

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

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

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>
Bruce Wilson	N	Principal	
Chris Ogle	Y	Teacher-Kindergarten	
Sheila Smith	Y	Teacher-Kindergarten	
Traci Dodgen	N	Teacher-Second	Chair Component 1
Elizabeth Wilson	N	Teacher-Second	Chair Component 2
Susan Caldwell	N	Teacher-First	Chair Component 3
Amy Huskey	N	Teacher-Third	Chair Component 4
Karen Trybone	N	Teacher-6 th -8 th	Chair Component 5
Tony Cantrell	N	Teacher-5 th	Data Analysis
Mike Tinker	N	Teacher-Algebra	Data Analysis

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>
Traci Dodgen	Teacher-Second	Y
Pam Bonville	Teacher-First	N
Barrett Burcham	Teacher-Sixth-Eighth	N
Nancy Armstrong	Teacher-Library	N
Ryan Townsend	Teacher-Physical Education	N
Patti Dennis	Teacher-Special Education	N
Tony Cantrell	Teacher-Fifth	N
Heather Ward	Teacher-Fourth	N
Mike Tinker	Teacher-Algebra	N
Agnes Hatcher	Community Member	N
Carol Ann Vaughan	Parent	N
Joseph Dodgen	Student, 7 th grade	N
Becky McCarter	Paraprofessional	N

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

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

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Elizabeth Wilson	Teacher-Second	Y
Myrel Huskey	Teacher-Third	N
Nikolette Edge	Teacher-Sixth-Eighth	N
Barbara Liner	Teacher-Guidance	N
Mike Meldrum	Community Member, Park Ranger	N
Belinda Hoffman	Parent	N
Heather Hatcher	Student, 8 th grade	N
Dora Clabo	Paraprofessional	N

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

YES

NO

Subcommittee 2 Chair Signature

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

Member Name	Position	Chair
Susan Caldwell	Teacher-First	Y
Casey Berg	Teacher-Sixth-Eighth	N
Leslie Ogle	Teacher-Fourth	N
Keith Voyles	Teacher-Sixth-Eighth	N
Jack Boyles	Teacher-Art	N
Megan Mercereau	Teacher-Music	N
Becky Terry	Teacher-Band	N
Tony Cantrell	Teacher-Fifth	N
Lara Carr	Teacher-Special Education	N
Preston Joslin	Community Member, Pastor	N
Teresa Hatcher	Parent	N
Avonlea Wilkinson	Student, 6 th grade	N
Elaine Myers	Paraprofessional	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>
Amy Huskey	Teacher-Third	Y
Myrel Huskey	Teacher-Third	N
Nikolette Edge	Teacher-Sixth-Eighth	N
Pam Bonville	Teacher-First	N
Barrett Burcham	Teacher-Sixth-Eighth	N
Heather Ward	Teacher-Fourth	N
Ryan Townsend	Teacher-Physical Education	N
Patti Dennis	Teacher-Special Education	N
Claire Moser	Teacher-Speech	N
Lynn Lucas	Community Member, Real Estate	N
Karen Lipton	Parent	N
Alexis Edge	Student, 6 th grade	N
Angie Scruggs	Paraprofessional	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>
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Karen Trybone	Teacher-Sixth-Eighth	Y
Nancy Armstrong	Teacher-Library	N
Casey Berg	Teacher-Sixth-Eighth	N
Leslie Ogle	Teacher-Fourth	N
Keith Voyles	Teacher-Sixth-Eighth	N
Barbara Liner	Teacher-Guidance	N
Elaine Kiefer	Community Member, Office Manager	N
Fran Troxler	Parent	N
Claire Troxler	Student, 7 th grade	N
Cathy Hatcher	Paraprofessional	N

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

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

YES

NO

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
Title I Parent Surveys	Ninety-three percent of our parents feel the school work is challenging and requires the student's best effort. One hundred percent of our parents feel it is important for students to get the best education possible. That is an amazing percentage since twenty-two percent have less than a high school diploma or GED. Wearwood Elementary School faculty and staff found it interesting that twenty-two percent say they attend parent support group meetings; however, less than ten parents attend each meeting.
Teacher Surveys	The most alarming result was thirty-four percent of our teachers felt there was a significant problem with substance abuse among students in school. However, it was not stated in the question whether this was at Wearwood or schools in general. Also, twenty-four percent of teachers feel the variety of special area classes are not sufficient. Eighty-one percent of our teachers feel we are preparing all students to deal with issues and problems of the future. This correlates with our mission statement and beliefs.
Title I Student Surveys	Fourteen percent of the students feel there are not sufficient specialty area classes. Ninety-five percent of students feel the school work is challenging and requires his/her best efforts. Twenty-one percent of students feel there is a significant problem with substance abuse among students in school. Again, the faculty and staff do not know if students were thinking of Wearwood Elementary School or schools in general.

Data Source	Relevant Findings

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>STUDENT CHARACTERISTICS: There are 209 students who attend Wearwood Elementary with an ethnic background of 99.04% Caucasian, .47% Asian, and .47% Native American. There are 120 male and 89 female students. Males are 57.4% of our population while females are 42.6%.</p>	
<p>STAFF CHARACTERISTICS:</p>	
<p>Principal Robert B. Wilson Endorsements: 03, 21, 22, 23, 24, 25 05, 18, 84, 110 B.S. University of Tennessee M. S. University of Tennessee Ed.S. Lincoln Memorial University 33 years experience</p>	
<p>Kindergarten</p>	
<p>Princess C. Ogle Endorsements: 402, 480 B.S. Carson Newman College M.S. Lincoln Memorial University Ed.S. Lincoln Memorial University 13 years experience</p>	<p>Sheila Smith Endorsements: 002, 101 B.S. University of Tennessee M.S. Lincoln Memorial University 28 years experience</p>
<p>First Grade</p>	
<p>Pamela Bonville Endorsement: 002 B.S. University of Tennessee M.S. Lincoln Memorial University 24 years experience</p>	<p>Susan Caldwell Endorsements: 401, 402 B.S. University of Tennessee M.S. University of Tennessee 9 years experience</p>
<p>Second Grade</p>	
<p>Traci Dodgen</p>	<p>Elizabeth Wilson</p>

Endorsement: 101
B.S. University of Tennessee
21 years experience

Third Grade

Amy Huskey
Endorsements: 402, 480
B.S. Carson Newman College
M.Ed. Lincoln Memorial University
5 years experience

Fourth Grade

Leslie G. Ogle
Endorsement: 001
B.S. Salem College
M.S. Lincoln Memorial University
33 years experience

Fifth Grade

Craig Cantrell
Endorsement: 401
B.A. University of Tennessee
M.S. University of Tennessee
Ed.S. Lincoln Memorial University
7 years experience

Sixth Grade

Barrett Burcham
Endorsement: 407
B.A. University of Kentucky
4 years experience

Seventh Grade

Norman K. Voyles, Assistant Principal
Endorsements: 402, 480
B.S. Carson Newman College
M.Ed. Lincoln Memorial University
Ed.S. Lincoln Memorial University
9 years experience

Eighth Grade

Casey Berg
Endorsement: 402
B.S. University of Houston
M.A.T. Marygrove College

Endorsement: 402
B.S. Lincoln Memorial University
M.Ed. Lincoln Memorial University
9 years experience

Myrel Huskey
Endorsement: 001
B.A. Mercer University
31 years experience

Heather Ward
Endorsement: 402
B.A. Benedictine University
M.S. University of Saint Francis
9 years experience

Nikollette Edge
Endorsement: 402
B.A. Carson Newman College
5 years experience

Karen Trybone
Endorsements: 027, 019, 101
B.S. Union University
30 years experience

11 years experience

Special Education

Patti Dennis
Endorsement: 460
B.S. Mississippi State University
15 years experience

Lara Carr
Endorsement: 460, 461
B.S. East Tennessee State University
2 years experience

Band

Becky Terry
Endorsement: 429
B.M. East Tennessee State University
7 years experience

Library

Nancy Armstrong
Endorsement: 67, 402, 486, 03
B.S. Jacksonville State
M.Ed. Our Lady of Holy Cross
30 years experience

Guidance Counselor

Barbara Liner
Endorsement: 008, 405, 487
B.A. University of Oklahoma
M.A. Liberty University
D. Min. Luther Rice University
18 years experience

Speech/Language

Claire B. Moser
Endorsement: 068
B.S. Appalachian State
M.S. University of Tennessee
18 years experience

Art

Jack Boyles
Endorsement: 427
B.F.A. University of Tennessee
M.F.A. University of Idaho
1 year experience

Music

Megan Mercereau
Endorsement: 428
B.A. Mars Hill College
2 years experience

Algebra/Pre-Algebra

Mike Tinker
Endorsements: 013, 201, 202
B.S. University of Tennessee
M.A.T. East Tennessee State University
18 years experience

Physical Education

Ryan Townsend
Endorsement: 419, 420
B.S. University of Tennessee
M.Ed. University of Tennessee
3 years experience

School Support Staff

Bookkeeper

Pansy Clabo 22 years experience

Secretary

Nancy Bohanan 7 years experience

Teacher Assistants

Dora Clabo 4 years experience
Becky McCarter 22 years experience
Elaine Myers 10 years experience
Angie Scruggs 5 years experience

Special Education Assistant

Cathy Hatcher 9 years experience

Resource Officer

Kevin Daniels 10 years experience

D.A.R.E. Officer

Kevin Daniels 1 year experience

Cafeteria Staff

Glenda Sutton, Manager 27 years experience
Kelly Sutton 7 years experience
Lorie Whaley 5 years experience

Custodians

Stella Ogle 17 years experience
Cling Reagan 13 years experience

Bus Drivers

June Galyon 5 years experience
Alvin McGill 20 years experience
Ralph Ogle 18 years experience

SCHOOL CHARACTERISTICS:

Historical background and facilities: Nestled in the foothills of the Great Smoky Mountains you will find Wearwood Elementary School. This community school is located in Wears Valley, which is on scenic Highway 321, adjacent to the Great Smoky Mountains National Park. The school was started in 1907 by the Presbyterian Church of Knoxville as *Wearwood Academy*. By the spring of 1907, Wears Valley residents had been convinced by missionaries that an education was essential to males and females alike. Community residents made plans to accept the

Presbyterian proposition for a new school building near the center of Wears Valley. Another citizen, W. B. Emert, gave one acre of land to the Cumberland Presbyterian Church. Cumberland Presbyterian Church, in cooperation with the Wears Valley residents, soon built a building with two classrooms, a cloakroom, and a library. Miss H. C. Dailey was the first teacher; she named this school "Wearwood Academy". The first year Miss Dailey and Myrtle Webb taught a winter term. By the fall of 1909, the county had been persuaded to pay one teacher, hiring Miss Mable Moore. Miss Moore worked at the Baptist Church each Sunday while Miss Dailey worked at the Methodist Church. These close ties to church, school, and community are still in evidence and contribute to the very family essence that prevails at Wearwood Elementary. On March 19, 1912, three pupils of Wears Valley received eighth grade certificates. In the early 1920's, the Sevier County Board of Education bought the Wearwood Academy property from the Presbyterian Church of Knoxville and changed the school's name to "Wearwood School". A few years after this purchase, school was taught five months at a time. Around 1925 or 1926, the school population became large enough to enable the county to build two new classrooms. Professor Mell Lawson, a former graduate of Wearwood and Maryville College, returned to Wearwood to teach. He and his wife taught some high school subjects including English, history, home economics, mathematics, and Latin. There were six students who took advantage of this opportunity. Graduation was not part of the program; however, they were prepared for high school. November 8, 2004 was a special day for our fourth grade students. Mrs. Nelle Hatcher, a retired teacher from Wearwood, came to share her recollections of the school and of her life in this community. The following is a short compilation of Mrs. Hatcher's memories. Nelle's grandmother was a little girl during the Civil War. Her grandmother remembers being in the kitchen making pies when a black man in chains rushed in and said, "I'm sorry, but they're going to catch me." He drank the milk and egg mixture and ran off. She often wonders what happened to him. There was a cheese factory on Robinson Road. A man from Wisconsin started the factory. He boarded at Mrs. Hatcher's family home. The only means of transportation was horses. There were no cars in the Wears Valley area. Dr. Ogle and Dr. Huffman made house-calls. They would stay at a patient's home until he or she was actually well. The local residents raised cotton, sheep, beef, chickens, and pork. All the food was grown locally. Cane was also produced and made into molasses. Ms. Daily and Ms. Webb lived in half of the school building. They heated the building with a Franklin wood stove. Mrs. Hatcher taught two grades at Wearwood. There were five or six teachers each year. She had 46 students in her room. The children would bring their own lunch, or they brought ingredients, and Mrs. Hatcher would make vegetable soup. The children walked to school and bought their own textbooks. The girls wore dresses and the boys wore pants. They had pie suppers. The women made the pies, and the men bid on the pies. There were spelling bees. The children would bring an egg to barter for candy. Halloween was a time of great pranks. Outhouses were the main targets. They were usually toppled over. One year the outhouse was hoisted to the roof of the school. The conclusion of Mrs. Hatcher's chat with our students was a thought that is still reflected in the Wearwood Community. There was a depression, but no one in the valley was aware of it. No matter what is happening in the world, the Wearwood School and the Wears Valley Community will pull together and make education possible and pleasurable. Next in our history, an accredited junior school was established in 1935 and lasted for four years. Again in 1951, one classroom and a cafeteria were added to the building. At the beginning of the 1952 school year, the county school board sent Professor Mell Lawson back to Wearwood, along with Mrs. Jim Hatcher, Mrs. Walter Ogle, Mrs. Ralph Patty, and Miss Callie Crowson. The school

term was off to a good start with these very competent, hard-working, enthusiastic teachers. In November 1952, the dear old Wearwood School building burned. Classes were held at the Methodist Church and Valley View Baptist Church. The Wearwood School building was rebuilt and classes resumed at the present location in 1954. Many things have changed since the first students arrived at Wearwood Academy in 1907. Our school and community have always appreciated and respected the rich heritage of Wears Valley. The Park Settlement School merged with Wearwood Elementary in the 1960s. This was a solidifying event for the community. As evidence of this transition, our custodian, Cling Reagan, brought his daughters to Wearwood Elementary even though he had attended the Park Settlement School. His daughter, Stella Ogle, remains at this school today as a custodian and a Junior League Basketball Coach. For generations, the school has served as a focal point for the community. The school is a place where the individual needs of each child have been recognized and addressed.

Environmental and safety conditions: The sheriff's department resource officer is on school grounds during the school day and is available for any type of crisis, which may arise. The officer has also given impromptu lessons to young students on the importance of learning their name, address, and phone number for at-home emergencies and also lessons on how to dial 911.

A D.A.R.E. officer conducts a classroom study program with the fifth and sixth graders to promote safety and a healthy, drug-free life. Hunter Safety programs and classes are conducted each year. They include gun safety, which is vital to our area, and a field trip to the county shooting range. Sevier County School System Strategic Plan states, "A safe teaching and learning environment will be provided for all teachers and students." In order to provide this environment, the front entrance to the school is equipped with a light and tone sensor to alert front office personnel that someone has entered the school. Also, allocated funds have purchased sixteen security cameras, a crisis management cellular phone, and a Midland severe weather monitoring system located in Mr. Wilson's office. Security camera monitors are also located in Mr. Wilson's office. In addition, **Title I funds have purchased six hand-held radios that are utilized at Wearwood Elementary to ensure the safety of our students and staff.** Staff and visitors wear identification (ID) badges. The faculty has a plan and code system to inform all employees in the event of an emergency. To provide a conducive, safe learning environment, each teacher implements his or her own classroom behavior management system. Teachers establish their own set of classroom rules while all staff members work together to maintain a productive school atmosphere. Parents and students are made aware of the discipline policy and classroom rules at the beginning of each year. Teachers and administrators work with parents and students in an effort to solve discipline problems. Students not adhering to the Wearwood Elementary School discipline policy are subject to consequences for their behavior. Consequences include loss of privileges, counseling, corporal punishment, in-school suspension, or placement at the Alternative Learning Center. The local school board has adopted a Zero Tolerance Policy for certain violations. A revised countywide dress code was implemented at the beginning of the 2004 school year. Also, in accordance with the school board policy, students must carry clear or mesh backpacks.

Grade distribution: Kindergarten through fifth grade classes are self-contained. However, sixth through eighth grade classes exchange classes every 55 minutes. Our pupil-teacher ratios are as follows:

Kindergarten	14-1
Grade One	14-1
Grade Two	12-1

Grade Three	9-1
Grade Four	11-1
Grade Five	16-1
Grade Six	12-1
Grade Seven	15-1
Grade Eight	24-1

Length of school year: The length of the school year is 180 days for students. It begins in August and ends in June. Calendars are adopted by the board of education. The 2008-2009 and 2009-2010 calendars are readily available to our parents on the website: www.sevier.org. The school calendar has thirteen days built in for inclement weather. Faculty members work a two-hundred day/10 month contract.

Length of school day: The school day begins at 8:00 and ends at 3:00. Students may arrive as early as 7:15. Breakfast is served around 7:30. The first bell rings at 7:50. The second bell rings at 7:55. The third and final bell rings at 8:00. Students in kindergarten have a choice to leave at 12:30, 1:30, or 3:00.

Operating Budget Distribution Equity:

Revenue is received from various sources including the state (BEP funding), local supplements, parent-support group, school-sponsored fund raisers, a faculty drink machine, fruit fruzers, and the Federal Government. Two major school-wide fund raisers are allowed per year. This does not include royalties received from the sale of school pictures. Each spring, a needs survey is completed by the staff for the following year. A committee meets to determine what items are essential and if the school has sufficient funds to purchase the items. **Title I funds have been used over the past few years for staff development, technology, and reading and math intervention programs.**

Per pupil expenditures: The Sevier County School System spends \$7, 787 per student which is \$7.00 less per student than the state average. The national average if \$9,102.

Administration, faculty, and staff demographics: Years of experience of faculty and administration: Percentage of faculty and staff who hold advanced degrees: **Wearwood Elementary School faculty is 100% Caucasian. Wearwood Elementary School has 27 faculty members. The faculty has 74% or 20 female and 26% or 7 male. Six faculty members are part-time at school while twenty-one are full-time. The faculty has 66.7% with post bachelor's degree. Wearwood Elementary School has nine members with a bachelor's, thirteen with a master's, four with an educational specialist, and one with a doctoral degree. The average teaching experience is 14.6 years.**

Mr. Wilson, principal, is included in the above averages. He has 33 years experience as a teacher and administrator.

The support staff is 100% Caucasian. Wearwood Elementary School has 16 support staff members. The staff has 75% or 12 females and 25% or 4 males. All are full-time members with an average experience of 12.6 years.

Percentage of courses taught by highly qualified teachers: Percentage of faculty teaching courses outside their area of certification: **Wearwood Elementary School has 100% of our classes taught by highly qualified teachers. No faculty member (0%) is teaching outside his/her area of certification. All staff members have met the requirements of *No Child Left Behind*.**

Enrollment data: The Average Daily Attendance (ADA) for the school is 93.2%. The student population includes 68 students transferring to Wearwood Elementary School while 63 have transferred out to other schools.

Curriculum offerings: Wearwood Elementary School offers students the curriculum materials adopted by the different textbooks committees across Sevier County. Wearwood Elementary School faculty and staff always have a representative from the school during textbook adoptions. Wearwood’s teachers use materials to supplement any discrepancies in the state objectives or standards and our textbooks. The teachers also use hands-on materials, supplemental materials, and technology to coordinate with students’ individual needs to achieve mastery or proficiency. Wearwood’s staff constantly evaluates the methodologies and adds or deletes materials as needed. Wearwood Elementary School faculty and staff use Skills Tutor, Earobics, United Streaming, and Maps 101 as supplemental materials. Each classroom is equipped with at least one computer to allow for integration of materials with state standards. Some classrooms have Smart Boards and Promethean Boards to use.

Science fair: Students in fifth through eighth grades participate in the science fair. A science fair is a collection of exhibits conceived and prepared by students. Exhibits can come from all branches of pure or applied science and mathematics. Science fairs stimulate interest in science, engineering, and mathematics. Fairs encourage a student to pursue higher education and enter science-related fields. There are many other benefits to science fair participation beyond the technical skills students acquire. Students develop time-management and organizational skills. A project entails using library skills, designing and executing a scientific investigation, and reporting on the results. Preparing an exhibit involves creativity and graphic ability. Public speaking, communication, and presentation skills also play a large part in a successful project.

Lightspan: Wearwood Elementary School has joined with The Lightspan Partnership, Inc. to provide curriculum-based interactive software in reading, language arts, and mathematics. The program is being used in the third grade. Lightspan Achieve Now includes hundreds of hours of instruction and utilizes the motivational power of characters, stories, and interactivity. The programs are organized into “worlds” to correlate with the abilities of the developmental levels of the students. The Lightspan curriculum is designed to correlate with state and national learning objectives in a fun yet relevant manner for today’s students. By using Lightspan, students develop critical thinking skills needed for success in the future. Well-designed activities help to build a strong foundation of basic skills as well as encourage the students to explore and discover new knowledge. Lightspan’s software is provided to the student’s home at no cost to the family. Equipment provided is the Playstation game console and the Lightspan Adventures CD’s. **Access to Lightspan Achieve Now curriculum software at home allows families to engage in schoolwork, collaborate on lessons, and view family-oriented programs. It enables families to become more involved in their children’s education by becoming an active partner. It also gives families a window on the skills and concepts their children are currently learning in school.**

Accelerated reader: Accelerated Reader (AR) is a computerized reading management system. It is designed around a system of goals and recognition that students find naturally motivating. By basing reading points on the three standards of quantity, quality, and reading level, the Accelerated Reader challenges students to achieve. It helps to quantify both reading practice and comprehension. Its automated report functions make it easy to document improvements in student performance. After a student has read an identified AR book, he or she finds the corresponding test on the computer and answers multiple-choice questions about it. Students receive points based on the number of questions answered correctly. These points are stored in the computer and can be accessed by the teacher.

STAR reading: STAR Reading is a computer-adaptive, norm-referenced reading test and database that allows the classroom teacher to assess quickly and accurately a student’s reading

level. Each student works independently through a short, multiple-choice test. To minimize frustration and provide a more accurate score, the difficulty level is reduced when a student answers incorrectly. If a student's response is correct, the difficulty is increased. **Teachers then use the STAR score to match instruction levels, better assess a student's current reading level, and assist students in making choices for independent reading. STAR Reading and AR are part of the Renaissance Learning group of learning information systems.**

Resource/Special Education: Wearwood serves approximately 41 students within the special education programs including resource, gifted, and speech/language. **Students in kindergarten through eighth grade needing help from resource are seen depending on their individual needs in language arts, math, and reading.** The Occupational Aptitude Survey and Interest Schedule (OASIS) test, a vocational assessment for special education students, is administered to students age 14 and up. Gifted students are served on a pullout basis. Speech/language services are provided on an individual basis.

Academic field day: Academic field day is held in the spring of each year. Sixth through eighth grade students participate in one curricular area: math, science, English, or social studies with students from across Sevier County. The top 20 students in each area are recognized.

Athletic field day: Athletic field day is held in the spring of each year. Kindergarten through eighth grade students participate in events including: one mile run, one lap run, 100 yard dash, 50 yard dash, frisbee throw, sac races, and shoe kick. Students who place first, second, or third are awarded ribbons. The boy and girl with the highest points in each grade are named Mr. Wildcat and Miss Wildcat.

Unique programs:

Headstart/Kindergarten transition: **Parents of headstart students are invited to a meeting each spring before kindergarten registration to help with the transition from headstart to kindergarten. Staggered enrollment the first week of kindergarten also helps alleviate pressures of beginning school.**

Eighth grade transition: Students in the eighth grade at Wearwood Elementary School, their teachers, and their parents go to the high school the students will be attending for a visit during the spring before the students enter ninth grade. This helps to ease the transition from one school to another for the students. A four-year plan is developed with the guidance counselor at Wearwood Elementary to choose a career, vocational, or college-bound path.

Honors classes: Advanced placement:

Advanced Math: Sevier County Schools offer an accelerated program for students who excel in mathematics. Results from the Orleans-Hanna Prognosis and the TCAP, academic performance, and teacher recommendations are used to identify sixth grade students for the accelerated math program. Students who successfully complete the seventh grade accelerated class and make 80 percent on the end of year test matriculate on to Algebra I in the eighth grade. Algebra I students take the Gateway at the end of Algebra I in order to receive high school credit.

Parental support: **Wearwood Elementary School maintains a strong parent support group that works cooperatively with the administration to analyze needs surveys to ensure the monies raised by that organization is used to the benefit of all stakeholders. A strong cooperative spirit exists between the support group and the stakeholders. For the past 15 years, a majority of the upkeep and beautification of the school grounds is due to the work of this parent support group.**

Drug, alcohol, or tobacco incidents or arrests: According to documentation and records kept by the administration and reported to the central office, Wearwood Elementary School does not have a problem with drug, alcohol, or tobacco.

School-business partnerships: Wearwood Elementary School has several partners that offer discounts or free merchandise for the students as incentives for perfect attendance, honor roll, and good citizenship per six weeks or semester. Those businesses include: McDonalds, Burger King, Mr. Gattis, Flap Jack's Pancakes, and TGI Fridays. Wearwood Elementary School also partners with Tanger selling coupon books for the mall. Tennessee State Bank supports the Dash-for-Cash fun run.

Mobility and longevity of staff at school: Wearwood Elementary School has staff members completing their first year. However, the school has staff members who have been at Wearwood Elementary their entire career or 20+ years. Specialty area teachers are more transient than classroom teachers since the majority are part-time at the school.

Staff involvement in school/system leadership activities:

The staff is involved in several areas of the school system. Wearwood Elementary School had two faculty members on textbook adoption committees this year. Several members were on a school-wide positive behavior support committee since Wearwood Elementary is a pilot program for a new discipline program. Staff and faculty members were on reading committees, trouble shooting for reading, Young Author's program, mentor/leadership training, Promethean Board training, Skills Tutor liasons, self-advocacy leadership, and Kids Voting.

High qualified paraprofessionals: All of Wearwood Elementary School's paraprofessionals are highly qualified. Wearwood Elementary School has two paraprofessionals that work in kindergarten until 11:00 and in 2nd or 3rd grade the rest of the afternoon. We have two paraprofessionals that work in first grade all day. Wearwood Elementary School has one special education paraprofessional that does inclusion with different grade levels throughout the day.

Trained and qualified mentors: Wearwood Elementary School has three teachers that have been trained as mentors. Each new teacher or new to the building is given a mentor teacher.

Student population data:

Number of students: Student demographics: There are 209 students who attend Wearwood Elementary School with an ethnic background of 99% Caucasian, .47% Asian, and .47% Native American. There are 120 male and 89 female students. Males are 57.4% of the population while females are 42.6%.

English proficiency: All of Wearwood Elementary School students are English as a first language learners.

Free and reduced lunch rate: Wearwood Elementary School has 82% of the students on the free or reduced lunch program. The breakdown is 135 students on free while 37 students are on reduced breakfast/lunch.

Discipline referrals: During the 2006-2007 school year, there were 74 discipline referrals made to the principal. As of April 1, 2008, 74 discipline referrals have been reported in 2007-2008.

Retention rate: The retention rate for the 2006-2007 school year was 1.9% or 4 students.

Drop-out rate: Wearwood Elementary School has 0% drop-out rate.

Graduation rate: Wearwood Elementary School has 100% graduation rate from 8th grade.

Special education disability types, numbers, percents: Wearwood Elementary School has different areas of special education. The speech pathologist works with 16 speech or language deficient children. She works with 1 learning disabled child and 3 developmentally delayed children. Wearwood Elementary School has two special education teachers. They have a total of 21 students.

Students attending preschool: Wearwood Elementary School does not have a preschool or prekindergarten program. Students do attend Headstart or the newly developed prekindergarten

at other Sevier County Schools. **Headstart has 40 students attend.** They range in age from 3-5 years. Some of their attendees begin kindergarten at Wearwood Elementary while others attend other Sevier County Schools.

Extracurricular activities:

D.A.R.E.: **The D.A.R.E. program provides fifth grade students with training in drug, alcohol, and violence resistance. This program provides an opportunity to write an essay against drug usage. The students who successfully complete D.A.R.E. are treated to a Smokies baseball game.**

4-H: The 4-H program is available to all fourth through eighth grade students. Monthly meetings are held, and awards are given for participation in each contest as well as at the end of the school year. Activities vary according to grade level and include public speaking, bread-baking contests, poster contests, charitable fund raising, collections of toys for Toys for Tots, food collection for the county animal shelter, canned food drive for the Sevier County Food Ministry, and a talent show to raise money for the Cystic Fibrosis Foundation. All students are encouraged to participate on the school level. The winners of the class contests are invited to participate in contests on the county and state levels.

Athletic Programs: Athletic programs available at Wearwood Elementary School include volleyball for sixth through eighth grade girls, basketball for sixth through eighth grades, and junior league basketball for first through fifth grades. Students must maintain a specified grade point average and be of respectable character to participate in these activities. Fourth through eighth grade students participate in a countywide Track and Field Day. Students compete with other schools in track and field events. Each year students in fifth through eighth grades participate in Punt, Pass, and Kick. Students take part in punting, throwing, and kicking a football. Officials determine a winner. Students who win participate in a county competition. Through the year, students participate in several fundraising activities. Students in grades kindergarten through eight raise money for the American Heart Association by participating in Jump-Rope for Heart. Students are placed on teams and play basketball-related games. Once a year, kindergarten through eighth grade students raise money for the Wearwood Support Group by participating in our school's Fun Run. Students get sponsors to pledge money for each lap they run in a 30-minute period. Wearwood Elementary School students participate in many sports at Pigeon Forge City Park. These include soccer, t-ball, coach's pitch, softball, and football.

RIF Program: **The Reading Is Fundamental Program (RIF) helps to promote literacy.** Three times a year, students are allowed to choose a book. This program is funded jointly by the federal government and by the Wearwood Support Group.

Junior Beta Club: The Junior Beta Club, an honor club, was established in October 1995 at Wearwood Elementary School. Members consist of fifth through eighth graders who maintain a cumulative grade point average of 90 or better and maintain respectable character. New members are inducted in a ceremony at the end of the year.

Academic Field Day: Each year seventh and eighth grade students are chosen by teachers to represent our school in Academic Field Day. Students participate in a countywide academic competition in English, math, science, and social studies.

DAR Essay Contest: Each year students in grades six through eight participate in the Daughters of American Revolution (DAR) essay contest. The DAR promotes awareness of the past. Students write an essay about a topic chosen by the DAR. Students' essays are chosen by a teacher and sent to a countywide competition. DAR representatives choose winners.

Character Counts: Character Counts helps develop good character traits in students in

kindergarten through eighth grade. The six pillars of character are posted throughout the school. The pillars include trustworthiness, citizenship, caring, respect, responsibility, and fairness. Students receive “Wildcat Whiskers” whenever their behavior shows good character. Students redeem their whiskers for prizes.

Young Author's Conference: The Young Author's Conference is held yearly countywide. It is used to recognize creative writing abilities in students in grades one through eight. Two students are chosen from each classroom at each grade level to represent our school. Students write and illustrate their own story. After students complete their book, they attend the Young Author's Conference. Students read their book to fellow students, receive a certificate, and receive a T-shirt for being chosen to represent their school. **Students and parents get to meet an author or illustrator of children's books, listen to a story, and have the opportunity to purchase autographed books.**

Beyond the Limits: **Beyond the Limits** is a learning program for at-risk and high-achieving students in grades five through eight. The program uses the Adventure-based Counseling model that focuses on an individual's relationship to peers by developing social-competency skills. This involves improved communications, trust, and enhancement of positive peer relationships and social behaviors. Resistance skills to refuse tobacco, alcohol, and/or drugs are also reinforced.

Career Day: Career Day allows students in grades five through eight exposure to a variety of career choices. Different people in our community conduct a career presentation. Students learn what training and education are needed to attain each job title. Career Day enables students to examine possible career choices. This may help determine the path they take through high school.

Wears Valley Day and Auction: **Wears Valley Day** is a way for the school to raise money for improvements. Each classroom sponsors games for the children to play. A country store is also set up for the students to purchase toys, crafts, and baked goods. Dinner is served from food donated by students' parents. An auction is held in which a majority of the merchandise is donated by local businesses. This year **Wears Valley Day** brought in \$9,000. Some of this money was used to purchase computers.

Brownies and Girl Scouts: Girls in grades kindergarten through third may participate in Brownies or Girl Scouts. Parent volunteers conduct these activities after-school in our library.

Boy Scouts: Boys in grades kindergarten through third may participate in Boy Scouts. Parent volunteers conduct these activities after-school in our library.

Garden Club: Students in sixth through eighth grades may participate in the garden club. We have a master gardener on our staff. She teaches students about plants and landscaping. Our garden club beautifies our school property.

Student attitudes/perceptual data: **Ninety-nine percent of our students feel it is important for them to get the best education possible while ninety-five percent feel the work is challenging and requires their best effort. Ninety percent feel they are given a variety of ways to demonstrate learning such as projects and portfolios. Eighteen percent of students feel students do not receive fair and equal treatment.**

Parent/Guardian demographics: **The following information was supplied as a result of the 2007-2008 demographic surveys sent home to parents in September/October 2007.**

Marital Status: According to the parent survey given at the beginning of the 2007-2008 school year, the following information was provided:

61% of students live with both parents

11% of students live with mother only

6.5% of students live with father only

9% of students live with mother and stepfather

5.6% of students live with father and stepmother

6.6% of students live with grandparents or great-grandparents

Level of education: According to the parent survey given at the beginning of the 2007-2008 school year, the following information was provided:

	fathers	mothers	stepfathers	stepmothers	grandparents
Less than 12 th grade	8	8	3		1
High school diploma	34	28	1	2	4
GED	7	7	3	2	1
Some college	15	31	1	1	2
College degree	15	11			
Postgraduate	1	4			

Income level: Income levels vary from less than \$10,000 to over \$100,000. Wearwood Elementary School has:

Less than \$10,000---9 households	\$40,000-\$49,999---8 households
\$10,000-\$19,999---10 households	\$50,000-\$74,999---21 households
\$20,000-\$29,999---22 households	\$75,000-\$89,999---4 households
\$30,000-\$39,999---9 households	\$90,000-\$99,999---2 households
No answer---9 households	over \$100,000---6 households

The median was the \$30,000-\$39,999 range. Wearwood Elementary School has 82% of students participating in the free/reduced lunch program. The median salary would explain that high percent.

Community characteristics:

Size of community: Sevier County is one of the fastest growing counties in Tennessee. The county consists of 600 square miles. The median income for a household in the area was \$34,479 and the median income for a family was \$39,901.

Demographic breakdown of the populous: The population in Sevier County is 81,382. As of the census of 2000, there were 6,486 people, 2,585 households, and 1,955 families residing in Wears Valley. The racial makeup of this area was 97.7% White, 0.4% Native American, 0.5% Asian, and 0.5% African American. Hispanics and Latinos comprise 1.8% of the population. Of the 2,585 households, 30.0% had children under the age of 18 living with them; 66.6% were married couples living together; 7.3% had a female householder with no husband present, and 24.4% were non-families. Only 20.3% of all households were made up of individuals and 7.4% had someone living alone who was 65 years of age or older. The average household size was 2.51, and the average family size was 2.89. A total of 8% of the population was 18 years of age or older with 12.3% being 65 years of age or older. The median age was 40.2 years. The population was 49.9% male and 50.1% female.

Average income or economic level: The per capita income for Wears Valley was \$17,422. About 9.1% of families and 15.0% of the population were below the poverty line.

Number of private schools in the area: There are no private schools in Wears Valley. There are six private or christian schools in Sevier County.

Major employers: Our area is a tourist related area. There are several cabin rental companies that provide employment in Wears Valley. We do not have a large corporation or industry in our area.

Residents with school-age children: Thirty percent of the populous of Wears Valley have

children under the age of 18 living in the household.

Community involvement or participation in school activities: Wearwood Elementary School serves as a focal point in Wears Valley. The local fire department hosts its dinner and auction in our gym and cafeteria; residents use our playground and walking track for enjoyment. Wears Valley Day brings out several local residents to show their crafts and skills. Local businesses and churches donate shoes, glasses, and clothing for needy students. Wearwood Elementary has been called the “community center” of Wears Valley.

Group homes/substance abuse centers/homeless shelters: Wears Valley Ranch is a group home for children with problems in their home. We do not have any substance abuse centers or homeless shelters listed in Wears Valley. We have a community resource guide on our website to help anyone in need. We do have two religious seasonal camps where groups and/or children attend retreats and camps.

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

Wearwood Elementary School’s current SIP has been reviewed. According to the scores and surveys, students have gained points in science and social studies in some grades. However, the staff feels if increases in reading comprehension occur, the scores will rise to a higher level. Also, the students are involved in a positive discipline behavior plan. Wearwood Elementary School faculty and staff feel students’ self-esteem has been raised. Even students who have problems with discipline can receive recognition and praise for their positive behaviors. Working with academic success is an ongoing process. Wearwood Elementary School faculty and staff send home weekly folders in the lower grades and mid-term reports along with six-week report cards in the upper grades.

A variety of both formal and informal student assessment methods are used at Wearwood Elementary School. With the adoption of Saxon Math for grades K-5 at the beginning of the 2005-2006 school-year, teachers have daily math meetings with students enabling the teacher to assess student performance.

Academic

--TCAP Writing Assessment

--TCAP

--Unit tests

--Student report cards

--Sevier County Report Card

--Tennessee Report Card

--Read 180

--Skills Tutor --STAR --AR
Non-Academic --Student Attendance --Discipline Referrals --Teacher Attendance

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.

A variety of academic and non-academic data were used in this analysis to determine strengths and needs. Data was disaggregated into subgroups in order to identify patterns and trends and strengths and needs for instruction and intervention. Based upon this data analysis, the following strengths and needs were identified.

Strengths: Wearwood Elementary School students feel safe and secure in the school setting. Students feel teachers are willing to give extra help when needed. Students see a relationship between curriculum standards and everyday living. Our 2007 TVAAS Report shows our NCE mean scores above the state average in math in all grades except eighth. Our 2007 TVAAS Report shows our NCE mean scores above the state average in reading in all grades except seventh and eighth.

Needs: Wearwood Elementary School faculty and staff need to focus on middle-school grades proficient and advanced in reading and math. Wearwood Elementary School students need to raise the writing scores in fifth and eighth grades.

Academic Measures

--TCAP Writing Assessment

Writing		2005			2006			2007			2007 State
3-yr average	Score	Grade	Trend	Score	Grade	Trend	Score	Grade	Trend	Score	
5th	4.1	A	NC	3.9	B	NC	3.9	B	NC	4.1	
8th	4.2	A	NC	4.1	A	NC	4	A	NC	4.2	

The writing assessment shows a negative trend by .2 from 2005 until 2006 in the 5th grade writing. Even though it was only .2, it dropped the grade from an A to a B. The score stayed at 3.9 for 2007. The 8th grade has shown a .1 decrease each year. Wearwood Elementary School

students are below the state average in both areas.

--TCAP

CRT	2005			2006			2007			State		
	Score	Grade	Trend	Score	Grade	Trend	Score	Grade	Trend	Score	Grade	Trend
Math	57	A	+	59	A	NC	62	A	NC	57	A	+
Reading/Language	52	B	+	53	B	NC	56	B	NC	56	B	NC
Social Studies	53	C	NC	55	B	+	57	B	NC	54	B	+
Science	53	C	NC	55	B	+	59	A	+	55	B	+

The CRT results show students are at the state average in reading; however, Wearwood Elementary School students are above the state average in all other subject areas. Wearwood Elementary School students have raised their scores in science and social studies as suggested in the last SIP.

TCAP Advanced, Proficient, Below Proficient

3 year average		2005 - 2007						School Average
		3rd	4th	5th	6th	7th	8th	
Reading	Adv.	52%	60%	46%	43%	30%	36%	44%
	Prof.	46%	35%	49%	42%	55%	49%	46%
	Below Prof.	2%	5%	5%	15%	15%	15%	10%
Math	Adv.	64%	48%	61%	40%	44%	30%	48%
	Prof.	34%	50%	34%	45%	45%	57%	44%
	Below Prof.	2%	2%	5%	15%	11%	13%	8%

Wearwood Elementary School faculty and staff feel below proficient ratio is too high in the upper grades in reading and math. It is extremely high in science and social studies. Again, the staff feels if the students raise their reading comprehension, the students will gain points in science and social studies in the upper grades.

AYP		All	White	Economically Disadvantaged
Math				
% Tested		+	+	+
% Prof/Adv		+	+	+
Reading/Language/Writing				
% Tested		+	+	+
% Prof/Adv		+	+	+
Additional Indicator				
Attendance Rate		+		
Met AYP?		+		

Wearwood Elementary School met AYP in math and reading/language/writing in 2007 in all subgroups.

--Unit Tests: Unit tests are given at the end of each unit across grade levels and across curriculum. Teachers identify students' weaknesses and reteach those areas of weaknesses. Reading and math score cards are recorded and placed in the student's cumulative record in the lower grades.

--Student Report Cards: Students receive report cards every six weeks. Parents must sign and return the report cards. Sixth through eighth grade receive mid-term reports in the middle of each six weeks.

--Sevier County /Tennessee Report Cards: **Wearwood Elementary School faculty and staff**

assess the progress each year based upon the school report card, system report card, and state report card. Wearwood Elementary School faculty and staff compare the progress in each grade level based upon the average in our county and state as listed above in the CRT scores.

--Read 180: Wearwood Elementary School faculty and staff offer the research-based Read 180 program to students in the 6th-8th grade who score in the lower 25th percentile for the school in the TCAP Language area. The Read 180 program consists of individualized, adjusted reading instruction designed to help students move to grade level reading. The class is held for ninety minutes a day and uses a rotation format. Students spend twenty minutes each in whole group instruction, computer software (individualized for their needs), leveled books in the reading area, and small group instruction. The last ten minutes is a wrap-up for the class.

--Skills Tutor: Skills Tutor is another tool to help students with problem areas or to enrich students to above proficient. There are 23 different modules including reading, math, and science. Teachers may give pretests, posttests, and quizzes. All scores are recorded for the teacher to view and discuss with students and parents.

--STAR: Students take STAR tests two-three times per year depending upon grade level. Reports are sent home with students to show accountability for the level of books their students should be checking out at the library. It is a measure to report to parents if their students are reading on grade level, below grade level, or above grade level. A detailed note explaining the students' report is attached.

--AR: Students in all grade levels take accelerated reader tests. The parent support group has purchased many tests to correlate with numerous books the school has purchased. Goals are set for students per reading level and grade level. Students are rewarded for reaching different point levels as they achieve success.

Non-Academic Measures

--Student Attendance

	2005	2006	2007	State Goals
Attendance	94.30%	94.10%	93.20%	93%
Promotion	99.10%	97.50%	98%	97%

Wearwood Elementary School attendance and promotion rates were above the state averages for the past three years. We maintain attendance records using STAR.

--Discipline Referrals: During the 2006-2007 school year, there were 74 discipline referrals made to the principal. As of April 1st, we have had 74 discipline referrals in 2007-2008 school year.

--Teacher Attendance: From 2005-2007, Wearwood Elementary has maintained a strong teacher attendance for this small rural school. **Teachers never miss their class unless serving on a county or state committee such as textbook adoption, technology training, or standards meetings. Wearwood maintains a 98% attendance rate on a yearly average.**

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

Race/ethnicity: Race and ethnicity are not an issue at Wearwood Elementary School. Only two students have a different ethnicity, and zero students are a different race.

Economically disadvantaged: Special education: Limited English proficient: Gender: Proficiency levels:

Writing--5th	School % Tested	School % Below Proficient	School % Proficient	School % Advanced	School % Prof & Adv	System % Prof & Adv	State % Prof & Adv
All Students	92	8.7	73.9	17.4	91.3	78.4	77.6
White	92	8.7	73.9	17.4	91.3	79.1	80.4
Economically Disadvantaged	83.3	10	70	20	90	71.1	69.3
Not Economically Disadvantaged	100	7.7	76.9	15.4	92.3	85	85.9
Students w/out Disabilities	100	8.7	73.9	17.4	91.3	82	83.4
Not LEP	92	8.7	73.9	17.4	91.3	79.3	78.3
NonMigrant	92	8.7	73.9	17.4	91.3	78.4	77.7
Male	85.7	8.3	75	16.7	91.7	71.8	70.3
Female	100	9.1	72.7	18.2	90.9	85.2	85.3
Writing--8th							
All Students	97	14.3	53.1	21.9	75	92.1	87
White	97	25	53.1	21.9	75	92.2	90
Economically Disadvantaged	93.3	14.3	71.4	14.3	85.7	88.1	80.5
Not Economically Disadvantaged	100	33.3	38.9	27.8	66.7	95.5	92.9
Student with Disabilities	100	*	*	*	*	54.8	46.5
Students w/out Disabilities	96.6	17.9	57.1	25	82.1	95.4	92
Not LEP	97	25	53.1	21.9	75	92.5	87.6
NonMigrant	97	25	53.1	21.9	75	92.1	87.1
Male	94.7	33.3	55.6	11.1	66.7	88.2	81.6
Female	100	14.3	50	35.7	85.7	96.5	92.6

Eighty-two percent of Wearwood Elementary School students are on the free/reduced lunch program. The staff noticed a large discrepancy in the male/female skills in 8th grade. The students were similar in proficient; however, the male population was 19% lower in below proficient and 23.4% lower in the advanced.

Growth differences/gaps between low/middle/high:

School AYP Summary:

Reading/Language-2006	Target		Target % P/A				
	95%		83%				
	%Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A	% P/A
						2 Yr Avg	3 Yr Avg
All Students	100	9	46	45	91	88	89

Report Card Data Disaggregation

Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0
White	100	8	47	45	92	89	90
Economically Disadvantaged	100	12	55	33	88	87	87
Students with Disabilities	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0
	Target		Target % P/A				
Reading/Language-2007	95%		83%				
All Students	100	8	46	46	92	92	89
African American	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0
White	100	8	46	46	92	92	90
Economically Disadvantaged	100	11	50	39	89	89	88
Students with Disabilities	100	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0

Math-2006	Target		Target % P/A				
	95%		79%				
	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A	% P/A
						2 Yr Avg	3 Yr Avg
All Students	100	4	39	57	96	92	93
African American	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0
White	100	4	39	57	96	92	93
Economically Disadvantaged	100	5	48	47	95	91	92
Students with Disabilities	0	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0
	Target		Target % P/A				
	95%		79%				
All Students	100	6	34	60	94	95	93
African American	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0
White	100	8	41	51	92	92	92
Economically Disadvantaged	100	7	45	48	93	94	91
Students with Disabilities	100	0	0	0	0	0	0
LEP	0	0	0	0	0	0	0

Wearwood Elementary School faculty and staff looked at all students to see if there were differences in economically disadvantaged or students with disabilities. Then, the staff

Report Card Data Disaggregation

compared the focus areas of math and reading. No significant differences were noted. The growth percentage was higher in 2007 in reading; however, a 2 % decrease in math was reflected. Even though the students went down 2%, advanced was higher by 3%. Again, the scores were above the target percent in both areas. Math in 2007 was higher by 15% while reading was higher by 9%.

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

According to the attendance rates, Wearwood Elementary School is above the state attendance goal. The attendance rate dropped by .9% last year. The county adopted the new STAR attendance recording for attendance. After reviewing absenteeism, Wearwood Elementary School faculty and staff feel one of the problems with attendance is students going on vacation throughout the school year since their parents work in the tourism industry. Many local businesses will not allow their employees to take a vacation during the summer months. TCAP and the Writing Assessments are given yearly. After reviewing the scores, Wearwood Elementary School faculty and staff do not feel there is a negative discrepancy with the subgroups. Males have a tendency to score lower in writing. Teachers reviewed student report cards and concluded that students in the lower grades have less discrepancy in male/female than in 6th – 8th grades.

Students receive report cards every six weeks. The dates are set by the central office. **Parents are given the dates of report card distribution along with parent-teacher conferences in the handbook at the beginning of the school year.** Along with report cards, 6th-8th grade students are given mid-term reports between each report card distribution, and the lower grades send home weekly or daily folders to be signed by parents. According to the parent survey, parents scored Wearwood Elementary School communication at an average of 8.6 on a scale of 1 (low)-10 (high). **The faculty and staff strive to achieve great communication with the parents, students, and staff. Along with report cards, parents are sent unit test results as units are covered, STAR test results 2-3 times per year, AR reports every 6 weeks, and Read 180 reports every 6 weeks.** Teachers use student projects, demonstrations, and journals for assessment also. Students use projects across curriculum to demonstrate application knowledge of skills. Gateway tests are given to students in 8th grade advanced placement algebra. Kindergarten students are given the

Narrative Synthesis of Data

Pre-K Brigance in the spring before attending kindergarten and the Pre-1st Brigance in the spring of their kindergarten year.

Summary of strengths and needs: Strengths: Wearwood Elementary students feel safe and secure in the school setting. Students feel teachers are willing to give extra help when needed. Students see a relationship between curriculum standards and everyday living. Wearwood Elementary School's 2007 TVAAS Report shows the NCE mean scores above the state average in math in all grades except eighth. Wearwood Elementary School's 2007 TVAAS Report shows our NCE mean scores above the state average in reading in all grades except seventh and eighth. Wearwood's attendance percentage is higher than the state.

Needs: Wearwood Elementary School faculty and staff need to focus on raising proficient and advanced in reading and math. Wearwood Elementary School faculty and staff need to raise the writing scores in fifth and eighth grades.

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

1. Increase reading/language proficiency to meet or exceed the state NCE scores and the percent of proficient and advanced students in Reading/Language.
2. Increase math proficiency to meet or exceed the state NCE scores and the percent of proficient and advanced students in math.
3. Increase writing proficiency to meet or exceed the state scores in grades five and eight.

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
<ol style="list-style-type: none">1. Wearwood Elementary School faculty and staff believe in the accommodation of the cultural, physical, social, emotional, and intellectual differences of each and every student.2. Wearwood Elementary School faculty and staff believe in the potential success of all students and hold the highest of expectations for each one.3. Wearwood Elementary School faculty and staff believe in a collaborative relationship between teachers, parents, and students that help to make decisions that affect us all.4. Wearwood Elementary School faculty and staff believe in the maintenance of a culture that uses the input and positions of all stakeholders to allow each student to perform on the highest possible level.5. Wearwood Elementary School faculty and staff believe in the use of a system of constant data collection, research, and analysis to influence school wide decisions.6. Wearwood Elementary School faculty and staff believe in the optimization of the educational experience of each individual student by striving for excellence and expecting it at all times.7. Wearwood Elementary School faculty and staff believe education is a life-long learning process and all students will be given opportunities to gain necessary skills to achieve the state’s proficient level or higher.

Common Mission

The mission of Wearwood Elementary School faculty and staff is to provide an atmosphere of mutual trust and understanding that supports the positive social, emotional, and academic growth of every child.

Shared Vision

Through communication and collaboration with all students, staff, parents, and community members, Wearwood Elementary School faculty and staff will regularly evaluate and modify the instruction and policies to ensure the faculty and staff are using current research-based educational methods. Through a culture of mutual respect and understanding, the students will demonstrate high levels of social, emotional, and academic achievement in order to become successful, contributing, and caring citizens with a love of learning.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Curriculum Mapping <i>(identify practice)</i>	Using State Standards <i>(identify practice)</i>	Textbooks <i>(identify practice)</i>	K-3 Orchard Math <i>(identify practice)</i>	Lesson Plan Books <i>(identify practice)</i>	Grade-level meetings <i>(identify practice)</i>	Parent's Guidebook <i>(identify practice)</i>
Evidence of Practice (State in definitive/tangible terms)	Mapping chart is displayed in teacher's plan book and discussed in grade level meetings	State standards in blue book and available online	Textbooks are adopted based upon their correlation with state standards	Student logs Program available on computers in K-3 rd	Principal's initials each week monitoring plans	Lesson plans Master schedule has common planning time	Handbook distributed to parents at the beginning of each school year of what students should be able to do and know
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 TCAP TVAAS	Availability of textbooks and supplemental materials	TCAP math scores	Plan book	Master schedule Plan book	NCLB
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Reading/ Language at 92% prof	Writing 91.3% P/A	100% provision of textbooks by county	98% P/A 3 rd grade math scores	100% state standards are listed in daily plans	100% state standards are listed in daily plans	86.3% effective communication on parent surveys
Evidence of equitable school support for this practice	Lesson plans Grade level notes	Lesson plans Curriculum mapping	Textbooks in classrooms	Lesson plans	Lesson plan book with initials	Support system for enhancing the quality of curriculum and instruction	Objectives are listed per grade level in guidebook

Next Step (changes or continuations)	Reevaluate mapping as standards change. Identify needs where materials issued do not address standards.	Addressing proficiency to advanced.	Continue with adopted materials	Evaluate a similar program for use in 4 th -8 th grades	Continue checking lesson plan books for standards	Continue master schedule Evaluate methods to create common planning time for 6 th -8 th grades across grade levels	Continue distributing guidebooks to parents for review
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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**

Time is spent in professional development for all staff members. Professional development is conducted by different professionals based upon the current needs of the staff. The county special education director identified changes and new laws. A state reading specialist explained new reading guidelines. Also, time is spent scheduling common planning time so teachers can plan together and conduct support-team meetings. Time is spent county-wide creating curriculum maps, pacing guides, and designing instructional strategies for K-8 students. Time is spent designing a parent guidebook so parents are aware of current standards and objectives. Time is spent with a parent liaison (family resources) to assist parents with parenting problems. New ideas and problem solving skills are covered in parent workshops.

- **MONEY**

Money is spent on parent meetings to help parents with parenting skills. Money is spent on professional development in reading/language arts. Money is spent on printing and substitutes for professional development in curriculum mapping. Money is spent on a new school-wide discipline plan. Money is spent on additional staff members to enhance small group education.

- **PERSONNEL**

Personnel include special education director working with staff on new laws/changes. Personnel include family resource personnel to work with parents. Personnel include a reading specialist to cover reading ideas and methodologies.

- **OTHER RESOURCES**

Parent-support group supports our staff with professional development monies, teacher appreciation monies, and classroom needs monies.

“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**

Wearwood Elementary School faculty and staff would like additional time for professional

development related to reading/language and mathematics. Wearwood Elementary School faculty and staff would like more common planning time in the upper grades to correlate lesson plans across curriculum.

- MONEY

Wearwood Elementary School faculty and staff would like additional money for professional development. Wearwood Elementary School faculty and staff would like additional money for new computers, software, and SmartBoards or Promethean Boards. Wearwood Elementary School faculty and staff would like money for additional special area teachers.

- PERSONNEL

Wearwood Elementary School faculty and staff would like additional personnel to support the specialty areas. One of the concerns from students (13.8%) and parents (11.4%) was the variety of special classes. The students and parents disagreed or strongly disagreed that the variety of special classes was sufficient.

- OTHER RESOURCES

Parent-support group should be allocating their resources for students' needs instead of furnishing teachers with classroom supplies.

Equity and Adequacy:

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

Yes, Wearwood Elementary School is providing equity for all teachers K-8 in professional development time, monies for classroom needs, research of current practices, and analysis of student progress or data.

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

Yes, Wearwood Elementary School monies are effectively distributed within the K-8 classes and student population. Monies are used for curricular materials, computer technology, project materials, professional development, and testing materials.

Based on the data, are we accurately meeting the needs of all students in our school? Yes, the TCAP averages were 91% reading, 91% math, 87% science and 81% social studies at proficient or advanced for a three-year average.

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?

Wearwood Elementary School's strengths include common planning time for each grade level to enhance curriculum planning. The master schedule depicts timeframes for all grade levels. Teachers also meet with fellow staff members during common planning time to develop student interventions and goals for target students whether for behavior or academic success. All new teachers, whether new in the profession, new to our building, or changing grade levels, are assigned a mentor teacher. Several teachers have received the mentor professional development to assist in lowering the turnover rate. The establishment of a school-wide discipline plan has been established and monitored by teachers and our central office staff to ensure students are given every opportunity to learn without discipline disruptions. Professional development is available to all teachers. Advertisements are posted, emails are sent, and some are copied and distributed regarding upcoming professional development activities. Also, specialists are enlisted to attend our in-services for school-wide professional development.

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.)

Wearwood Elementary School challenges include raising our proficient and advanced levels in our upper grades in reading and math. The students in 3rd-5th grade have a below proficient 3-year average of 2%, 2%, and 5% respectively in reading. However, in 6th-8th grade, students have a 15% below proficient 3-year average in reading. Math follows the same pattern with the exception of 15%, 11%, and 13% in 6th-8th grade. The challenge is to reach the academic needs of the 6th-8th grade students and identify at-risk or targeted students in kindergarten – 5th grades. Another challenge is to find common planning time across grade levels in 6th-8th grades. Teachers need the opportunity to plan projects that will incorporate all curricular areas. Another challenge is to keep the computers and software updated for the students and staff usage. Parent support is always a challenge. The faculty and staff keep the parents informed of curricular changes with the guidebooks. However, parents do not always see a correlation between curricular matter and everyday life needs. Addressing new state standards is a challenge the faculty and staff face each time standards change.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

The effective use of special classes will help guide common planning time for all teachers. One of the concerns with parents, students, and teachers was the availability of sufficient special area classes. Wearwood Elementary School faculty and staff have an art teacher and a music teacher one day per week. Wearwood Elementary School faculty and staff will use Title I monies and parent-support group monies for computer technology and software. Inviting parents for more family resource classes will address another challenge. Wearwood Elementary School faculty and staff will use professional development and common planning time to address lowering our below proficient level. Wearwood Elementary School faculty and staff will also allot professional development for curriculum mapping as our textbook adoption committees adopt new textbooks in various areas each year. Addressing changing state standards will also be addressed in professional development and common planning time.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Herman Reading (identify practice)	Read 180 (identify practice)	Skills Tutor (identify practice)	Earobics (identify practice)	Triumphs Reading (identify practice)	United Streaming (identify practice)	Pre-Algebra Algebra (identify practice)
Evidence of Practice (State in definitive/tangible terms)	Reading schedule	Teacher schedule Lesson plans	Student report Lesson plans	Student report	Student report	Lesson plans State standards	Lesson plans State standards
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)	Student logs Lesson plans	Student test scores Student report cards	Student report	Student checklist	Student checklist Report card	Student report card	TCAP Student report card
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% increase Students reports	80% improvement Scholastic Reading Inventory Report	80% Computation operation increase on students reports	Brigance scores 90 or above	95% Report card scores higher with intervention	Student quiz scores 85% or above	100% pass Gateway
Evidence of equitable school support for this practice	Student logs Lesson plans	Lesson plans 6 th -8 th	Computer Lesson plans	Available to all students in kindergarten or speech Lesson plans	Available to all students K-5 th identified Lesson plans	Available to all K-8 th students Lesson plans	All 6 th grade students tested for program Lesson plans

Next Step (changes or continuations)	Continue program Add students	Continue program Evaluate new students	Continue program	Incorporate into next grade level	Increase number of students serviced Add more time for program	Continue program	Continue with program
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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**

Time is spent in professional development for all staff members in reading, math, and computer methodologies. Professional development is conducted by different professionals based upon the current needs of the staff. Wearwood Elementary School faculty and staff had a state reading specialist explain new reading guidelines. Then, the faculty spent time in training with new programs such as Herman, Read 180, Earobics, and Triumphs. Time is spent scheduling common planning time so teachers can plan together and conduct support-team meetings. Wearwood Elementary School faculty and staff have a lead reading teacher who is our liaison between our reading problems and our central office staff. The faculty and staff spend time reviewing problems in our reading. Time is spent county-wide creating curriculum maps, pacing guides, and designing instructional strategies for K-8 students in reading and math. Time is spent designing a parent guidebook so parents are aware of current standards and objectives in reading and math.

- **MONEY**

Money is spent on technology to enhance learning. Money is spent on professional development in reading/language arts, math, and technology training. Money is spent on additional staff members to enhance small group education. Money is spent on furnishings to provide a reading atmosphere for Read 180.

- **PERSONNEL**

Personnel include a reading specialist to cover reading ideas and methodologies. Personnel include an additional special education teacher to help with reading/language arts problems. Personnel include a technology coordinator to provide training to staff.

- **OTHER RESOURCES**

Parent-support group supports our staff with professional development monies, teacher appreciation monies, and classroom needs monies. Sevier County's local school board provides technology training and a monthly technology newsletter to provide training and ideas for staff.

“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**

Wearwood Elementary School faculty and staff would like more time for professional development regarding research and statistics of the current used reading methods. Wearwood Elementary School faculty and staff would like additional time for professional development related to reading/language and mathematics. Wearwood Elementary School faculty and staff would like more common planning time in our upper grades to correlate lesson plans across curriculum. Wearwood Elementary School faculty and staff would like to add more time to incorporate reading programs across grade and proficiency levels.

- **MONEY**

Wearwood Elementary School faculty and staff would like additional money for paraprofessionals to assist with reading and math individualized instruction. Wearwood Elementary School faculty and staff would like additional money for professional development. Wearwood Elementary School faculty and staff would like additional money for new computers, software, and SmartBoards or Promethean Boards as many of the reading programs require computers.

- **PERSONNEL**

Wearwood Elementary School faculty and staff would like additional personnel for small group instruction. Wearwood Elementary School faculty and staff would like additional personnel to support our specialty areas.

- **OTHER RESOURCES**

Wearwood Elementary School faculty and staff would like to utilize parent volunteers to assist teachers for small group instruction. Wearwood Elementary School faculty and staff would like to use area businesses to donate more certificates for reading excellence.

Equity and Adequacy:

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

Wearwood Elementary School is providing equity for all teachers K-8 in professional development time, monies for classroom needs, research of current practices, and analysis of student progress or data. Teachers are given opportunities to register for professional development based upon their expertise and interests.

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

Wearwood Elementary School's monies are effectively distributed within the K-8 classes and student population. Monies are used for curricular materials, computer technology, project materials, professional development, and testing materials. Teachers are given money/material request forms to ask for needed items or professional development. **The support group allocates \$300 per teacher every two years for professional development.**

Based on the data, are we accurately meeting the needs of all students in our school? Yes, the TCAP averages were 91% reading, 91% math, 87% science and 81% social studies at proficient or advanced for a three-year average. Wearwood Elementary School faculty and staff use the aforementioned programs to enhance the curriculum.

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?

Wearwood Elementary School's strengths include common planning time for each grade level to enhance curriculum planning and instruction. The master schedule depicts timeframes for all grade levels. Teachers also meet with fellow staff members during common planning time to develop student interventions and goals for target students whether for behavior or academic success. Another strength is the willingness of faculty and staff to participate in pilot programs. Education is constantly changing. The staff has a willingness to address the weaknesses with new programs or methodologies to enhance the educational process. The establishment of a school-wide discipline plan has been established and monitored by teachers and the central office staff to ensure students are given every opportunity for quality instruction without discipline disruptions. Professional development is available to all teachers. Advertisements are posted, emails are sent, and some are copied and distributed regarding upcoming professional development activities. Also, specialists are enlisted to attend school in-services for school-wide professional development in instructional methodologies.

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.)

Wearwood Elementary School's challenges address reading/language and math. Students need to see a correlation between curriculum, instruction, and everyday life. If students face a task without meaning, they are less apt to apply their knowledge appropriately. Students identified in the at-risk group are given more opportunities to enhance instruction. The instructional practices should meet the needs of all students. The challenge is to meet those individualized needs. Reading is the largest challenge. The faculty and staff feel if reading comprehension is addressed, students will understand all curricular areas with a greater success. Identifying and incorporating sound instructional practices in reading will guide the students to a higher proficient/advanced level.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Wearwood Elementary School faculty and staff will address the challenges with constant review of the data. Wearwood Elementary School faculty and staff will monitor student's progress weekly or in the three-week midterms. Parents will be able to monitor students' progress with midterm or report cards. Wearwood Elementary School faculty and staff will meet in grade-level meetings to discuss progress with the instructional practices. The faculty and staff will conduct unit tests in math and reading to determine student mastery of objectives.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Projects <i>(identify practice)</i>	Unit Tests <i>(identify practice)</i>	Accelerated Reader <i>(identify practice)</i>	STAR <i>(identify practice)</i>	Report Cards <i>(identify practice)</i>	TCAP <i>(identify practice)</i>	Writing Assessment <i>(identify practice)</i>
Evidence of Practice (State in definitive/tangible terms)	Projects displayed in school	Unit test score cards in cumulative record	Six weeks report	Quarterly report	Six weeks report card	Annual report card	Annual report card
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? <i>(identify all applicable sources)</i>	Pictures of projects	Tests Record card	Student six weeks report Point chart displayed in hallways	Student reading level report	Parents' signature on report card	TCAP yearly report	TCAP yearly report
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% of students participate in projects	70% proficient achieved before moving to next level	Students have AR report in report cards Point levels are different per student	Student reading level advances per semester 100% have gained in reading level	100% parents' signature on report cards	Students tested yearly Reading/ Language at 92% prof	Students tested yearly 93%-5 th grade 75%-8 th grade writing proficient/adv
Evidence of equitable school support for this practice	Open to all students	Required by the central office in cumulative record	All students have library and computer classes for access to AR materials	All students are STAR tested 2-3 times per year	All students are given report cards every six weeks	Students 1 st -8 th grades are given TCAP yearly Kindergarten students are given Pre and	Students in 5 th and 8 th grades are given writing tests yearly

						Post Brigance	
Next Step (changes or continuations)	Continue present projects and add more subject areas	Continue with unit tests at the end of each unit	Continue with AR testing School-wide recognition for students reaching point goals	STAR test everyone during computer time instead of classroom time	Continue with same reporting	Continue with test Parent question-answer session to teach how to read report	Continue with tests School-wide story starters to gain support for writing

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**

Time is spent on all areas of assessment. The faculty and staff provide display areas, judges, and class time to complete, judge, and view projects. Time is spent preparing students for all testing. Time is spent grading and recording tests and daily work for report cards. Time is spent preparing for TCAP and the Writing Assessments. Time is spent teaching children test taking strategies. Time is spent preparing reports and report cards. Time is spent with students' AR log books and recording scores. Time is spent entering student information on computers for grades, proficiency, and attendance.

- **MONEY**

Money is spent to purchase practice TCAP tests. Money is spent to purchase books with AR tests or the AR tests for books already purchased. Money is spent on technology to supply AR and STAR on computers. Money is spent for ink cartridges and paper for computer generated reports and grade cards. Money is spent on ribbons for placement and participation in projects.

- **PERSONNEL**

Personnel include staff to test students, grade tests, record tests, and judge projects. Personnel include test coordinator to answer questions regarding testing. Personnel include staff to monitor testing and paraprofessionals to sit with students while they are taking AR/STAR tests.

- **OTHER RESOURCES**

Teachers use the computer generated grade book to compile midterms or report cards. Teachers use outside personnel to judge projects and school sponsors to donate items as rewards for the winners of the projects.

“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**

Wearwood Elementary School faculty and staff should spend more time practicing TCAP. However, Wearwood Elementary School faculty and staff should spend the time months before

the actual test as research suggests that too much practice before the tests can be detrimental to students' attention span and progress. Wearwood Elementary School faculty and staff should spend more time preparing students for project presentation and not just display.

- **MONEY**

Wearwood Elementary School faculty and staff should spend more money purchasing technology and computers for testing students. Wearwood Elementary School faculty and staff should spend more money to purchase AR tests. Wearwood Elementary School faculty and staff should spend more money to reward students' accomplishments with testing.

- **PERSONNEL**

Wearwood Elementary School faculty and staff should have a testing coordinator to explain test results to parents and teachers. Wearwood Elementary School faculty and staff should have a full-time computer teacher.

- **OTHER RESOURCES**

Wearwood Elementary School faculty and staff should have materials available to parents in a parent workroom type setting to help students and parents generate ideas for projects.

Wearwood Elementary School faculty and staff should use portfolios as a means for alternative assessment.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? All teachers are given ample opportunity to test and/or learn about testing. All teachers are given the TCAP results. All teachers are provided with grade book access on the computers.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes, the faculty and staff use the monies wisely. The Wearwood Elementary School faculty, staff, and students have proven academic success within this school and the community.

Based on the data, are we accurately meeting the needs of all students in our school? Yes, the TCAP averages were 91% reading, 91% math, 87% science and 81% social studies at proficient or advanced for a three-year average.

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?

One of Wearwood Elementary School's major strengths is the practice TCAP testing. Wearwood Elementary School averages were 91% reading, 91% math, 87% science and 81% social studies at proficient or advanced for a three-year average. Wearwood Elementary School faculty and staff monitor and test students after units, books read (AR), at the end of the semester (STAR), and annually (TCAP). Different tests use different methods to ensure equality in all students. One of the greatest strengths is using various performance-based assessments to achieve success with all students. Wearwood Elementary School faculty and staff success is proven with the scores of proficient or above and the students reaching project level winners in the county, region, and state.

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.)

Challenges go beyond school time. With portfolio and project assessment, Wearwood Elementary School faculty and staff face the challenge of students receiving help or the supplies needed at home. The faculty and staff face the challenge of absenteeism when tests are being given and the personnel to give make-up tests. Another challenge would be students seeing the connection between assessment and real-life situations. Students do not see the need for assessments.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

When portfolios or projects are assigned, Wearwood Elementary School faculty and staff will provide students with necessary items to create the project. The faculty and staff allow students class time to complete the project. The faculty and staff will allow students time to research or question any information needed to complete the project. The faculty and staff will inform parents of testing dates to lessen the absentee rate during testing. Wearwood Elementary School faculty and staff will challenge students to identify how they use testing in everyday occurrences.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Common Planning (identify practice)	Team Teaching (identify practice)	Peer Teaching (identify practice)	Mentoring (identify practice)	Time-on-task Teaching (identify practice)	Parent-teacher conferences (identify practice)	Teacher Surveys (identify practice)
Evidence of Practice (State in definitive/tangible terms)	Master schedule	Classroom schedule	Lesson plan book	Mr. Wilson assigns a mentor teacher to each new staff member	Mr. Wilson, teachers, and other staff members have created scheduled time-on-task blocks for uninterrupted instruction	Schedule in student handbook Teacher log	Teacher survey Tally of surveys
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	TCAP	Lesson plans involving 7 th graders and kindergarten students	Mobility rate	TCAP	Parent surveys	Teacher surveys
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Reading/LA scores	3 rd grade 98% prof/adv in math and reading	90% kindergarten students mastered quizzes during peer teacher	14.6 avg. year experience amidst teachers	91% prof/adv average for school in reading	86.7% communication between parent/teacher	100% agree or strongly agree regarding high expectations for students and their learning

			lessons				
Evidence of equitable school support for this practice	Grade levels have common planning time	Lesson plan books of team teachers	All students are invited to peer teach different subject areas or attend field trips across grade levels	All new teachers are assigned mentor teachers	Mr. Wilson creates a schedule that will allow for time-on-task without interruption for Reading/Language and math	Mr. Wilson sets dates for conferences for the entire year and lists in student handbook at the beginning of the year	All teachers are surveyed regarding professional development, school calendar, needs, and school procedures
Next Step (changes or continuations)	Continue to refine schedule to include common planning time for 6 th -8 th grade teachers as an entire group	Continue team teaching and include other grade levels	Continue with peer teaching and incorporate more time	Continue practice and send more tenured teachers for mentor training	Continue to refine schedule to create more time-on-task	Continue dates and strive to achieve more active participation	Continue with practice

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**

Time is spent in common planning and grade level meetings. Time is spent preparing lessons that incorporate peer teaching. Time is spent by a mentor teacher with new teachers to show them the school, the policies, and help with any problems that arise. Time is spent in the classroom with time-on-task scheduling. Parents and teachers attend parent-teacher conferences. Time is spent developing, surveying, and tallying results of teachers and staff members.

- **MONEY**

Money is spent on specialty teachers so classrooms teachers can have common planning time. Money is spent by the support group to provide snacks or beverages to parents and teachers during conference time. Money is spent to provide personnel for team teaching.

- **PERSONNEL**

Personnel include team teachers, specialty area teachers, and administrator willing to include all teachers in common planning, team teaching, and mentoring. Personnel include paraprofessionals to help provide time-on-task teaching and small group or individualized instruction. Parent-support group president plans activities or snacks during parent-teacher conferences.

- **OTHER RESOURCES**

Students peer teach across grade levels. Seventh grade students help kindergarten students build a habitat. Third grade students read to first grade students the books they have written about the solar system.

“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**

Wearwood Elementary School faculty and staff need more common planning time to go across grade levels to implement more holistic or project-assessed teaching in grades 6th-8th and more

peer-teaching among all grades. Wearwood Elementary School faculty and staff need more mentoring time for first year teachers.

- MONEY

Wearwood Elementary School faculty and staff need more money for peer teaching activities. Wearwood Elementary School faculty and staff need more money for specialty area teachers according to our surveys. Wearwood Elementary School faculty and staff need more money for mentor training. Wearwood Elementary School faculty and staff need money for a Scantron for surveys. Wearwood Elementary School faculty and staff need money for a teacher workroom to be built.

- PERSONNEL

Wearwood Elementary School faculty and staff need more personnel trained in mentor training. Wearwood Elementary School faculty and staff need more personnel for specialty areas that would allow for common planning time. Wearwood Elementary School faculty and staff need more parents to attend parent-teacher conferences.

- OTHER RESOURCES

Wearwood Elementary School faculty and staff need a Scantron to tally surveys. Wearwood Elementary School faculty and staff need a teacher workroom so the teachers can have common planning time in an area other than the classroom.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? Yes, all teachers are given the opportunity for professional development in mentoring. All teachers are given common planning time with their grade level teachers. All parents are aware of the dates of parent-teacher conferences.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes, everyone fills out a needs survey at the end of the year. All items are purchased based upon severity of need and financial status.

Based on the data, are we accurately meeting the needs of all students in our school? Yes, Wearwood's TCAP averages were 91% reading, 91% math, 87% science and 81% social studies at proficient or advanced for a three-year average.

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?

Wearwood Elementary School is a small school. The teachers care about the needs of their co-workers as well as students. The faculty and staff focus on common planning and team teaching. The faculty and staff work across grade levels with peer teaching. The faculty mentor new teachers even though they are assigned a mentor. The faculty and staff send reminders home to parents regarding conferences and are willing to meet with parents at any time not just the scheduled meeting times.

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 1.) Because Wearwood Elementary School is a small school, it does not have the staff to team teach every year. Teachers are moved to different grade levels when student/teacher ratios require having one teacher per grade. Time-on-task teaching is always a challenge. Parents attending conferences is another challenge the faculty and staff face along with parents attending support group meetings.

Organization Summary Questions- Narrative Response Required

How will we address our challenges? Time-on-task teaching has been addressed with our school-wide positive behavior plan. Wearwood Elementary School faculty and staff will continue to reward positive behaviors hoping to reduce classroom interruptions due to behavior. All announcements, unless an emergency, are made in the morning or before afternoon dismissal. Again, this leaves more time for time-on-task teaching. Wearwood Elementary School faculty and staff are discussing students performing with song, dance, poetry, and other acts to get more parents involved with parent-teacher-support group conferences and/or meetings.

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

Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in reading/language will be at or above the NCLB target.

Which need(s) does this Goal address?

This goal addresses the need for students to read at or above grade level by the end of the 4th grade according to NCLB.

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

Sevier County School System’s first goal is meeting performance standards required by NCLB. The plan states all students will perform at or above proficiency levels in reading/language.

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	K-8 classrooms will use computers to incorporate technology in Reading/Language	January 2009- August 2010	Classroom teachers	\$1,500 computer	Title I Parent-support group County funds	Student reports Teacher observations	
Action Step	At-risk students in all grade levels will be identified through RTI	2008-2010 school year	Lori Goodin, School Psychologist Patti Dennis and Lara Carr, SPED teachers	\$0 to school (system purchased)	County funds	Psychologist and SPED teachers will test as needed or directed by teacher	
Action Step	At-risk students in 6 th -8 th grade levels will be identified through TCAP scores and receive intervention through Read 180	May 2008- May 2010	Nikollette Edge, Read 180 specialist	\$1,500 computer	Title I County funds	Student report Report cards Teacher observations	
Action Step	Community readers/volunteers will work with struggling readers	2008-2010 school year	Nancy Armstrong, Librarian Tracy Patty, Support Group President	\$500 books	Parent-Support Group Title I	STAR report AR report	

Action Step	Collaborative summer grade level planning and curriculum mapping in reading	June-August 2008-2010	Classroom teachers	Flexible in-service credit	County funds	Plan teaching strategies based on TCAP scores and state standards	
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GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in mathematics will be at or above the NCLB target.
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Which need(s) does this Goal address?	This goal addresses the need for students to perform mathematics at or above grade level by the end of the 4 th grade according to NCLB.
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How is this Goal linked to the system's Five-Year Plan?	Sevier County School System's first goal is meeting performance standards required by NCLB. The plan states all students will perform at or above proficiency levels in mathematics.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Saxon Math implemented in grades K-5 to increase math skills	August 2008- August 2010	K-5 classroom teachers	Saxon Math Curriculum	\$0 to school (system purchased)	Student assessments Report cards TCAP scores	
Action Step	Collaborative summer grade level planning and curriculum mapping in math	June- August 2010	Classroom teachers	Flexible in-service credit	County funds	Plan teaching strategies based on TCAP scores and state standards	
Action Step	Community leaders/volunteers will work with mathematic classes to see the relationship between math and real life	2008-2010 school year	Karen Trybone, 6 th -8 th Math Teacher Tracy Patty, Support Group President	\$500 manipulatives	Parent-Support Group Title I	Report cards Teacher observations TCAP scores	
Action Step	Recognize academic success	2008-2010 school year	Nancy Bohanan, Secretary	\$500 certificates and rewards	Title I Parent-Support Group	Bulletin boards School newspaper Local newspaper	

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	Students will meet or exceed the state average NCE scores and the percentage of proficient and advanced students in writing will be at or above the NCLB target.
Which need(s) does this Goal address?	This goal addresses the need for students to write at or above grade level by the end of the 8 th grade according to NCLB.
How is this Goal linked to the system’s Five-Year Plan?	Sevier County School System’s first goal is meeting performance standards required by NCLB. The plan states all students will perform at or above proficiency levels in writing.

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	Story starters will be incorporated in school-wide weekly writing samples	2008-2010 school year	Chris Ogle, Kindergarten teacher	\$100 teacher idea books	Title I Parent-Support Group	Weekly writing samples TCAP scores Report cards
Action Step	Collaborative summer grade level planning and curriculum mapping in writing and across grade levels in 6 th -8 th	June-August 2010	Classroom teachers	Flexible in-service credit	County funds	Plan teaching strategies based on TCAP scores and state standards
Action Step	Community storytellers/authors will be invited to show students writing process from beginning to end along with storytelling techniques	2008-2010 school year	Nancy Armstrong, Librarian	\$0	Volunteers	Writing samples Storytelling sessions TCAP scores
Action Step	K-8 classrooms will use computers to incorporate technology in writing and publishing	2008-2010 school year	Classroom teachers	\$1,500 computer	Title I Parent-support group County funds	Student publishing Teacher observations

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? The staff met together to divide into committees on August 15, 2007. Wearwood Elementary School faculty and staff used prior knowledge of SACS, TSIP, and areas of strength to determine which committees could be served most effectively. In groups, the faculty and staff begin to review the needs for each component and to assess the areas that needed to be addressed. The faculty and staff used in-service hours, after-school meetings, and common planning time to complete the components. Component 1 generated questions for the surveys. The faculty and staff met on September 18, 2007 to review and change the questions before the surveys were sent to parents, students, and staff. After the surveys were returned, the faculty met during an in-service on November 12, 2007 to tally the surveys. Again, the faculty divided into groups to tally. After the results were tabulated and the scores were reviewed, the stakeholders met in groups to decide where the areas of need were most prevalent. Then, the stakeholders took the data and met as individual committees. Once the components were completed, the stakeholders met again to revisit the plan on April 30, 2008 to see if any changes were needed before the stakeholders submitted the plan. The faculty and staff will continue to meet and monitor the success of the action plan.

Evidence of Alignment of Data and Goals – Narrative response required

What evidence do we have that proves alignment between our data and our goals? Students do not see relevance between the curriculum and real life. The faculty and staff have taken the TCAP scores and analyzed them; then the stakeholders set goals to enhance learning and raise scores. The data supports the needs at a school level and local county level which will lead to meeting NCLB. Wearwood Elementary School faculty and staff surveyed parents, students, faculty, and staff to see where improvement is needed. The results from TCAP and surveys prove the faculty and staff need to meet goals in reading/language, math, and writing. The goals were aligned to the same three areas to meet 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?
Committee chairs have received a copy of our TSIPP. In August 2008, each committee chair of the TSIPP will share a short synopsis of their portion of the school improvement plan at our open house. Each grade level will receive one copy of the complete school improvement plan. Each teacher will receive one copy of the action plan (Component 4). TSIPP will be downloaded on the website as soon as it is approved. Parents, students, community members, and central office staff have access to our website. School goals will be sent home to parents in the student handbook at the beginning of the year.

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 Wearwood Elementary School faculty and staff believe all students have potential for success and hold high expectations. The goals state that students will score higher than the state averages. The faculty and staff believe in collaboration between all stakeholders. The faculty and staff have the local community involved in the action plan. Wearwood Elementary School faculty and staff believe in a system of constant data collection. Students will be monitored throughout the year using different assessment methods to ascertain below proficient, proficient, or above proficient. Wearwood Elementary School faculty and staff believe learning is a life-long process and extend those skills to the community to prove to the students learning should occur everyday. The beliefs stated in Component 2 are aligned with the goals in Component 4.

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

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?
The action steps in Component 4 have shown effective practices that the faculty and staff will continue to monitor for success with some areas of improvement. In goal 1, Wearwood Elementary School faculty and staff will address reading by curriculum mapping in the curricular practice area, Read 180 in instructional practice area, STAR testing in the assessment practice area, and time-on-task teaching in the organizational area. In goal 2, Wearwood Elementary School faculty and staff will address math by using K-3 Orchard Math in the curricular practice area, Pre-Algebra/Algebra in the instructional practices area, unit tests in the assessment practice area, and common planning in the organizational area. In goal 3, Wearwood Elementary School faculty and staff will address writing by using state standards in the curricular practice area, Skills Tutor in the instructional practice area, writing assessment in the assessment practice area, and time-on-task teaching in the organizational area. Many areas go across curriculum and practices. These are only a few of the areas that show strengthening effective practices.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?
Wearwood Elementary School faculty and staff suggest assigning committees on the last day of school. Teachers are so busy at the beginning of school. Wearwood Elementary School faculty and staff feel if meetings could occur over the summer using flexible in-service hours, the process would have a smoother beginning. If the faculty and staff could have the parent surveys ready to go home on open house night and share with parents the importance of the process, the school would get a better response. Wearwood Elementary School faculty and staff need to look at the committees in a different format. The faculty and staff do not need those coaching sports on committees meeting during the specific sports date. An example would be: the volleyball coach needs to be on a committee that does not meet after school during volleyball season. Wearwood Elementary School faculty and staff need to have a faculty meeting after each component is complete to discuss in-depth before the next committee begins work.

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?

On June 3, 2008, all teachers will be given a copy of the action plan to develop his/her strategies for reaching the goals. During collaborative summer grade level planning, each grade level will identify areas of weakness in which to implement action steps. Wearwood Elementary School faculty and staff will implement these action steps in August as school begins. Also in August, Mr. Wilson, principal, will discuss the plan with any new faculty or staff.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

The faculty and staff's plan for the data is to keep gathering data as it becomes available. Wearwood Elementary School faculty and staff will STAR test in August, December, and May. The faculty and staff will Brigance test new kindergarten or first grade students as the students arrive. The faculty and staff will AR and Read 180 test every six weeks. Unit tests, chapter tests, and project assessments will be completed as the units are completed. Earobics, Herman Reading, Skills Tutor and Orchard Math are reported as the students progress through the programs.

As the data is analyzed, Wearwood Elementary School faculty and staff will identify at-risk or target students who may need additional help. The faculty and staff will analyze the programs to see if they are effective. The faculty and staff will analyze individual student's progress to see if more or less help is needed. The faculty will gather this information to report to parents during conferences, on mid-terms, in daily assignment books, or on report cards.

As progress is achieved through the action plan, Wearwood Elementary School faculty and staff will monitor and adjust the action steps to enhance learning. Education is constantly changing. As new ideas or methodologies are discovered, the faculty and staff will adjust the action plan to meet the needs of the students.

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.

Wearwood Elementary School faculty and staff will meet June 3, 2008 to discuss the action plan. Wearwood Elementary School faculty and staff will meet August 13, 2008 to address information gathered over the summer with new TCAP scores or new ideas that have been discovered during summer professional development that will enhance the action plan. Each goal has a chairperson responsible for overseeing the goals. Each action step has a person responsible. The goal chairperson will meet with the person responsible for the action steps throughout the year and on November 4, 2008 for a formal assessment. Then, the chairperson of each goal will meet with the entire faculty November 11, 2008 to address any problems, effectiveness of the goal or action steps, or the ineffectiveness of the goal or action step. Sheila Smith is responsible for goal 1. Karen Trybone is responsible for goal 2. Tony Cantrell is responsible for goal 3. Wearwood Elementary School faculty and staff will meet as an entire staff January 14, 2009 to discuss progress. The faculty and staff will meet June 2, 2009 to see how successful the plan was during the 2008-2009 school year and to address any changes that should be made. Additional after school meetings can be called at any time to address important information or analyzed statistics.

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 leadership team will meet every six weeks with the people responsible for each goal to determine whether or not adjustments need to be made to our action steps in component four. Wearwood Elementary School faculty and staff will meet as an entire staff on November 11, 2008, January 14, 2009, and June 2, 2009 to discuss any changes to the action steps. The person responsible for the action step is to discuss analysis of data with the goal chairperson and the leadership team. If the information needs immediate response, an afterschool faculty meeting will be called.

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 principal and educators will identify students by proficiency every six weeks. The leadership team will adjust action steps as needed for academic intervention with the target students. Resources will be allocated to support the interventions to include shifting support/resources to the highest needs. Evaluation strategies will include quantitative data from formative assessments throughout the school year. Summative assessments will be given at the end of the year. Based on all of this information, Wearwood Elementary School faculty and staff will adjust the plan as needed to ensure every student reaches his/her educational potential.

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?
Input and feedback on the school improvement plan will be part of grade level planning, planning with the administrator during faculty meetings, leadership team meetings, action step meetings with goal chair, parent-support group meetings, parent-teacher conferences, open house, and on the school's website.