grade math scores have increased. More importantly, NCE scores for fourth grade have increased double digits since 2005. Still, the skill of subtracting whole numbers needs to be addressed in first and second grades.

Reading/language arts is an area of concern in third grade. According to the Objectives Performance Summary, in six of the seven subtests, third grade students scored below other third

grade students in both the System and State. These six areas are meaning, vocabulary, writing organization, writing process, grammar, and writing techniques.

The data from the Objectives Performance Summary also revealed a weakness in social studies at the third grade level with students scoring lower on four of the five subtests, as compared to other third grades in the Sevier County School System. Specific areas to target are economics, human geography, physical geography and history.

Though still above both System and State scores, fourth grade math scores declined slightly from 63.6 in 2006 to 62.0 in 2007. Tennessee State 2007 Report Card CRT data revealed that the number of proficient/advanced students in both math and reading declined slightly from 2006 to 2007. Though the scores in all areas are above NCLB targets, the decline needs to be analyzed. It should be noted that CRT data revealed marked improvement in both math and reading from 2005 to 2006. Therefore, CRT data must be followed closely to see if this decline represents the beginning of a trend or simply a statistical quirk.

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

The 2005 Report Card cited Pigeon Forge Primary as having safe school status and being in good standing. Both attendance (94%) and promotion (99%) met state goals (93% and 97%, respectively). Criterion referenced student academic achievement was reported as an A in both Math and Science, and a B in both reading/language and social studies. Grades improved from the previous year in all areas; math, reading/language arts, science and social studies. Pigeon Forge Primary's adequate yearly progress (AYP) met federal benchmarks.

The 2007 Report Card was used to examine Criterion Referenced Test (CRT) data for 2006 and 2007. Analyzed as a whole, Pigeon Forge Primary math scores were 88% proficient/advanced in 2006 and 94% proficient/advanced in 2007 compared with 90% proficient/advanced for the State. Similar results were obtained in reading/language arts. In 2006, 94% of Pigeon Forge Primary students scored proficient/advanced with 92% proficient/advanced in 2007. The State percentage was 90%. Thus, in both math and reading, the number of students scoring proficient/advanced decreased slightly from 2006 to 2007. Attendance in 2005 was 94%, in 2006 it was 94.5, and in 2007 it was 94.5. Each was above the NCLB target of 93%. The 2007 promotion rate was 99%, and was above the NCLB target 97%.

Subgroup disaggregation analysis for 2007 revealed the following:

Race/Ethnicity/Limited English Proficient

In 2007, Caucasian students scored 94% proficient/advanced in math and 94% proficient/advanced in reading/language arts compared to 95% and 93%, respectively in 2004. However, Hispanic and other ESL students scored only 84% proficient/advanced in math, and 79% proficient/advanced in reading/language arts. It is hoped that implementation of ELAP will mitigate these negative differences of 10% and 18%, respectively.

Report Card Data Disaggregation

Economically Disadvantaged

In 2007, economically disadvantaged students scored 90% proficient/advanced in math as compared to 92% proficient/advanced in 2006. For reading/language arts, economically disadvantaged students scored 88% proficient/advanced in 2007 as compared to 92% in 2006. Again, some downward trending is evident.

Special Education

Identified Special Education (SPED) students scored 87% proficient/advanced in math compared to 67% proficient/advanced in 2005. In reading language/arts, scores declined 6% from 84% in 2005 to 78% in 2007. The increase in math scores correlate with the overall school increase in math scores, particularly for fourth grade students. Gifted students, which comprise 2% of School's population, are included (by definition) in this category. All gifted students served at Pigeon Forge Primary scored advanced in all areas.

Gender

An increase in the number of female students scoring below proficient/advanced in reading/language arts has been noted, with a corresponding decline in the number of proficient/advanced students. Male student scores have remained stable across all subject areas.

Proficiency Levels

The proficiency level of Pigeon Forge Primary fourth graders in 2007 was very satisfactory. In math, 92% of Pigeon Forge Primary students scored proficient or advanced compared to 90% of students in the State, and 93% of students in the System. The 2007 NCLB target for math was 86% proficient.

Ninety-five percent of Pigeon Forge Primary students were proficient or advanced in reading/language arts, compared to 88% of students in the State, and 91% in the System. The 2007 NCLB target for reading/language arts was 91% proficient.

In science, 94% of Pigeon Forge Primary students were proficient or advanced, compared to

Report Card Data Disaggregation

82% of students in the State, and 89% in the System.

For social studies, 90% of Pigeon Forge Primary students were proficient or advanced compared to 83% of students in the State and 89% of students in the System.

In summary, Pigeon Forge Primary students exceeded NCLB targets in both math and reading/language arts. Additionally, the scores of Pigeon Forge Primary students exceeded students in both the State and System in all areas except one. Students at Pigeon Forge Primary trailed the System average in math by 1%.

Growth Differences/Gaps between low/medium/high

Analysis of the fourth grade diagnostic TVAAS data showed that gains have occurred in all tested areas, across all academic groups. Restated, gains in all areas have been made by learners in the average, high average, and highest achievement groups. Significant gains were noted in the number of students scoring proficient in all areas, with a 13.4 increase in math, a 5.4 increase in reading/language arts, a 12.5 increase in science, and a 14.71 increase in social studies. The increase in the number of proficient students in each of the four tested areas reflected a corresponding decrease in the number of students scoring in the below proficient category for each of the four tested areas. Data also indicated improvement in the academic growth for the highest achieving students. The achievement gain for the highest achievers showed a 1.2 increase in reading. Recorded scores for the highest learners in the three remaining tested areas were -1.1 in social studies, -2.9 in science, and -11.4 in math. Though higher achieving students, in three subjects, still recorded negative achievement gains, the scores show an improvement over the scores reported in the 2005 School study. Even so, more progress must be made among higher functioning students, especially in math

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

Below are listed areas of strength and critical areas of need based on the academic and nonacademic data previously identified.

Academic areas of strength:

- Report Card 2007 data showed that taken as a whole, Pigeon Forge Primary students scored above NCLB targets in reading/language arts and math.
- TCAP data showed that first and second graders scored above 50% in most areas for the four-year average.
- 2007 TVAAS school report showed estimated school mean NCE scores increased from 2006 in third grade in reading/language arts, science, social studies, and math. For fourth grade, scores increased in reading/language arts, social studies, and science, and declined slightly in math.
- Kindergarten assessments showed growth in letter and sound recognition, but concerns about Pre-First Brigance II scores remain. Brigance Pre-First II scores are eight points below the system average.
- STAR testing indicates positive reading growth in all grade levels, but with greater gains occurring among students who AR tested most often.
- Fourth grade Read 180 students demonstrated positive growth; Terra Nova scores support individual student improvement.

Non-academic areas of strength:

- Student attendance has been maintained above the NCLB mandated 93%. However, this area is also listed as a non-academic weakness because of changing NCLB standards.
- Promotion rates for the past three years have been above the NCLB mandated 97%.
- Student surveys indicated that students are happy at Pigeon Forge Primary.

Narrative Synthesis of Data

- Parent and teacher surveys showed a high percentage of satisfaction on the majority of items included in the survey.
- Teacher and teacher assistant planning surveys noted areas of strength as being teamwork, concern for students, and communication.
- Leadership, expectations, and environment were noted as strengths of Parent, Teacher, and Student Surveys.

Academic areas of need:

- Although above NCLB mandates, Hispanic and other ESL students, economically disadvantaged, and students with disabilities scored below their counterparts. Math proficiency for students with disabilities was considerably below NCLB goals. Males scored five percentage points below females in reading/language arts.
- 2007 TCAP data showed that first and second graders continue to score slightly below 50% in subtracting whole numbers.
- According to TCAP data, subtraction of whole numbers, measurement, and problem solving (school-wide) are areas of concern in mathematics.
- According to the TCAP data, third grade reading/language arts, grammar, vocabulary, writing organization, writing process, and writing techniques represent weaknesses to be addressed.
- TCAP data indicated third grade social studies, economics, human geography, physical geography, and history should be targeted.
- Three-year TVAAS data indicated negative achievement gains in three areas for the highest achievers. However, it is important to note that the number of highest achievers failing to make gains is declining.
- Letter recognition and high frequency words remain areas of concern for kindergarten students.
- Kindergarten teachers also indicate a lack of overall school readiness as indicated by Brigance scores.
- Inconsistent STAR testing of all second, third, and fourth graders has resulted in insufficient

Narrative Synthesis of Data

data to accurately determine growth. Growth is indicated but 100% of students have not been retested.

- The school-wide average score for AR is 77.3%, and is below the 85%-100% range that would be expected with correct usage of the program. Additional teacher training is needed to review the correct process for AR usage.
- Increased usage of STAR Early Literacy, MathFacts in a Flash, Accelerated Math, and Star Math is needed for optimal results from the programs.

Non-Academic Areas of Need:

- Only 14% of teachers strongly agree that student behavior is generally positive and does not interfere with learning.
- An increasing number of discipline referrals indicates a need for patience with the school's transition to the School-Wide Positive Behavior Support System. The need to stress discipline is underscored by only a 37% strongly agree response from parents that students treat each other well at school.
- The Teacher Survey indicated that 92% of teachers believe student tardies and absenteeism is a problem.

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 1: Math Achievement-Student achievement will increase in math by 1% on the State achievement test by June 2009. With a steady yearly increase in test scores, by the year 2014, Pigeon Forge Primary students will achieve the NCLB target goal of 100% in math.</p> <p>Goal 2: Reading and Language Arts Achievement-Student achievement will increase in reading/language arts by 1% on the State achievement test by June 2009. With a steady yearly increase in test scores, by the year 2014, Pigeon Forge Primary students will achieve the NCLB target goal of 100% in reading and language arts.</p> <p>Goal 3: Parent and Stakeholder Participation-To help meet our student body's diverse needs, parent and community stakeholder involvement will increase by June 2009.</p>

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs
<p>At Pigeon Forge Primary School we believe...</p> <ul style="list-style-type: none">• A variety of research based teaching strategies and learning experiences assist children in developing individual strengths to achieve proficiency or above.• Children should be encouraged to become enthusiastic, independent, and cooperative learners.• Children learn best in a climate of ongoing cooperation and communication between the family, teachers, students, and community.• Teachers and administrators should work collaboratively to make data-driven decisions about student goals and learning.• Children experience the most success in a safe, nurturing environment in which their unique characteristics are appreciated and recognized by stakeholders.• Children are encouraged to work to their best ability through high expectations for student achievement.• A positive correlation exists between school attendance and achievement.• Children will learn to apply good character traits through character education.• Children should be taught to understand the importance of accountability as addressed in the School-Wide Positive Behavior Support Program.• Children should be encouraged to become good citizens through participation in school-wide and classroom community service projects.

Common Mission

The mission of Pigeon Forge Primary School is to promote student achievement and provide a positive educational environment which encourages life-long learning based on cooperation, respect, and integrity.

Shared Vision

Learners Today. Leaders Tomorrow.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	<u>Mountain Math & Mountain Language</u>	<u>ESL, Rosetta Stone, My Skills Tutor, Imagine Learning</u>	<u>State Standards</u>	<u>Saxon Math</u>	<u>Accelerated Math</u>	<u>MacMillian/McGraw Hill Reading</u>	<u>Harcourt Brace Social Studies & McGraw Hill Science</u>
Evidence of Practice (State in definitive/tangible terms)	Supplements used in grade 3 to enhance Saxon math, Macmillian/McGraw Hill, & McGraw Hill language basals.	Practice is present in all grade levels K-4.	Standards are listed in weekly lesson plans, unit plans, and in textbooks.	This math series was adopted county-wide. Saxon Math is used in grades K-4 at PFP.	Practice is present and utilized in grades 2-4.	This series was adopted System-wide. It is used in grades K-4 at PFP.	This series was adopted System-wide. It is used in grades 3-4 at PFP.
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)	Qualitative information indicates effectiveness in classrooms where program is used as a supplement.	The ELL coordinator indicates that teachers using these programs confirm its effectiveness.	TCAPS AYP TVASS	Ninety-four percent of all grade 3 & 4 students tested scored proficient or advanced in math based on AYP test results.	Accelerated Math test scores	Ninety-two percent of all grade 3 & 4 students tested scored proficient or advanced in reading/ language arts based on AYP test results.	In 2007, 81.3% of grade 3 students & 90.5% of grade 4 students tested scored proficient or advanced in social studies. In 2007, 90.5% of grade 3 students and 93.3% of grade 4 students

							tested scored proficient or advanced in science.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Effectiveness is noted during evaluations of classroom teachers.	Positive information is presented from the perspective of teachers.	Effectiveness is noted by yearly AYP scores. In 2007, 92% of grade 3 & 4 students tested were proficient or advanced in reading/ language arts. Ninety-four percent of grade 3 & 4 students tested in 2007 were proficient or advanced in math.	Research and local data collected point toward program success.	Increased individual student math scores.	Research and local data collected point toward program success.	Research and local data collected point toward program success.
Evidence of equitable school support for this practice	Yes, this program is implemented in grade 3.	Yes, ELL students and other students have used these programs to increase their academic skills.	Yes, state standards are utilized as evidenced by review of teacher lesson plans, minutes from committee, & grade level meetings.	Yes, Saxon Math is taught in grades K-4 as evidenced by weekly lesson plans.	Yes, Accelerated Math is used by 2 – 4 grade teachers at PFP as evidenced by data reports.	Yes, MacMillian/ McGraw Hill is taught in grades K-4 as evidenced by weekly lesson plans.	Yes, Harcourt Brace Social Studies & McGraw Hill Science are taught in grades 3-4 as evidenced by weekly lesson plans.
Next Step (changes or continuations)	This program should be continued and evaluated annually.	Increased usage in regular classroom is needed and must be supported with continued training and materials.	Re-evaluate student progress annually.	This program should be continued and evaluated annually.	This program should be continued and evaluated annually.	This program should be continued and evaluated annually.	This program should be continued and evaluated annually.

TEMPLATE 3.1.b: Curriculum Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

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** - Close examination of the curricular practices of Pigeon Forge Primary School has revealed an adequate amount of time is available to assess the needs of each grade level. Administrators spend time observing in classrooms and working with teachers to ensure that instruction meets the needs of all students. They also work diligently to cultivate a school climate where improvement is embedded into its daily practices. Administrators and teachers work collaboratively to compile data related to academic performance as well as behavioral performance in an attempt to create a framework which will allow maximum student success. Teachers are given ample opportunities for professional development and common planning time is scheduled each week. This encourages collaboration within and across each grade level. Resources are provided that are research based and aligned with state standards. School leaders ensure that rigorous standards are enforced and carried out through effective teaching. The Sevier County Board of Education provides support through instructional supervisors who assist and monitor instruction for adherence to State standards. The Board also provides curriculum scope and sequence charts and pacing guides to promote adherence to all standards. System-wide practices ensure that Pigeon Forge Primary, as a feeder school to Pigeon Forge Middle School, has a well-prepared graduating class of fourth grade students. In addition to the scope and sequence charts and pacing guides, teacher utilize

the *Blueprint for Learning* to maximize lesson planning. Lesson plans are turned in weekly by all teachers and reviewed by the administration to ensure teachers are planning appropriate instruction.

- **MONEY** - The State and System currently allocate funds to purchase all textbooks and accompanying materials, they also provide professional development based on current needs. Because Pigeon Forge Primary is a Title I School, funding is available to ensure that all children have access to a high quality education. All spending directly relates to the school’s goals and Action Plan. The budget is as follows:

Title I funds	
Instructional Materials	\$1,000.00
Instructional Equipment	\$6,106.84
Staff Development	\$3,680.00
Pigeon Forge Rotary Club	\$4,500.00
Library Funds	\$9,806.00
Book Fair	\$2,500.00
RIF	\$3,274.00
Box Tops for Education	\$475.00
Kroger	\$1,715.00
Target	\$100.00
School Mall	\$1,509.00
School Pictures	\$9,400.00
Kids Place	\$1,090.00
BEP (teachers)	\$4,700.00
BEP (committee)	\$4,000.00
ADM allotment	\$13,413.00
PTO Fundraisers	\$50,000.00

- **PERSONNEL** - Half-day educational assistants are utilized in the kindergarten classrooms. Full day educational assistants are utilized in the library media center, CDC classrooms, pre-k, Junior Primary, multiage, ELAP, and first grade classrooms. Two inclusion special education teachers share a full day educational assistant. [These paraprofessionals provide another resource for one-on-one and small group tutorials.](#) Teachers work collaboratively to ensure the best practices are being implemented and to study relevant data in order to improve effectiveness. Administrators play an important

role in helping teachers and staff understand and implement high quality curricular practices.

- **OTHER RESOURCES** – A review of “other resources” revealed a variety of outside sources and partnerships which enhance and provide assistance in the development of curriculum practices. [Parents, community leaders, and volunteers speak and make presentations to classrooms providing additional information on various units of study.](#) Examples include representatives from Johnson Pest Control, Sevier County Soil Conservation, University of Tennessee Agricultural Program, East Tennessee Historical Society, state and local elected officials, Dollywood, Humane Society, Arrowmont, Ijams, and the local fire and police departments. Because of our 100% membership in the Sevier County Reading Association, published authors/illustrators annually speak to the entire student body, sharing their books and experiences. Student teachers from area universities/colleges such as Carson-Newman College, Johnson Bible College, Tusculum College and Walters State Community College spend numerous hours observing, planning, and participating in classroom activities. The [Pigeon Forge Police and Fire Departments](#) frequently visit our school to present school-wide safety programs and visit individual classrooms. In cooperation with the [Sevier County Agricultural Extension Office](#), 4-H activities are available to fourth grade students to enrich curriculum and stress the importance of community service. Members of the Great Smoky Mountains National Park Service are available for in-school class presentations as well as acting as guides on environmental field trips. [American Red Cross](#) representatives provide professional learning opportunities for teachers and classroom instruction on various topics for students. [Community organizations](#) such as Kids on the Block, All for Kidz, and Ronald McDonald share school-wide character education programs with students. [Ongoing collegial support is offered through School and System based professional development opportunities throughout the year.](#) Teachers are also encouraged to seek professional development pursuant to their own individual interests and needs. [Teachers then share information with other faculty and staff during grade level and inservice meetings. Teachers have attended outside training and professional development,](#) such as the Sevier County Reading Association Test Score

Improvement Workshop, the Tennessee Reading Association Conference, the International Reading Association Conference, Reading Renaissance Conference, Title I conference, Tennessee Technology Conference, Promethean Board Training Workshop, Staff Development for Educators local, state, & national workshops, and many others. Students in all grade levels have participated in community awareness activities such as Jump Rope for Heart, March of Dimes, St. Jude's Mathathon, Pasta for Pennies, Leukemia/Lymphoma Society, Toys for Tots, Food Ministry, Humane Society, and World Vision.

“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** - Close examination of curricular practices revealed a lack of vertical planning. There is a need for more time to be set aside for planning and collaboration across the grade levels to ensure proper alignment of curricular standards. Due to scheduling constraints, it is impossible for all members of each grade level to share one common planning time during the day; half of the grade level shares a specified time and the other half shares another time period. A common planning time for teachers who are teaching in an inclusion setting is paramount when planning for the upcoming school year. More time for professional development and training on the practices of inclusion, reading comprehension, reading in content areas, behavioral strategies, etc. would be beneficial for teachers and staff. More training in the implementation of effective math strategies would be warranted as well.
- **MONEY** - Funding to provide additional intervention materials for low performing students would be beneficial. There is also a need for more quality research-based professional development to help teachers in the implementation of classroom interventions. Additional funding would provide opportunities for individual teachers to further pursue off-site professional development of special interest to them.

- **PERSONNEL** - School personnel are being utilized in the areas most in need of their time and expertise, however, more paraprofessionals could be utilized in order to provide additional tutoring for at-risk students.
- **OTHER RESOURCES** – More community participation is needed in the planning and implementation of the curriculum. Strengthening the partnerships with the area colleges and universities would also benefit our curricular offerings.

Equity and Adequacy:

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

Professional development opportunities are provided on site for all teachers each year. Teachers are also encouraged to pursue off-site professional development to address individual interests and needs. Funding is available from PTO to assist teachers, and the administrative staff is supportive in providing time and resources for all teachers. In addition, teachers are periodically encouraged to identify specific classroom needs and every effort is made to address those needs in a timely and equitable fashion. Funding to attend workshops and conferences, along with local training, is available through various sources.

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

The expenditure of funds and utilization of other resources are based upon the school improvement plan, current needs assessments, test scores and other data sources. Funds are allocated to provide opportunities for professional growth of teachers and staff so that classroom instruction will be based upon scientifically research-based strategies and practices. Funds are drawn from System, State, and Federal levels to provide necessary materials, equipment, and professional development to assist in reaching school goals. A review of

curricular practices and the allocation of time, money, and personnel indicate current practices are working in tandem to produce growth among our students. The goal is that each student will reach his/her full potential and each subgroup will continue to exceed the State benchmark requirements. The continued use of funds to provide opportunities for professional growth will ensure that classroom instruction is based on innovative and best practices.

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

Data indicates need to examine the effectiveness of teaching strategies within certain subgroups. The ELL population is not progressing at the rate of the Caucasian population. Data also indicates a decline among students with disabilities in the proficient/advanced categories. Although the 2007 TVASS TCAP school report shows continued increase in student achievement from 2004 - 2007, faculty and staff recognize the importance of increasing achievement for Hispanic and other ELL subgroups as well as students with disabilities. The implementation of the ELAP program should result in academic growth for the Hispanic and other ELL populations. Students with disabilities are participating in a second year of inclusion. It is expected that improvement will be evident in this subgroup as well. However, we will continue to monitor these areas in the Action Plan.

TEMPLATE 3.1.c: Curricular Summary Questions

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

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?

One of the School’s strengths is its focus on a curriculum that is tightly aligned with State standards and instruction. The curriculum is data driven and targets the individual needs of all students. Pigeon Forge Primary believes that the foundation is laid through our quality faculty and support staff. Both the faculty and staff demonstrate dedication to our school beliefs, which results in extra effort to do what is best for the students at Pigeon Forge Primary. Collaborative teams within the school function effectively and meet on a regular basis, communicating information to colleagues as needed.

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.)

One of the major challenges is the lack of the consistent utilization of available computer-based resources. For various reasons, all teachers are not utilizing available resources to their greatest potential and lack of time and professional development contribute to this weakness. Thus, as addressed in the Action Plan additional professional development and staff training will be provided to ensure technology reaches its fullest potential.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

As with any quality school, the challenge for Pigeon Forge Primary is to place individual needs at the forefront. Data garnered from Local, State and National Assessments will be utilized to analyze strengths and weaknesses of the instructional and curricular programs. Areas of weakness addressed in this documents action plan.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Differentiated Instruction	ELL Instruction	Inclusion	Character Counts!	Four Blocks	Reading in Content Areas	Integration of Technology
Evidence of Practice (State in definitive/tangible terms)	Lesson plans Classroom Drop-ins Formal observations IEPs Inclusion 2 multi-age classrooms 2 ELAP classrooms	There are 2 ELAP classes at PFP. An additional ESL instructor serves the remaining ELL population at our school.	Beginning in 2006-2007, Pigeon Forge Primary implemented inclusion classes in grades K-4.	Teachers at PFP practice Character Counts! in their classrooms. CC! is also taught during guidance classes to grades K-4.	Teachers at PFP received staff development and supplemental materials to implement Four Blocks.	Lesson plans Classroom Drop-ins Formal observations, Assessment data Teacher collaboration Surveys	Lesson plans Classroom Drop-ins Formal observations Requests for hardware and software Service requests Promethean Board & SmartBoard usage
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)	TCAP AYP TVASS	Disaggregated test data Enrollment data	TCAP AYP TVASS	Observed attitudes and behaviors Office referrals	TCAP AYP TVASS	TCAP AYP TVASS	Number of computer drops in each classroom

					Classroom Drop-ins Formal observations	Teacher surveys	Number of SmartBoards Usage of Promethean board Observation of current computer practices
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved test scores Improved attendance Positive teacher feedback	Improved observed language & vocabulary skills Students continue to be integrated into the general student population.	Students with disabilities showed a 9% gain in math based on 2006 & 2007 AYP scores.	Informal observation of better student behavior school-wide.	Improved test scores Classroom Drop-ins Formal observations Positive teacher feedback	In 2007, 90.5% of grade 3 students and 93.3% of grade 4 students scored proficient or advanced in science. In 2007, 81.3% of grade 3 students and 90.5% of grade 4 students scored proficient or advanced in social studies.	Based on STAR data, My Skills Tutor data, AR data, & Math Facts in a Flash improvement is evident and students are motivated to achieve.
Evidence of equitable school support for this practice	DI team made up of PFP teachers is available as an onsite resource. Also evidence of DI lessons in weekly lesson plans.	Students considered most "at risk" are placed in the intensive ELAP classes. Other ELL students are divided equally into regular classrooms.	There are inclusion classrooms available in grades K-4.	CC! lessons are documented in weekly lesson plans.	Four Blocks lessons are documented in weekly lesson plans. Classroom seating arrangements, Word Walls, & other physical evidence of Four Blocks implementation.	Evidence of reading in the content area is documented in weekly lesson plans.	Staff development has been offered to all teachers based on their prior levels of computer knowledge.
Next Step (changes or continuations)	More training/staff development is needed along with additional collaboration in DI to expand implementation.	Evaluate ELAP program for effectiveness. Continue to provide services to all ELL students.	Evaluate inclusion students' progress annually.	Continued practice of CC! provide additional staff development and collaboration.	Provide continued Four Blocks staff development & collaboration time to encourage & expand implementation.	Provide time for more teacher collaboration & continue classroom drop-ins.	Provide necessary staff development on integration into instruction. Provide additional and updated equipment including hardware and software.

TEMPLATE 3.2.b: Instructional Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to instructional practices, also to be recorded in Template 3.2.b.

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** - Through discussion and evaluation of our instructional practices, it was determined that an adequate amount of time is spent working on research-based instructional practices. Common grade level planning time is used to collaborate and determine the most effective instructional practices. School leaders are strong facilitators of the learning environment. Leaders attempt to protect instructional time, though this is one of the three areas of concern identified in the teacher's survey. Every effort is made to limit disruptions to classroom activities. Special area classes are scheduled in an effort to provide 90-120 minutes of uninterrupted instructional time. Daily announcements are made prior to 8:30, while end-of-the-day announcements are made five minutes before dismissal. School leaders cultivate high expectations for themselves, as well as everyone else involved in the educational environment. Monitoring of teaching practices along with the evaluation and observation of teachers fosters effectiveness. School leaders strive to provide ample professional development opportunities in an attempt to enhance the learning environment, thus improving the overall effectiveness of the School.
- **MONEY** - All money is allocated to support instructional needs and school goals as derived from an analysis of all available academic and non-academic data sources.

Teachers receive \$100.00 BEP money for instructional needs with additional financial support provided by PTO. The administration makes every attempt to supply teachers with the materials and supplies they need to create a successful and positive learning environment. Available material resources for teachers include items such as duplicating paper, transparencies, laminating film, and Accelerated Math scan cards. The PTO maintains a supply room for teachers stocked with classroom supplies necessary to enhance daily instructional needs. The PTO also provides funding to teachers requesting assistance to attend professional development activities. Donated materials allow faculty and staff to address individual student needs both in and out of the classroom. Additional funds are drawn from System, State and Federal sources to provide materials, equipment, and professional development to assist in reaching school goals. The School System strictly adheres to the financial guidelines set forth by System and State guidelines. The financial supervisor for the System monitors all financial matters, and the Principal ensures that all other monetary expenditures are used to enhance instruction.

- **PERSONNEL** - Pigeon Forge Primary School has policies and procedures in place that support the ongoing improvement of teaching and learning. From the System to the classroom level, instructional strategies are in place which support inclusion of special needs children in the regular classroom environment and provide assistance for individuals who require extra help. Funding is allocated so that programs and training can be provided for a variety of instructional programs. Teachers strive to differentiate instruction in order to meet the needs of all learners. The use of technology is incorporated into the school environment to enhance instruction. Examples of technology in use include Smartboards, Promethean Board, My Skills Tutor, Earobics, Accelerated Math, Rosetta Stone, United Streaming, Nettekker, Maps101, AR reading program, STAR computerized assessment program, Math Facts in a Flash, and other various programs. The reading block is 90 minutes of uninterrupted instructional time. Teachers are utilizing a variety of instructional strategies including modeling, guided practice, graphic organizers, study guides, peer tutoring, cooperative learning groups, hands-on activities, small group, and whole group instruction to meet individual student

needs. Inclusion has been implemented in kindergarten – fourth grade for students identified with special needs. The System adopted a new reading series (MacMillian/McGraw Hill) this year which encourages a differentiated approach in the classroom. Teachers have worked exceptionally hard this year to implement the new reading and language arts program. Local Pigeon Forge Primary teachers have been the greatest resource for professional development this year. They have shared best practices during inservice training and informal work sessions to improve instructional practices.

- **OTHER RESOURCES** - *The administrative team, along with faculty and staff, work to provide professional development and training that will enhance the instructional process.* Teachers who attend workshops present information learned to other teachers and staff at inservice meetings. The administrators provide resources for both new teachers and veteran teachers who are having difficulty in a particular area. This has proved useful in setting standards for high quality instructional effectiveness. Teachers are kept abreast of the current research-based instructional practices. Frequently, *community resources are used to expand the classroom experiences of our students.*

“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** – The main objective at Pigeon Forge Primary is to help every child reach his/her full potential. In order to accomplish this, student needs must be met on an individual basis. Therefore, additional professional development and training is needed in providing differentiated instruction to better meet the needs of each student.
- **MONEY** - Additional funding is needed to purchase more instructional materials directed toward improving the education of low performing students. Additional personnel would allow for more one-on-one and small group instruction and tutorials. Any new funding to provide additional technology would be welcome.

- **PERSONNEL** – There is a need for more paraprofessionals to help meet the needs of individual students. Inclusion classrooms would benefit from a full day educational assistant. Additional teaching positions to reduce class size and student/teacher ratio would enhance the learning environment.
- **OTHER RESOURCES** - A stronger relationship between the School and the community would be beneficial. Because community support is a vital part of any school, one of the school’s goals is to build stronger parent and community support. Collaboration between parents, community members and school personnel would strengthen the academic, social, and emotional success of each student at our school.

Equity and Adequacy:

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

Money, time, and professional development is currently provided in areas identified as weak through data analysis and needs assessments. Inconsistencies in our instructional support continue to be addressed. All future efforts will be guided towards correcting any area of inequity and providing the financial support needed to implement any changes.

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

The dispersal of funds and resources are based upon academic and non-academic data sources, such as needs assessments, test scores, and other data sources. Funds are needed to provide professional growth opportunities for our teachers and staff so that classroom instruction is based on scientifically research-based strategies and practices.

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

Current data indicates the need to refine instructional practices used to meet the needs of certain subgroups (Hispanic, Limited English Proficiency, students with disabilities, and higher functioning students). More research-based instructional practices, along with appropriate

monitoring, need to be implemented in order to strengthen the educational experiences and academic achievement of these students. Extra attention must be directed at students identified as at-risk. Lastly, TCAP scores suggest targeted instruction be directed at higher functioning students. In summary, higher functioning students, ESL students, economically disadvantaged students, and students with disabilities will benefit from more attention to their particular set of needs.

TEMPLATE 3.2.c: Instructional Summary Questions

The following summary questions are related to **instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

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?

The following practices have led to increased test scores and improvement in the overall effectiveness of the instructional program:

- Assessment Practices-Multiple assessment practices designed to gather a broad range of information regarding student needs was implemented.
- Data Analysis-Assessment data is used to guide the instructional process and meet the needs of individual students.
- Standards Alignment-Strict alignment with State objectives is maintained when planning instruction.
- Intervention-Test data is used to target students with the greatest needs and appropriate interventions are provided that will improve their level of success.
- Professional Development-Professional development opportunities provide meaningful activities on scientifically research based strategies intended to improve classroom instruction and student achievement.

Inclusion of special education students and adherence to strict guidelines for all IEPs will continue to improve performance for this subgroup.

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.)

A major challenges facing Pigeon Forge Primary is the utilization of innovative teaching strategies and appropriate interventions when working with subgroups that did not meet AYP.

Although most subgroups showed gains from the previous year, the ELL population and students with disabilities did not meet State targeted goals for the 2006-2007 school year.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

The relationship between the current instructional program and available resources will be analyzed to determine the best way to strengthen the instructional program. Needed resources will also be identified. On-going School improvement planning through self-evaluation will continue. Professional development that is designed to meet the needs of the School's teachers and students will be provided. Strengthening the relationships with outside resources to enhance the instructional process is also a priority. An open door policy for parents and community stakeholders to express concerns and provide input is key to strengthening the school's relationship with parent and community stakeholders.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	TCAP	STAR Computerized Reading Assessment	Brigance Preschool Screen II	Brigance K & Pre-1st Screen II	Teacher-made Tests	Summative Assessment	Formative Authentic Assessment
Evidence of Practice (State in definitive/tangible terms)	Given annually to all students grades 1–4.	Students grades 2-4 are tested at least 2 times during the school year. Kindergarten & first grade students take tests on an as-needed basis.	This screening is administered prior to enrollment in the pre-k class at PFP.	The Brigance K Screen II is administered prior to enrollment in kindergarten at PFP. The Brigance Pre-1 st Screen II is administered to currently enrolled kindergarten students in the spring at PFP.	Teachers develop tests for prescriptive purposes.	Weekly TCAP prep-tests, comprehension tests, unit tests provided by MacMillian/McGraw Hill reading series are administered as directed by series timeline and documented in weekly lesson plans. Fact assessments & written assessments provided by Saxon math are administered as directed by series timeline and documented in weekly lesson plans.	Teacher Observations Oral Questioning Anecdotal Records Student Projects Portfolios Non-traditional book reports Powerpoint Projects
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)	TCAP scores	STAR data	Brigance Preschool scores	Brigance K & Pre-1 st scores	Scores of individual students	Scores of individual students	Teacher gradebooks Grade sheets Rubrics Peer Assessments Progress Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved test scores as reflected in subgroup analysis, grade level reporting processes, feeder school analysis, and report card interpretation.	Of students grades 2-4 who have been tested twice NCE levels have shown a positive growth.	Results from this screening are used to determine students who are considered "at risk." Using these results the teacher can focus her lessons on areas in which the students showed difficulty.	Results from the K screening determines placement in kindergarten class & allows teachers to focus on areas of difficulty & plan lessons accordingly. Results from the Pre-1 st screening allow teachers to determine placement for the following school year. Need for less transition classes	Students are meeting the curriculum standards and benchmarks.	Evidence of improved test scores.	Evidence of improved test scores.
Evidence of equitable school support for this practice	The system provides standardized testing in grades 1 & 2. Blueprint for Learning test & various practice materials are provided to PFP by the school	Over 75% of grade 2-4 students have completed 2 STAR diagnostic tests as of March 2008. Over 50% of first grade students have taken the STAR test once as of	Every child considered for enrollment in the pre-k class participates in the screening.	Every child enrolled in kindergarten is required to be screened prior to (or upon) enrollment and again prior to 1 st grade.	Teachers are given the opportunity to attend training on formative and summative assessments.	Usage of these tests is documented in weekly lesson plans.	Usage of these tests is documented in weekly lesson plans.

	system.	April 2008.					
Next Step (changes or continuations)	Analyze data to detect areas of need and to determine benchmarks for student progress.	Continue to analyze data & encourage multiple testing during the school year.	Continue to screen for placement	Continue to screen for placement	Continue and facilitate uniformity in development of tests.	Continue to administer appropriate summative assessments.	Continue to use formative assessments.

TEMPLATE 3.3.b: Assessment Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –Which is identified in your practices and – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to assessment practices, also to be recorded in Template 3.3.b.

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** - An examination of current assessment practices determined that an adequate amount of time is available for training, technology support, test data analysis, and the development and utilization of appropriate interventions and instructional practices.

Each year, State mandated TCAP tests are given and results are disaggregated in order to identify students or subgroups scoring below proficiency. Performance level and TCAP Summary Reports, which desegregate data, are analyzed in order to identify subgroups with specific needs. STAR reading level reports, pre and post reading and math tests, reading unit tests, and various methods used in the classroom are also used to analyze changes in student performance. Data is used to understand and improve overall program effectiveness by providing evidence of the School's greatest areas of need.

Trends and patterns are identified that will assist the School in revising its TSIP plan for maximum effectiveness. Data analysis guides the selection of teaching methods, strategies and programs that will optimize student performance both school wide and in the various subgroups.

- **MONEY** - Assessment tools are researched and proven to be an effective prior to their purchase and implementation. Professional development and training are provided as needed with the purchase of any instructional program or assessment tool.

- **PERSONNEL** – Faculty and staff take advantage of training sessions and technology support offered by the System. Test data is utilized when planning and mapping instruction. Faculty and staff are also conscious of the need for data driven instructional practices to be geared toward those students who are not progressing at the desired rate.
- **OTHER RESOURCES** - In accordance with Federal, State, and System guidelines, test results are released in a timely manner. Stakeholders and parents are given a schedule for assessments. Parents are given a copy of their child’s TCAP results as soon as the results become available. STAR reading reports are given to parents in order to show growth in reading levels. Other teacher generated assessment results are released based upon each teacher’s method of reporting. Grade cards are distributed after each six week grading period.

“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** - Data from classroom assessments should be monitored and utilized as a basis for classroom instruction. Continually monitoring and adjusting the assessment process will improve its overall effectiveness and validity.
- **MONEY** - The Sevier County School System’s testing program provides many reliable measures of student achievement. However, more specific training on how to utilize assessment results to better guide instruction should be provided. Likewise, faculty and staff training on the alignment of standards to assessment instruments would be beneficial.
- **PERSONNEL** – Additional training is needed on the most effective use of test score data and the best way to align curriculum and instructional practices with these findings. Monitoring of the assessments currently utilized should continue in order to validate

their effectiveness as the School's needs change. Because instructional time is precious and time devoted to assessment must be productive, confidence in assessment materials is essential.

- **OTHER RESOURCES** – Communication of the assessment process and results between teachers and parents is identified as a weakness. Parent and stakeholder training would be beneficial so that they will better understand the different assessments and how they guide the instructional process. If parents are more informed and knowledgeable about the types of assessment used, they will better understand and supports the needs of their children. This will translate into more parental support for the School and help parents become more familiar with the programs and/or interventions offered to themselves or their children.

Equity and Adequacy:

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

Instruction is data driven and based on a variety of assessment tools. Data is analyzed on a consistent basis, and instructional practices are appropriately adjusted in an attempt to meet the individual needs of each student. Teachers have a wealth of assessment information upon which to base the direction of their instruction.

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

Funds and resources are allocated so that teachers can gather assessment information and develop instructional plans to meet the needs of each student. More training on different planning interventions and teaching strategies would be beneficial to support the overall effectiveness of the School's program.

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

After reviewing a variety of assessment data, it was determined that significant gains have been made, however, not all subgroups are achieving at the desired rate. The need to further analyze the data pertaining to all subgroups and make curriculum/instructional decisions based upon this

information is needed. An analysis of currently available assessments tools to ensure their validity, effectiveness and relationship to student achievement is essential.

TEMPLATE 3.3.c: Assessment Summary Questions

The following summary questions are related to **assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

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?

A major strength of Pigeon Forge Primary is the utilization of research based assessment tools and the subsequent analysis of the resulting data. A variety of assessments are used to provide data upon which faculty and staff base critical curriculum and instructional decisions. As a result, individual needs of students become the focus of all instructional and curriculum decisions. Teachers and administrators use appropriate data as a tool in planning and implementing instruction. The collection and analysis of data helps insure that individual needs are identified and addressed through appropriate curriculum, instruction, and interventions as needed.

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.)

Administrators and faculty monitor and evaluate the use of assessment practices to determine program effectiveness at and across all grade levels. Such steps will ensure that the alignment of research based practices with appropriate school data. This also guarantees that assessment tools are closely aligned with State standards and are relevant to Pigeon Forge Primary's goals for improvement.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

A system of monitoring and adjusting our current assessment practices will ensure effectiveness and maximize student achievement. Appropriate professional development, resource allocation and the implementation of best practices will be also be key to meeting students' needs.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	<u>School Policies and Procedures</u>	<u>Pre-K</u>	<u>ELAP</u>	<u>Multiage</u>	<u>Junior Primary</u>	<u>Common Planning Time</u>	<u>Time-on-Task</u>
Evidence of Practice (State in definitive/tangible terms)	Student/Parent Handbooks Teacher Handbooks Board Policy manuals for all administrators Crisis Management manuals for all teachers	A pre-k class is available at PFP.	Two ELAP classes are available at PFP.	Two 1 st /2 nd grade multiage classes are available at PFP.	One Junior Primary class is available at PFP.	Teachers within each grade level are given common planning time to allow for collaboration.	Each teacher creates a daily schedule to reflect time on task requirements.
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)	Clear and concise policies and procedures are published and distributed at the beginning of each	Student assessment data PreK Brigance Screen II	Teacher observation Test scores	TCAP scores	Test scores	Teacher surveys Teacher schedules	Teacher schedules Teacher surveys

	year.						
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Parents, students, and teachers are aware of expectations pertaining to grades, attendance, dress codes, discipline, etc.	Due to the relative newness of this program data is yet to be determined. Kindergarten teachers feel positive regarding the effectiveness of this program.	Observation of improved language & vocabulary skills. Students continue to be integrated into the general student population.	Due to the success of this program an additional multiage classroom was added at the beginning of the 2007 school year. Number of parents requesting placement in this program	Student readiness and success in first grade	Collaboration was identified as a strength by teachers. Minutes from grade level meetings.	Improved test scores Positive survey results: Ninety percent of teachers agree or strongly agree that instructional time is protected.
Evidence of equitable school support for this practice	Parents are required to sign that they have read and understand the student/parent handbook.	Pre-k students have been accepted into the PFP family willingly, with students eager to be positive role models for these younger students.	ELL Students considered most "at risk" are placed in the intensive ELAP classes. Other ELL students are divided equally into regular classrooms	Special scheduling is arranged to allow multiage students to participate in grade level activities. Kindergarten teachers frequently inform parents of the opportunity for placement in a multiage classroom.	Junior Primary students participate in grade level activities with both kindergarten and first grade students throughout the year.	Minutes of grade level meetings Shared planning notes Teacher schedules	Special area classes are scheduled to provide 90-120 minutes of uninterrupted instructional time & disruptions to instructional time are limited.
Next Step (changes or continuations)	Continue to update and make changes as necessary.	Continue to evaluate the program for effectiveness.	Continue to evaluate the program for effectiveness.	Continue to evaluate the program for effectiveness.	Continue to evaluate the program for effectiveness.	Continue to evaluate the program for effectiveness.	Continue to evaluate the program for effectiveness.

TEMPLATE 3.4.b: Organizational Gap Analysis

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.4.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to organizational practices, also to be recorded in Template 3.4.b.

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** - Pigeon Forge Primary strives to provide a safe learning and working environment for students, faculty and staff. The administration and faculty maintains high visibility throughout the school day. Teachers have various assigned duties throughout the school year, including bus duty, dismissal duty, school-wide committees and various other duties to maintain order and safety throughout the school. Faculty and staff model appropriate management techniques through interaction with students. School-wide procedures ensure a consistent and orderly school environment. All safety drills are conducted on a regular basis and in accordance with State and System mandates. Crisis manuals are issued to all teachers in the fall and training is provided for all types of crisis situations. Building evacuation plans are provided as part of the crisis management plan. Teachers are provided with an emergency backpack and are required to have the backpack with them during drills. A Safe School Survey is conducted to provide input into the perceptions of teachers, parents, and students regarding the safety level of the school. Students are motivated to be good citizens and display positive behavior through our Character Counts! Program, SWPBS program, and in some cases, individualized behavior plans. The SWPBS Program was implemented to maintain consistency throughout the school. Teachers are required to follow the SWPBS and provide documentation of any misbehavior incidents. All visitors must sign in through

the front office and obtain a visitor's pass in order to enter the building. Every student has an enrollment card which provides contact and emergency information for each child. Parents or legal guardians must fill out the form prior to the beginning of the school year, providing the names of anyone who may pick the child up from school. Parents or legal guardians are also required to sign a form stating they have been informed of school-wide procedures and rules. Issues involving interaction with students are conducted through the main office using the enrollment card as a guide.

- **MONEY** - Money is allocated to print handbooks and to provide instructional support, professional development, and many other activities and practices that impact student achievement, school safety, and overall school organization.
- **PERSONNEL** - The principal participates in the interview process during the selection period and conducts interviews as needed for administrators, teachers, office personnel, or educational assistant on an as needed basis. The principal works with the Director of Schools to hire and place faculty and staff. The best utilization of all faculty and staff so that they can work effectively with students is a priority at Pigeon Forge Primary. New teachers are provided with many opportunities for training both by the School System and the School. These training sessions, which are geared specifically toward teachers who are new to the System, provide valuable information regarding policy and procedures. New teachers are also assigned a mentor to assist them with academic, disciplinary and organizational policies and procedures. All State and System requirements for teacher evaluation are followed in order to monitor overall teacher effectiveness. Non-tenured teachers are evaluated each year and tenured teachers are evaluated once every five years. Classroom drop-in visits by administrators occur on a regular basis, while informal visits and formal observations provide information that may lead to interventions for new teachers. Teachers at Pigeon Forge Primary are highly qualified in the area they teach. If an area of weakness is determined, appropriate interventions are provided so that professional growth can occur. These interventions may include instructional workshops, discipline workshops, observation of other teachers, and modeling of an instructional lesson. An evaluation system for educational

assistants is also in place. Local and State salary increases, insurance plans, pleasant working conditions, safe and positive school climate, and administrative support help retain qualified teachers and support personnel.

- **OTHER RESOURCES** - School leaders practice an open-door policy in which parents are welcomed and encouraged to become actively involved in their child's education and in school activities. The PTO is actively involved and facilitates communication between school and community. A Family Compact is signed each year by the parent/guardian, student, and teacher which guides the expectations of all stakeholders throughout the year. The regular use of daily planners, notes to parents and community members, phone calls, family conferences, website, surveys, newsletters, email, marquee, newspaper, automated phone service, and other forms of communication ensure that the school remains responsive to community expectations. Various activities are planned and executed that allow active participation by parents and community leaders. School leaders are strong facilitators of the learning environment. They cultivate high expectations for themselves, faculty and staff, parents, students, and all other stakeholders involved in the educational environment. School leaders adhere to discipline policies and offer interventions and training for teachers when needed. Monitoring of teaching practices along with the evaluation and observation of teachers foster effectiveness. Certificates are given each grading period to reward academic progress (Honor Roll) and attendance (Tiger Club). School leaders strive to provide ample professional development opportunities to enhance and improve the learning environment. School leaders strive to improve the learning environment and build student success in both academic and non-academic ways.

“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** - In examining organizational practices, the team determined that faculty and staff should spend additional time collaborating with Pigeon Forge Middle School, with more

emphasis on vertical planning. Stronger continuity across the grade levels will ensure student success. Communication and development of the plan to bring this idea to fruition should be “built” into the schedule and plan for the upcoming year. More uninterrupted instructional time remains a focus for our school as well.

- **MONEY** – Funding for many effective practices currently in place should continue. However, more funding should be available to provide professional development and substitute teachers so that training could take place during the regular school day. Stipends would also encourage participation in summer or off duty training opportunities.
- **PERSONNEL** – The additions of staff to provide one-on-one tutorial or small group services would be beneficial.
- **OTHER RESOURCES** – After reviewing the characteristics of high performing schools, the need to strengthen the relationship between the School and parent/community stakeholders is evident. Improving rapport with the stakeholders is the best way to develop more comfortable working interactions with parents and the community at large. Increased parent and community support will broaden the influence of Pigeon Forge Primary as a learning community for all students and adults associated with the School

Equity and Adequacy:

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

Meeting the individual needs of every student while following State standards is the central focus of the School’s organizational process. The allocation of fiscal and personnel resources, along with appropriate time management, are requisites for meeting every student’s individual needs. The administrative team, teachers and support staff work collaboratively to improve instructional, curricular, and organization practices and procedures so that this mission can be accomplished.

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

A large portion of the School's funding is earmarked for specific purposes. While the administration allocates funds according to Local, State, and Federal guidelines, they work collaboratively with teachers to determine the most effective use of available resources and how to best meet the needs of our school and students.

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

A careful examination of data reveals a discrepancy between our desired goal and the achievement of some subgroups. Although several strong organizational processes currently address the needs of the majority of our students, some individuals and subgroups are not achieving at the rate necessary to meet AYP requirements. This self-analysis and the development and implementation of new strategies will assist in better meeting the needs of these students.

TEMPLATE 3.4.c: Organization Summary Questions

The following summary questions are related to **organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

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?

- **Teacher Planning Time** - Each teacher has a minimum 30-minute planning period each day to provides time for planning instruction and collaborating with other teachers.
- **Time on Task** - Effective time utilization is important to teachers at Pigeon Forge Primary. Each teacher creates a weekly schedule to reflect time on task requirements. Schedules are kept on file in the School's main office. Special area classes are scheduled in an effort to provide 90-120 minutes of uninterrupted instructional time. Every effort is made to limit disruptions to classroom activities. Daily announcements are made prior to 8:30, while end-of-the-day announcements are made five minutes before dismissal. Phone messages are taken and placed in teacher's boxes, with follow-up calls being made to individual classrooms before dismissal.
- **Differentiated Classrooms**- The School's motto is "Learners Today. Leaders Tomorrow," which underscores the school's belief that all children will learn, grow and develop individual strengths through participation in a variety of research based teaching strategies and learning experiences. All organizational procedures are created and implemented with the belief that each child is a unique individual with his/her own strengths and weaknesses. As a result, the School has embraced the pre-k, Junior Primary, multiage and ELAP classrooms, which are dedicated to meeting the individual needs of each student.
- **ELL**-Proactive measures have been implemented this year to address the needs of our ESL population by implementing two ELAP classes.
- **Consistent Policy and Procedures**- Pigeon Forge Primary School has policies and procedures in place which support the ongoing improvement of teaching and learning. These policies and procedures provide meaningful ways for the professional learning community to focus on its needs, its successes, and its ongoing school improvement. All policies are completely aligned with the Sevier County Board Policy. Each year during registration, students are given a Student Handbook that explains all current policies and procedures. If possible, ELL students are provided copies in their native language. Monitoring by the ESL teachers helps ensure that all policies are communicated to parents or family members who have limited English proficiency. Parents are informed of policies and procedures through written correspondence sent home with students, a

System-side automated telephone system, e-mail, school newsletter, school website, parent-teacher conferences, and local media. At the beginning of the year, teachers are given an updated Teacher Handbook.

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

We see our major challenges as follows:

- Additional professional development and training is warranted in order to continue in a proactive process of organizational change to stay current with changing demographics.
- Limited parental involvement from all segments of the community is a challenge for Pigeon Forge Primary. A small group of parents provides input, but more participation from a larger representation of the school population would be beneficial. Creative ways to increase parental involvement are constantly being sought.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

The following steps will be taken to address the challenges previously discussed:

- Continue to protect instructional time carefully;
- Provide ongoing professional development in the areas needed will be provided;
- Examine practices to implement a more cohesive partnership between school, parents, and community members.

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 Student achievement will increase in math by 1% on the state achievement test by June 2009.

Which need(s) does this Goal address?

Our school is currently performing at proficiency levels as determined by NCLB standards. However, increased proficiency is expected by 2011. After review of past TerraNova scores, test scores in mathematics were identified as a strength for Pigeon Forge Primary. However, upon further analysis school-wide, students classified with disabilities and students within the school's largest minority group scored below their counterparts. Students showed need for improvement in measurement, problem solving, whole numbers, and subtracting whole numbers. Additionally, higher functioning students need more effective instruction to address increased achievement.

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

Sevier County School Systems TCSP Goals state: All students (including CTE students) will perform at or above proficiency levels in mathematics by 2012-2013.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2008- June 2011	Students, Parents, Robbie Beckner & Grade Level Chairpersons	Weather books and other resources, computer, internet access, paper, toner, and local TV meteorologist	\$500.00 PTO, Title I	Teachers will analyze recorded data and evaluate students through informal observations and student participation.	Student achievement in math will increase on the TCAP exam.
August 2008- June 2011	Students, Classroom teachers	Tech support, computers, scanners, Internet access, scan cards, toner, and paper	\$1550.00	At the end of each grading period, teachers will evaluate data from computer generated reports, class participation, tests, and daily assignments.	Student achievement in math will increase on the TCAP exam.
August 2008- June 2011	In-service committee, Classroom teachers	Internet access, computers, substitutes, funds	PTO, Title I	Attendance certificates, in school presentations and/or training, flexible	Student achievement in math will increase on the TCAP exam.

						in-service documentation	
Action Step	Parent communication will occur regularly to strengthen the home-school relationship.	August 2008- June 2011	Grade level chairperson, Classroom teachers, Nancye Williams, Connie Cottongim	Paper, computer, copier, student planners, TIGER notebooks, school website, classroom websites	\$7,000 PTO, General School Funds	Sign in sheets, conferences	Student achievement in math will increase on the TCAP exam.
Action Step	Teachers will meet regularly as grade levels and across grade level to discuss teaching strategies and resources that address the identified weaknesses: problem solving and measurement, whole numbers and subtracting whole numbers, and the overall proficiency of the identified target groups.	Summer 2008- June 2011	Classroom teachers, Nancye Williams, Connie Cottongim	Time	No cost	Teachers will be monitored through lesson plans, formal observations, classroom drop-ins, and grade level minutes	Student achievement in math will increase on the TCAP exam.

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	Student achievement will increase in reading/language arts by 1% on the state achievement test by June 2009.
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Which need(s) does this Goal address?

After review of past TerraNova scores, it was noted that a large percentage of students were currently achieving proficient or advanced in all reading/language arts subgroups as determined by NCLB standards. However, upon closer examination several areas were identified in which improvement is needed, especially in grammar, vocabulary, writing organization, and writing process, especially among ELL students and students with disabilities. Recognition of letters and high frequency words were areas of concern in Kindergarten. An overall readiness for school was an area of concern in Kindergarten and Pre-Kindergarten. Second grade data indicated a weakness in the areas of operational concepts and writing strategies. An analysis of third grade data suggests that attention should be given to word meanings, vocabulary, writing organization, writing process, grammar techniques, economics, human and physical geography, and history.

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

Sevier County School Systems TCSP Goals state 1) All students (including CTE students) will perform at or above proficiency levels in reading/language arts plus writing by 2012-2013. 2) All school libraries will meet state and national standards in the areas of size, balanced scope, average age, and technology by school year 2012-2013.

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	August 2008-June 2011	Students, Classroom teachers, Carrie Clabo	STAR Test, Star Early Literacy, computers, McGrawHill reading series, AR books, AR quizzes, toner, paper	\$3,500 for books, paper for printing reports, tech support, AR quizzes and toner	Data from AR quizzes, STAR and Star Early Literacy	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	August 2008-June 2011	Students, Classroom teachers	STAR Test, Star Early literacy, computers, McGrawHill reading series, AR books, AR	\$1,200.00	Teachers will analyze data derived from unit tests, projects, TOPS reports, and STAR Diagnostic Reports to determine comprehension	Student achievement in reading/language arts will increase on the TCAP exam.

				quizzes, toner, paper		growth.	
Action Step	Library books/other resources will be purchased to meet local, State, and Blue Ribbon standards.	August 2008-June 2011	Library committee	Money	\$3,888 Local Funds \$1,100 Title I PTO	Blue Ribbon Analysis	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	Professional development opportunities will be offered in areas identified as deficient in an analysis of TCAP test scores and as identified in school wide needs assessment.	August 2008-June 2011	Classroom teachers, Nancy Williams, Connie Cottongim, In-service committee	Money, substitutes	\$5000 PTO	Attendance certificates, in school presentations and/or training, flexible in-service documentation	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	Parents will participate in school sponsored Accelerated Reader events.	August 2008-June 2011	Classroom teachers, Parents, Carrie Clabo	Refreshments, books for students	\$1,000 PTO	Parent sign-in sheets, parent surveys	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	Parent communication will occur regularly to strengthen the home-school relationship.	August 2008-June 2011	Grade level chairperson, Classroom teachers Nancy Williams, Connie Cottongim	Paper, computer, copier, student planners, TIGER notebooks, school website, classroom website	\$7,000 PTO, General School Funds	Sign in sheets, conferences	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	Teachers will meet regularly as grade levels and across grade level to discuss teaching strategies and resources that address identified weaknesses: grammar, vocabulary, writing organization, writing process, letter recognition, high frequency word recognition, and school readiness, economics, human geography, physical geography, and history.	Summer 2008-June 2011	Classroom teachers, Nancy Williams, Connie Cottongim	Time	No cost	Teachers will be monitored through lesson plans, formal observations, classroom drop-ins, and grade level minutes	Student achievement in reading/language arts will increase on the TCAP exam.
Action Step	Parents will be given school readiness packets and summer activity calendars by Kindergarten and Pre-kindergarten teachers upon registration.	Spring 2009	Kindergarten teachers, Pre-K teacher	Paper, computer, copier	\$200	Teacher made assessment packet	Increase in school readiness skills

Action Step	Pre-kindergarten students and their parents will participate in Kindergarten Transition Day.	Spring 2009	Kindergarten teachers, Pre-K teacher	Paper, computer, copier	\$200	Parent Sign in sheet	Increase in school readiness skills
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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

To help meet our student body's diverse needs, parent and community stakeholder involvement will increase by June 2009.

Which need(s) does this Goal address?

Parent surveys which identified a concern for how students show respect for and treat other students; Teachers surveys identifying tardiness and absenteeism as a problem; Title I requirements.

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

Sevier County School Systems TCSP Goals state: 1) The Sevier County School System will develop and implement preventative measures that promote positive student behaviors. 2) Technology will become a more integral part of the teaching/learning process. The Sevier County School System will increase from the developing stage to the advanced stage as indicated in the TESS Report. 3) Increase the engagement of all stakeholders in the educational processes of the Sevier County School System.

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	PFP will host parent and community meetings to inform parents of available educational opportunities or assistance programs.	August 2008-June 2011	Yanci Dennis	Love & Logic, orientation, parenting classes, refreshments	\$1750 Title I, PTO	Sign in sheets, invitations, newsletter clippings.	Documentation of invitations and newsletter clippings (i.e. scrapbook)
Action Step	PFP will inform parents and community stakeholders of school policies, activities, programs, parent involvement opportunities, and assessment practices with appropriate translations.	August 2008-June 2011	Yanci Dennis, Classroom teachers, Nancye Williams, Connie Cottongim	Handbook, student planners, TIGER notebooks, monthly newsletters, web page	\$7,000 PTO, General School Funds	Monitor communications as needed	Folder of different communications
Action Step	PFP will enhance its character development program.	August 2008-June 2011	Yanci Dennis, Classroom teachers, education support personnel,	Character Counts, School Wide Positive Behavior Support	\$2,000 PTO, Grant money	SWPBS referrals and SWIS data	Decrease in number of disciplinary referrals.

			Nancy Williams, Connie Cottongim				
Action Step	PFP will maintain its website to inform parents of upcoming events, educational opportunities and available resources.	August 2008-June 2011	School webmaster	Internet access, Computers	\$500 PTO	Periodic review of school web page	School will maintain an up-to-date web page
Action Step	Teachers will participate in school based professional development focusing on the creation/maintenance of classroom web pages.	August 2008-June 2011	School webmaster, Tonya Berrier, Classroom teachers	Internet access, Computers	\$500 PTO	Periodic review of class web pages	Teacher will maintain an up-to-date class web page

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

Which need(s) does this Goal address?

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

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						
Action Step						
Action Step						
Action Step						

GOAL 5 – 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

Which need(s) does this Goal address?

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

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						
Action Step						
Action Step						
Action Step						

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop the school improvement plan.

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?

Throughout the 2007–2008 school year, the Leadership Team has been working to review, revise and implement its school improvement plan (TSIP). The Leadership Team consists of teachers, administrators, support staff, parents and community stakeholders. These team members then serve as the chairpersons over the committees writing each component. The Leadership Team was asked to serve on this team by Dr. Williams and Dr. Clabo. The chairmen from each component was asked to list three to four teachers, a support staff member, and a parent/community member to serve on their particular Component Committee.

The committees held weekly meetings throughout the school year, taking each component one at a time. The assigned committee with their Leadership Team representative would take the components of the old TSIP and brainstorm, draft, respond and revise, and problem-solve before sending it to the Leadership Team. The revisions were then combined, and the Leadership Team would review, proof and revise it a second time. The final proofing was completed by the entire staff before going to the publishing stage.

Steps are already being taken to implement the new TSIP for the 2008-2009 school year. The Leadership Team provided each member an open avenue for input in this on-going process. They also involved each student and his/her parent in the process through the use of student and parent surveys. Although there are already several avenues in place to enhance communication between school and home by using our monthly newsletter, the school website, parent/teacher conferences, and student planners, it is hoped that this communication process will increase over the next school year. Pigeon Forge Primary focuses on school improvement through ongoing collaboration during the school year.

Evidence of Alignment of Data and Goals – Narrative response required

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

Analyses of school wide TerraNova scores show students' need for improvement in measurement and problem solving. First and second grade students showed the need for improvement in subtracting whole numbers. Third and fourth grade students showed the need of improvement in dividing whole numbers. Weaknesses were also identified in analyzing texts, word analysis, spelling, and vowels. Student attendance is also a weakness among the students of Pigeon Forge Primary. Results from the STAR attendance program provided this evidence.

Pigeon Forge Primary's goals reflect the needs found in the analysis of school wide test scores. The school wide goals are as follows: 1) Student achievement will increase in math by 1% on the state achievement test by June 2009; 2) Student achievement will increase in reading/language arts by 1% on the state achievement test by June 2009; 3) To help meet our student body's diverse needs, parent and community stakeholder involvement will increase by June 2009. These goals are aligned with the Tennessee Blueprint for Learning and NCLB benchmarks.

Evidence of Communication with All Stakeholders – Narrative response required

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

On August 13, 2008, each committee chair of the TSIP will share a short synopsis of their portion of the school improvement plan. Each grade level will receive one copy of the complete school improvement plan. Each teacher will receive a copy of the action plan (Component 4).

Parents and community members will be informed of the school improvement plan at family nights, open houses, and parent/teacher conferences. The school's mission statement and vision will be posted in the classrooms. The school goals will be sent home to parents in the school newsletter.

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?

The beliefs, mission, and vision at Pigeon Forge Primary aim to provide a positive environment which will enhance the learning of all students. A variety of research based teaching strategies are utilized in order to strengthen students' achievement to proficiency or above. It is believed that children experience success in a safe, nurturing environment in which their unique characteristics are appreciated and recognized by stakeholders.

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 have addressed different types of practices that will enable Pigeon Forge Primary to reach Improvement Plan goals.

Curriculum

Pigeon Forge Primary's Action Plan addresses math and reading achievement and parent and community involvement. The teacher currently utilizes and will continue to implement many resources and activities to meet these needs. For example, in third grade we are using Mountain Math and Mountain Language to supplement our basal texts. Schoolwide, Accelerated Math and Accelerated Reader are being used. We have incorporated ESL instruction, Rosetta Stone, and Imagine Learning to assist our ELL students. The use of these resources will be expanded to include additional classrooms and individual students.

Instruction

Integration of technology is a current instructional practice that can be incorporated into the classroom environment. This is implemented by the utilization of Smartboards, Promethean Board, My Skills Tutor, Earobics, Accelerated Math, Rosetta Stone, United Streaming, Nettekker, Maps 101, AR reading program, STAR Reading, and MathFacts in a Flash. According to the action plan, there will be professional development and training that will

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

enhance the instructional process.

Assessment

STAR Reading is a research based assessment tool that is utilized at Pigeon Forge Primary. The data from this assessment practice provides strengths and weaknesses of the students who are tested. Data also shows growth or decline in a student’s performance. Students should STAR test two to three times throughout a school year.

Organization

Current organizational practices such as School Policies and Procedures, Pre-K, ELAP, Multiage, Junior Primary, Common Planning Time, and Time-on-Task are currently in place at Pigeon Forge Primary. The Student/Parent Handbook communicates to the parents and students the School’s Policies and Procedures, expectations pertaining to grades, attendance, dress codes, and discipline. In order to improve the organizational process and student achievement, teachers will participate in additional collaborative opportunities embedded in scheduled grade level and across grade level meetings. Parent communication will be expanded and additional parent involvement activities will be available.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The school improvement process should be a year long process beginning in August and should utilize two days of in-service in August. Portions of additional inservice days should also incorporate activities pertaining to the TSIP. This will reduce the amount of after school time required in the analyzing and updating the school improvement process.

TEMPLATE 5.2: Implementation Evaluation

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

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?

During the in-service meetings in August, each teacher will receive a copy of the action steps from component four. Upon review of the action steps, each grade level will meet with the Leadership Team to see how the action steps directly affect their grade level

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

From the data collected:

- Assessment results will be gathered.
- Formative assessment, with timeline, will be identified.
- STAR testing in August, January, and May will be administered.
- Analyzing results for strengths and weaknesses will be shared.
- Placement tests will pinpoint students for academic intervention.
- Results will drive instruction and require the needed adjustments to be made.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

The following summary questions are related to **TSIPP Monitoring and Adjusting**. They are designed as a culminating activity for the school to plan the monitoring process that will ensure that the school improvement plan leads to effectively supporting and building capacity for improved student achievement for all students.

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.

Winter 2008

School Leadership team and

- Committees formed to work on TSIP.

Spring 2008

- Parents will be given school readiness packets and summer activity calendars by kindergarten teachers upon spring registration.
- Parents of current Pre-k students will meet with the Pre-k and kindergarten teachers to discuss kindergarten expectations and possible school readiness activities which can be shared with children during the summer months.

Summer 2008 – June 2011

- Teachers will meet regularly as grade levels to discuss teaching strategies and resources that address the identified weaknesses: problem solving and measurement, whole numbers and subtracting whole numbers, and the overall proficiency of the identified target group.
- Teachers will meet regularly as grade levels to discuss teaching strategies and resources that address identified weaknesses: grammar, vocabulary, writing organization, writing process, recognition of letters and high frequency words, and school readiness.

August 2008 – June 2011

- Students will gather data from Weather Stations and analyze weather conditions throughout the school year.
- Student math skills will improve through the increased utilization of research based strategies, various technologies, and other resources including Math Facts in a Flash, Accelerated Math, My Skills Tutor, and math manipulatives.
- Professional development opportunities will be offered in areas identified as deficient in an analysis of TCAP test scores and as identified in school wide needs assessment.
- Parent communication will occur regularly to strengthen the home-school relationship.
- Student reading/language arts skills will improve through the increased utilization of research based strategies, various technologies and other resources including Accelerated Reading, Star Reading, and Star Early Literacy.

- Students will participate in formative and summative assessments throughout the year.
- Library books/other resources will be purchased to meet local, State, and Blue Ribbon standards.
- Parents will participate in school sponsored Accelerated Reading events.
- Pigeon Forge Primary will apprise parent and community stakeholders of school policies, activities, programs, parent involvement opportunities, and assessment practices with appropriate translations.
- Pigeon Forge Primary will enhance its character development program.
- Pigeon Forge Primary will maintain its website to inform parents of upcoming events, educational opportunities, and available resources.
- Teachers will participate in school based professional development focusing on the creation/maintenance of classroom web pages.

August 13 – 14, 2008

- In-service (Action Plan) – Each committee chair of the TSIP will share a short synopsis of their portion of the School Improvement Plan.

September 5, 2008

- First Star test completed (second grade – fourth grade)

November 4, or November 11, 2008

- In-service (Question and Answer session of progress of TSIP)

January 14, 2008

- Administration Day
- Second Star test completed

May 29, 2008

- Third Star test completed

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 Principal and/or Assistant Principal will regularly meet with grade level representatives and/or classroom teachers to review data and identify individual students or subgroups in which possible interventions are needed.

- Possible interventions will be identified for the target students and/or groups.
- Resources will be allocated to support the interventions to include shifting support/resources to highest needs.
- Evaluation strategies will include quantitative data from formative assessments during the school year.
- Summative assessments such as TCAP tests will be used at the end of the school year to make further adjustments.

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 Leadership Team will meet on a monthly basis with grade level representatives to determine whether or not adjustments need to be made to the Action Steps. Grade level representatives will share recommendations with their grade level.

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?

The TSIP and feedback on the School Improvement Plan will be communicated on the school website and in the school newsletter. It will also be communicated to teachers, parents and community stakeholders during grade level planning meetings, faculty meetings, leadership team meetings, parent/teacher conferences, family nights, and Parent-Teacher Organization meetings.