

Wilson Elementary
2210 Hanging Limb Hwy.
Crawford, TN 38554

Tennessee School Improvement
Planning Process (TSIPP)

2011-2012



Tennessee Department of Education

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process
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>
Melissa Palk	Y	Principal	
Philip Bowman	N	Vice-Principal	Chair Component 1
Heather Bowman	Y	Title I Coordinator	Chair Component 5
Jamie Bowman	N	Middle School Teacher	Chair Component 3
Shannon Watson	N	Elementary School	Component 3
Wanda Phillips	N	Teacher	Chair Component 2
Becky Hood	N	Parent	Component 3
Allison Harris	N	Teacher	Component 4
Katrina Swallows	N	Special Education	Component 2
Tabitha Schlatter	N	Counselor	Chair Component 4
Elizabeth Presley	N	Parent	Component 1
Jaida Campbell	N	4 th and 5 th Grade Teacher	Component 1

Component 1a - School Profile and Collaborative Process

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Philip Bowman	Vice Principal	Y
Jaida Campbell	4 th and 5 th Grade Math Teacher	N
Paula Walker	Special Education Teacher K through 8th	N
Derek Zachary	Physical Education Teacher K through 8th	N
Sabrina Lane	Special Education Assistant	N
Elizabeth Presley	Parent	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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Wanda Phillips	2 nd Grade Teacher	Y
Shawn Bouldin	6 th through 8 th Science/Social Studies	N
Debra Cantrell	Parent	N
Saundra Harris	Pre-K Teacher	N
Katrina Swallows	Special Education assistant	N
Wanda Phillips	2 nd Grade Teacher	N
Shawn Bouldin	6 th through 8 th Science/Social Studies	N

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Tammy Looper	Special Education Assistant	N
Betsy Jolley	4 th and 5 th Language Arts	N
Shannon Watson	3 rd Grade Teacher	N
Jamie Bowman	6 th through 8 th Math Teacher	Y
Becky Hood	Parent	N
Pam Rollins	Educational Assistant	N

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

<input 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>
Lisa Hite	Pre-K Assistant	N
Tabitha Schlatter	Counselor	Y
Tabitha Smith	3 rd Grade Teacher	N
Allison Harris	1 st Grade Teacher	N
Anita Phillips	Educational Assistant	N
Jennifer Miller	Parent	

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

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

<input 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>
Heather Bowman	Reading Coach/Title I	Y
Carly Riddle	6 th through 8 th Grade Language Arts	N
Jenny Reed	2 nd Grade Teacher	N
Courtney Anderson	Kindergarten Teacher	N
Jessica Harris	Parent	N
Nancy Tinch	Educational Assistant	N

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

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

Component 1a - School Profile and Collaborative Process

Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Teacher Perception Surveys	Results show perception of teachers and assistants is positive as indicated on survey of quality of instructional programs, support for student learning, we are better served being a Title I school, and school organization and administration. Weaker area in quality of instructional program is teaching fine arts.
Parent Perception Survey	Parent perception is favorably high in all categories. Most parents believe teachers hold high expectations for students and challenge them. A few of the surveyed parents were concerned with the principal and teacher turnover rate.
Needs Assessment for Professional Development	Teachers need time to become familiar and plan strategies for teaching the standards. Teachers need more training on how to implement Compass.

School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:
<p><u>School Characteristics:</u></p> <p>Historical Background</p> <p>Wilson Elementary School is located in a rural low-income area of Overton County and the youngest of all the schools in the county. The school was built in 1966 and remodeled in 2001-2002. The school received its name from Clyde Wilson and thus was named Wilson Elementary. When the school was remodeled 4 new classrooms, a library, and a gymnasium were added. The gymnasium is not only used by the school, but the community as well. The library is a place where children, parents, and the community may check out books or other library items. In 2008 the school received a grant to construct a new playground.</p> <p>Facilities</p> <p>Located alongside Highway 164, Wilson Elementary School sits on twelve acres in Overton County, Tennessee. The school has 15 classrooms, a library, gym, 2 computer labs, science lab, counselor's office, speech room, main office, 2 administrative offices, kitchen, cafeteria, in-school suspension room, 1 teacher lounge, 1 teacher workroom, and several bathrooms.</p> <p>Environmental and Safety Conditions</p>

Surveillance cameras monitor entrances and hallways. All entrance doors are locked and monitored throughout the day. In order for visitors to enter the building they must gain access through our security system. Visitors are asked upon entering the building through the front door, to sign in, and obtain a visitor's pass before entering the classroom area of the building. A multi-hazard crisis plan is reviewed annually and updated. Multi-hazard drills are conducted on a regular basis. Environmental safety and fire safety inspections are completed annually.

Grade Distribution

The school houses Pre-K through eighth grade. Students in grades Pre-K through eighth are distributed into individual self-contained classrooms. The students in grades fourth through eighth are departmentalized. Our special education program is full inclusion. We have one extended resource classroom.

Length of School Year and Day

The length of the regular school day is 6 ½ hours, but the extended school day is 7 hours for students and 7 ½ hours for teachers and assistants. Overton County is rural and regionally isolated. Inclement weather has forced school closings with frequency in the past. For this reason, an extended day was developed to provide the necessary instructional time for students to learn. The length of the school year is 180 school days with nine weeks on and one week off schedule. The school day is from 7:45am to 2:45pm.

Operating Budget Distribution Equity/ Per Pupil Expenditure

Wilson Elementary received a total of \$5260.00 in Title I money. This money went to staff development, parental involvement, and teacher material and supplies. Wilson Elementary School's operating budget for federal, state and local is \$13540.36 per year.

Administration, Faculty, and Staff Demographics

The ethnicity of the administration, faculty, and staff is 100% Caucasian with 86% female and 14% male.

Years of Experience of Faculty and Administration

The years of experience range from one to twenty-nine, with the average being 8 years.

Percentage of courses taught by highly qualified teachers (TSIP C and E)

One hundred percent of the faculty is highly qualified under the requirements of the No Child Left Behind legislation. All support staff have high school diplomas. Educational assistants have paraprofessional certification. Strategies to attract high-quality highly qualified teachers to high-need schools have been put into place by the Overton County Board of Education This is on file at the Central Office in Livingston, TN. It includes a competitive pay scale to draw new teachers

in. Wilson Elementary will pair a new teacher with a mentor at school. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration. Wilson Elementary is a rural school and offers a lower teacher pupil ratio. This allows you to get to know your students more on a one to one basis and to give more individual time with each student. We have placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality, high qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate.

Percentage of faculty and staff who hold advanced degrees

All of the teachers at Wilson Elementary have a Bachelor's degree. Only twenty-two percent of the faculty at Wilson Elementary holds a Bachelor degree, fifty-five percent hold a Master degree, and twenty-three percent hold an Educational Specialist Degree. Thus, 78 % of the faculty has advanced degrees.

Percentage of faculty teaching courses outside their area of certification

All faculty members are teaching within their areas of certification.

Enrollment Data

The enrollment for the 2009-20010 school year is 213 in grades Pre K to 8th.

Curriculum Offerings

In addition to the core curriculum of reading, mathematics, social studies, science, language arts and writing, Wilson Elementary offers related courses in library, physical education, music, guidance, and computer technology. Resource, gifted and speech classes are available to qualifying students. The curriculum is enhanced by *Number Worlds*, *IXL*, *ThinkLink*, *Accelerated Reading*, *Corrective Reading*, *Reading Mastery*, and *Compass* into his/her curriculum.

Unique Programs

Unique programs at Wilson Elementary School include nutrition classes, 4-H Club, Accelerated reading, star student of the month, Character Counts, Read Across America Day, Readers Theatre (grades 4-8), Presidential Academic Fitness program, Jump Rope for Heart, Hoops for Hearts, Family Fitness Night, Walk Across Tennessee, yearbook staff, twenty-first century after school program, Scholastic's Book fair, and Red Ribbon Week. In addition we have an Honors Club, Science Fair, newspaper staff, and a Scholar's Bowl team. Each year student's can participate in a Veteran's Day program and a Christmas program. The school collects the can drink tabs to benefit Ronald McDonald's House.

Honors Classes

We do not have an honors class, but we do have a gifted program. Students who are identified as gifted enjoy a weekly pullout program that offers the opportunity for enrichment above and beyond what is offered in the classroom. We have an Awards Day at the end of the year. At this time the students are recognized for having perfect attendance and for being on the honor roll all year. Every nine weeks we have an assembly to recognize honor roll and perfect attendance.

Advanced Placement Classes

Wilson Elementary is currently in the process of installing technology to provide a VITAL classroom. This is an online class for students who are advanced. The first class to be offered will be Algebra I.

Parental Support (TSIP F)

Wilson Elementary School welcomes parental participation and the opportunity for families and communities to be involved in the education of children. A Parent Involvement Policy is in place and is provided to families at the beginning of each school year. Family engagement activities are held throughout the year. Wilson Elementary will continue the implementation of several different ways to increase parental involvement. First of all everyone at our school must make an effort to make all parents feel welcome and needed. The team will offer a parent training session at different times throughout the school year. The sessions will be offered at the school and county wide at various times during the day and at night. The Stephens Center in Livingston offers parenting sessions on different parenting issues during the school year. Wilson parents will be sent a parent help letter home each month to offer assistance to parents when questions arise and also to educate parents even if there are no specific requests. The newsletter will be parent friendly and provide parents with valuable information. Topics will be sent home which are appropriate to each grade level. A school newsletter will be sent home monthly to provide parents with happenings at school and effective activities appropriate for home.

A school web page will be used at Wilson Elementary to better communicate with our families. The web site will have updated important information. The school web site and email list will be sent home in a parent newsletter so that all of our families will be informed of this. Parents will also be distributed this information by our community involvement committee. The two school phone numbers will be sent home for parents to contact teachers. The school administration will ensure that teachers get all messages and that the teachers return the parent's call. A school blog page has been created to post pictures of event and happenings taken place at Wilson Elementary.

A calling system *SAFE AND SOUND* has been put into place to keep parents informed with vital school information. The principal will call the message system and record a message. Then the calling system will call everyone on the contact list. This is a good communication tool to inform parents of school events and early dismissals.

The teachers will be required to send a progress report home every one-half quarter and every nine weeks. Teachers will send home a nightly parent communication folder. The parents will look at the contents sign the form and return the folder. The team decided that a weekly note should be sent home with each child in Kindergarten through third grade. In fourth through eighth grade each child has a planner furnished by the school. Each child will be required to

write assignments, test grades, and any messages in this planner daily. The students will be required to take the planner home each day and bring it back signed. There is also a place for parents to write comments to the teacher. The parents will then expect and know that the folder or planner is coming home and that it includes information that is important about their child. The teachers will check for the parent's signature. This will improve communication between parent and teacher and will hold student/teacher/family all accountable for keeping up with each child's work assignments. All school rules will be sent home or will be in the student planner along with the school mission statement, and an explanation of the home to school planner or folder. Parents will be required to sign that they have read all materials.

Each school year in August, Wilson Elementary will hold a grade level meeting for all families. The families will be invited and encouraged to attend. During this time, the teachers extend an open invitation to parents to visit the classroom throughout the year. In these grade level meetings the teacher will inform them of the material that their child will be required to learn during their current grade level. The teachers will explain the state standards that each child is expected to meet during the year and what they will be tested over in the spring.

Wilson Elementary offers and encourages parents to attend family-teacher conferences twice a year. Wilson offers this in October and in March from 3:00 until 6:00. Other conferences may be scheduled as the parent or the teacher feels necessary. The team will continue to put signs up in the community and put all invitations in the local newspaper and on the school website. The conference schedule is also placed in the yearly calendar furnished by the Overton County School System. Simultaneously with our conferences, we hold our Scholastic Book fair through which we promote literacy as students and parents select and purchase books together. We have a family reading night. This is where the parents are encouraged to come in and read with their child and take AR test. At Thanksgiving the parents are invited to eat Thanksgiving dinner with their children and on Veterans Day and at Christmas the students put on a program for the parents. All of the activities work together and create a positive parent teacher -student -relationship.

Drug, Alcohol, or Tobacco Incidents or Arrests

There were no incidents involving drugs, alcohol, or tobacco during the 2009-2010 school year.

School-Business Partnerships

School-business partnerships are a vital part of Wilson Elementary School. We have a school-business partnership with Inoac Corporation in Livingston, TN, which is our school adopter. To encourage all children to study and keep up their grades, Inoac provides an incentive to the students. Each nine weeks if the student achieves the honor roll they will receive ten dollars for all A's and five dollars for the A/B honor roll. They provide fruit and candy for the students at Christmas. At the end of the year the company provides an end of the year picnic for all students. Another partnership is with Buddy's Bonding located in Livingston, TN. At the end of the year the business pays for all students to take a trip to Lake Winnie for trying their best on TCAP and ThinkLink.

Mobility and Longevity of Staff at School

Regarding mobility of staff at Wilson Elementary School, no teachers transferred their positions to other schools within the system, and zero teachers retired after the 2009-2010 school year.

Grant Awards

21st Century: This is a before and after school program provided to all students in kindergarten through eighth grade. The program provides enrichment and tutoring. The students are provided a snack and bus transportation. If money is available the program continues two weeks during the summer break.

Wellness Center: This grant funded a new playground, volleyball court, and walking track. This area can be used by all members of the community.

Staff Involvement in School/System Leadership Activities (TSIP D and H)

The staff at Wilson Elementary School is involved in many leadership roles within the school and the Overton County School system. These roles include textbook committees, data team, SIP committees, after-school tutoring, yearbook, mentor teaching, school newsletter, coaching, field day, school calendar, Accelerated Reading, enrichment, summer school, technology committee, School Health Committee, Teacher of the Year, Teacher of the Month, PTO, Science fair, flower fund committee, county grade level staff development, School Health and Safety Committee, Special Education Team, and RTI.

Measures to include teachers in the decision regarding the use of academic assessments in order to provide information on and how to improve the achievement of individual students and the overall instructional program have been put into place at Wilson Elementary School. In service training and staff development on the use of assessments have been provided to all Overton county teachers. Each teacher has been given step by step training on how to use the data from ThinkLink, Compass, and the TCAP test results. This gives the teachers endless amounts of information on and how to help improve, the achievement of individual Wilson students. These folders reflect students' competency as outlined in the Tennessee Curriculum standards The test results and folders are reviewed regularly. When the teacher sees a students and their overall instructional program. All teachers keep work/assessment folders for all need for immediate intervention, they can schedule a conference and address the student's needs.

The principal meets regularly with all teachers to discuss problems and make informal assessments of progress. All teachers meet informally in their teaching areas to discuss, plan, and evaluate pupil progress. Teachers have an hour per day for planning. Faculty meetings are held on the 15th of each month. Staff development sessions are held at least three times a year. There is at least one mandated county in-service, during this time teachers meet with other teachers at each grade level. All teachers discuss important information pertaining to that grade.

Wilson Elementary has adopted an ongoing professional staff development plan that will prepare the faculty, staff, administration, and when appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's academic achievement standards. Based upon need assessment data, interviews, and surveys, the following staff development needs have been identified: strategies to use with at risk children, discipline

that is age appropriate, use of technology to enhance instruction, and new methods of teaching reading and math.

One required days of staff development will be conducted at the school to discuss and implement measures that will benefit the overall instructional program at Wilson Elementary. The central office provides a list of approved optional staff development activities from which they may choose to attend. Title I staff development funds will be used to enhance and improve the instructional program. All staff developments must be scientifically research based and provide indicators that prove instructional strategies will be implemented on an ongoing basis. Teachers must present to the faculty/grade level the effectiveness and measures of the activity which they attended.

Highly Qualified Paraprofessionals

One hundred percent of the paraprofessionals at Wilson Elementary School meet requirements set by No Child Left Behind to be highly qualified. All paraprofessionals work under the direct supervision of highly qualified teachers.

Our support staff consists of one part time speech teacher, a part time gifted teacher, three highly qualified special education assistants, two office assistants, and three highly qualified general assistants. We have two grandmothers who tutor regularly.

Trained and Qualified Mentors

All non-tenure teachers at Wilson Elementary School are paired with a mentor teacher. The pair collaborates throughout the school year.

STUDENT POPULATION DATA

Number of Students

Wilson Elementary School houses grades PreK-8th. We have a student population of 213 students.

Student Demographics, May 2007

The 213 member student body is made up of 112 boys and 101 girls. The population is 98.6% Caucasian, .9% Hispanic, and .5% American Indian.

English Proficiency

All of our students are English proficient.

Free and Reduced Lunch Rate

Wilson Elementary School is a school-wide Title I school with 88.2% of our students

economically disadvantaged. Wilson was the first school in the state of Tennessee to participate in the federal universal lunch program known as Provision 3. This allowed 100% of our students to receive free breakfast and lunch.

Discipline Referrals

Five students (male) were suspended during the 2009-2010 school year. No students were expelled.

Retention Rate (TSIP I)

We have a promotion rate of 97.4% and a retention rate 2.6% during the 2009-2010 school year. Many things are considered before the decision to retain a student is finalized. Some of these variables are test scores, parental request, grades, maturity level, skills mastered, and other factors utilized by individual teachers. However, to address our retention rate, Wilson faculty intervenes with various methods which include at risk folders, a reading coach and reading intervention teacher, and after school tutoring program, and individual help with an educational assistant. When a student is identified as in need of additional support or at risk the following interventions will be utilized. This is determined through academic achievement, TCAP analysis, ThinkLink data, classroom grades, attendance data, and discipline referrals.

1. The core program, or target areas thereof, will be implemented with greater frequency and intensity in the areas of need.
2. Additional instructional or one-on-one time will be allocated either during or after school.
3. An educational assistant will assist the classroom teacher with the subjects that each child was identified as being at risk and to assist other students as necessary.
5. The counselor will work with the the students in class and individually as necessary.
6. Students will participate in the Compass program in the computer lab.
7. Thirty minutes a day will be set aside for Corrective Reading and Reading Mastery
8. Families will be notified to set up a conference to discuss ways the parents, staff, and other appropriate community agencies can help.

The Title I Coordinator along with the principal will serve to help implement and facilitate school wide improvement strategies in all subject area. The Reading Coach will make sure that Corrective Reading and Reading Mastery are being implemented and other reading strategies and math strategies are taking place.

Transfer Rate/Drop-out rate/Graduation rate

There is no school report that just shows transfer students rate. The dropout rate and graduation rate are not applicable to Wilson Elementary because our students leave Wilson and go to high school.

Attendance Rate

Our attendance rate in 2009-2010 school year was 95% this is above the state goal which is 93%.

At Wilson Elementary we recognize students for perfect attendance. We believe that if a student is present, then the student will be subject to more academic learning.

Special Education Disability Types, Numbers, Percents

Wilson Elementary School serves 26 (12.2%) students in Special Education. Seventeen students are served for a Specific Learning Disability. One student is served for Mental Retardation. One is served for Autism. Two are served for other health impairments. One is served for visual impairments. Two are served for functional delay. Two are served for developmental delay. Seven of these students are served for Speech Impairments.

Students Attending Preschool (TSIP G)

Sixteen students were enrolled in the Pre-K program for the 2009-2010 school year.

Plans for assisting preschool children in the transition from early Head Start, will be made by the faculty and staff of Wilson Elementary to educate parents of Head Start children regarding kindergarten activities and programs at our school. Annually, each year the local Head Start visits the school. They tour the school and get to meet some of the faculty. The principal will discuss activities and other programs offered at our school. Kindergarten teachers will visit the Head Start each year to talk to the parents and staff about kindergarten. The Head Start personnel will provide their records by the time of kindergarten pre-registration.

Systematically, each spring Wilson Elementary will host a kindergarten day. Parents and future students visit the school and share the expectations for kindergarten. The teachers offer suggestions to help the child in preparation for the upcoming kindergarten year. In October, parents and kindergartners attend parent night. They meet the student's teacher and revisit the expectations for the year. During the first week of school we have kindergarten phase in days. This means that only a few will come each day to school. During this time the teacher and counselor spend significant time with the student to help them establish a comfort level within their new environments.

Wilson Elementary has an early childhood state run preschool program. This will benefit preschool children in our area tremendously. This program will provide basic fundamentals a child will need to be ready for kindergarten. The preschool teacher and kindergarten teacher share activities toward literacy development and preparation of students to move into the kindergarten year.

Another area of great concern for our administrators and teachers is the transition students must make from eighth grade to high school. Teachers and guidance counselors are involved in many activities to assist students and parents in this transition. Below are some of the activities.

1. Distribute and collect registration packets and forms to eighth graders.
2. Give Explorer test
3. Host in-school answer sessions on students concerns.
4. Distribute and collect data sheets and teacher recommendations for student enrollment in advanced and remedial classes.
5. Assist High School counselors in classroom visits to explain high school registration procedures.

Extracurricular Activities

A large percentage of students participate in extracurricular activities at Wilson Elementary School. Some of these activities include basketball, cheerleading, archery, fly fishing, yearbook staff, and Chess Club.

PARENT OR GUARDIAN DEMOGRAPHICS

Race and Ethnicity

Our parent/guardians are approximately 97.7% white and 2.3% that would be black, American or Alaskan Indian, Asian, or Hispanic. Of the parent population 98.5% were born in the United States and 1.5 % was foreign born.

Marital Status

65.8% Married
19.5% Single
14.7% Separated, Widowed, or Divorced

Level of Education

10.1% Bachelor Degree or Higher
13.2% Some College/No Degree
70.2% High School Diploma
6.5% Did Not Receive High School Diploma

Employment Status

The employment status is as follows: 58% are employed, 1.6% unemployed, and 40.5% are not in the labor force.

Income Level

Median Household Income: \$32,574
Per Capita Income: \$17,927
Below Poverty: 19.3%

COMMUNITY CHARACTERISTICS

Size of Community

The 2010 U.S. Census estimates the residential population of Overton County to be 22,083. Overton County's land area is approximately 433.48 square miles with 50.9 persons per square mile. The US Census Bureau provides the following information concerning the population of Overton County.

6.0% under 5 years old
23.2% under 18 years old
16.8% 65 years old and older
10,295 households

Demographic Breakdown of the Populous

97.7% White
0.4% Black
1.9% Native American/Hispanic Other
50.6% Female
49.4% Male

Average Income or Economic Level

\$32,574 Median Household Income
\$17,927 Median Per Capita Income
21.3% Below Poverty

Number of Private Schools in Area

No private schools are located in Overton County. Overton County Schools, the local public school system, includes five elementary schools, one middle school, and one high school.

Major Employers

The 2010 US Census Bureau lists the following business facts about Overton County businesses:
293 private non-farm establishments
2,174 business firms

Residents with School-Age Children

Population of Overton County in 2010 was 22,083, of which:

- 23.2% were under 18 years of age;
- 6.0% were under 5 years of age;
- Resulting in 29.2% school-age children.

Community Involvement or Participation in School Activities (SIP J)

At Wilson Elementary School measures are taken to coordinate and integrate the use of federal, state, and local services and programs, including programs related to Title I, violence prevention, nutrition, Head Start, preschool, adult education, vocational and technical education, and job training. This is made possible through the use of government funding, particularly Title I and Title V, from which money had been made available to purchase additional teaching aids. Those items include, but are not limited to, library books, computer software, and computer

hardware, digital camera, projectors, flex cams, Accelerated Reading and DIBELS,IXL Math, professional development activities, parental involvement activities, and other curriculum enrichment programs.

Wilson coordinates with Adult Education to help them with any materials they might need at our local community educational facility. The adult education teacher helps us to know and understand about Adult Education. This school offers people an opportunity to earn their high school diplomas and their GED. They also offer technical assistance and vocational education to our local community. She often sends home letters and news about classes being offered at the Adult Education program.

Wilson Elementary School coordinates with our local Head Start programs and preschool program. The teachers from Head Start and preschool attended our Title I meeting. Plans for assisting preschool children in the transition from early Head Start, will be made by the faculty and staff of Wilson Elementary to educate parents of the children regarding kindergarten activities and programs at our school. Wilson Elementary will host an annual kindergarten day wherein Head Start/Preschool students and staff will spend a day visiting our school to acquaint themselves with the teachers and school faculty. Kindergarten teachers will also visit Head Start/Preschool each year to talk to the parents and staff. This will help them assess the needs of the incoming students.

Our school offers a vocational and technical class to grades fifth through eighth, so that the students will use age appropriate computer and technology skills. The class teaches the students how to use the web, computers, and other areas of technology. It also allows them to make use of technology and incorporate it into their regular school work.

Wilson Elementary School will coordinate and integrate the use of the Stephens Center in Livingston, TN, to help train our parents on the prevention of violence. The mission of this center is to prevent child abuse and neglect while promoting healthy, non-violent families through appropriate parenting classes and community education programs. The center provides services to all children and parents of Overton County. The Stephens Center also helps coordinate the Imagination Library program which was created by Dolly Parton in 1996. Funded by the Governor's Books from Birth Foundation and the Overton County Commission, this program provides a new age appropriate book each month to children from birth to age five at no cost to the family.

Locally, Inoac (a factory in Livingston) has adopted our school. They provide rewards for good grades and perfect attendance. During the holidays they give every student candy or a fruit bag. For working hard and trying their best on TCAP the company will host a picnic at the end of the school year. Buddy's Bonding is another organization that has adopted our school. At the end of the year he pays for all students to go to Lake Winnie for doing their best on ThinkLink and TCAP.

Group Homes/Substance Abuse Centers/Homeless Shelters

The community surrounding Wilson Elementary School is served by the ACTION Anti-Drug Coalition and the Safe Haven Women's Shelter.

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

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

List Data Sources
2010 TCAP Achievement Score Reports: Individual Profile Report, Class Record Sheet, Performance Level Summary Report, Reporting Category Performance % Proficient, Reporting Category Performance Index Report, Disaggregation Summary Report, Writing Assessment Summary Report, CRT, and NCE Scores 2010 State Report Card: Student Academic Achievement, CRT Subgroup Disaggregation, AYP Report; TVASS Growth Standard Report, TVASS (3 year CRT average and gain by year, grade, and content) 2010 TVASS Web Site: Value Added Report, School Diagnostic Report, Performance Diagnostic Report, CRT Diagnostic Report by Five Subgroups based on CRT, Student Pattern Reports
Tennessee State Standards Wilson Elementary Grade Cards: Nine weeks and Midterm Progress Reports Diagnostic Assessments: Scholastic Reading Assessment, ThinkLink, Reading Mastery and Corrective Reading, Dibles, COMPASS, and IXL
Academic Assessments: Unit Test, Teacher Made Test, Teacher Observations, and Student Folders Special Education Evaluations
Non-Academic Data Sources- Attendance Reports, Teacher Observation, Promotion Rate, Anecdotal records, and Discipline Records Surveys and Needs Assessments: Parent Survey and Faculty/ Staff Survey

Data Collection and Analysis (Rubric Indicator 1.5)

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

Wilson Elementary School is a data-driven school with an ongoing comprehensive assessment system in place to identify, target, improve, and monitor student performance as well as curriculum and instruction. Several in-house school-wide formative assessments are administered throughout the school year to collect data. Data collection begins in the Pre-K group and continues throughout eight grades. Kindergarten students are assessed with the Scholastic Reading Inventory at the beginning and ending of each school year. The ThinkLink Predictive Assessment monitors student progress in reading, math, and science. It is administered in September, December, and March for grades Kindergarten through eighth. The ThinkLink assessments are designed to assess performance indicators of the Tennessee curriculum and measures progress on current grade level skills. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through second grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. The data taken from the assessments is used to meet individual needs and guide curriculum so that necessary skills are mastered in that grade level. The TCAP Assessment is administered in grades 3rd through 8th each spring. AYP data, achievement scores, and value added scores in all content areas are analyzed, along with attendance, discipline referrals, and teacher absences. The data is analyzed to identify strengths and areas of need, and discusses strategies for improvement. This information is shared and discussed with the faculty. Throughout the year, the data is disaggregated, tracked, charted, and graphed as it is collected. Data is presented and discussed at staff development meetings, with both instructional and support staff, during individual meetings with administrators, grade level meetings with administrators, and parent teacher conferences. This data directs the focus of instruction through staff development activities, teacher/staff placement, scheduling before and after school enrichment and tutoring activities (Extended Learning and 21st century), field trips, purchasing, and all aspects of the school organization. The data is used to set priorities and establish goals for learning. Teachers also use the data to individualize student goals for the year.

Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

By analyzing the disaggregated data provided by the 2010 School Report Card and the TCAP reports, Wilson Elementary has been able to determine the following regarding the community of students served. Wilson is a safe school with good standing. Wilson had five suspensions and zero expulsions.

Race/Ethnicity

When analyzing the disaggregated material there were none available for the race as the student body is 99.5% Caucasian.

Economically Disadvantaged

The economically disadvantaged students make up one of the largest subgroups in our disaggregated data. Wilson has 88.2% students that are economically disadvantaged.

Report Card Data Disaggregation

	Math	Reading
Below Basic	64%	19%
Basic	22.7%	50%
Proficient	13.6%	25.9%
Advanced	0%	5.3%

Special Education

The special education students make up a small subgroup in our disaggregated data.

	Math	Reading
Below Basic	90%	39%
Basic	10.5%	45.7%
Proficient	0%	10.9%
Advanced	0%	4.3%

Limited English Proficient (LEP)

We have zero students that are LEP.

Gender

Interpreting the data by male and female for math they scored relatively the same in proficient or advanced. The females scored 91.8% and the males scored 91.5%. In reading the females scored higher than the males with 96.8% proficient or advanced and males 88.8% proficient or advanced.

Proficiency Levels

The academic achievement grades in Math; Wilson Elementary received a D with a score of 40. The academic achievement grades in Reading/Language for Wilson Elementary we received a D with a score of 41. The academic achievement grade in Social Studies for Wilson Elementary was a D with a score of 44. The academic achievement grade for Science was a D with a score of 44.

For K-8 Subgroup Disaggregation of Reading/Language plus Writing in 2010 at Wilson 19% were below basic; 50% were basic; 25.9% were proficient, and 5.3% were advanced, which gave a group of 31% proficient and advanced. This is in comparison to the state in 2010 which had 12.3% below basic; 37% basic; 38.3% proficient; 12.4% advanced, which gave a group of 51% proficient and advanced. This means that we are 20% below the state average for proficient and advanced.

For K-8 Subgroup Disaggregation of Math in 2010 Wilson had 64% below basic; 22.7% were basic; 13.6% were proficient, and zero were advanced, which gave a group of 14%

Report Card Data Disaggregation

proficient and advanced. This is in comparison to the state in 2010 which had 26.8% below basic; 38.9% basic; 22.7% proficient; 11.6% advanced, which gave a group of 34% proficient and advanced. This means that we are 20% below the state average for proficient and advanced.

In writing for 5th grade for 2008 (3.7), 2009 (3.9), 2010 (3.8). Wilson scored a B compared to the state's score of an A. In writing for 8th grade for 2008 (4.0), 2009 (3.9), and 2010 (3.9). Wilson scored a B compared to the state's score of an A.

In the TVASS (Value Added) CRT Math in 2010 the growth standard for Wilson students scored an F with a mean gain of -7.5. In Reading/Language in 2010 the growth standard for Wilson students scored an F with a mean gain of -5.4. In social studies in 2010 Wilson students scored an F with a mean gain of -3.3. In Science in 2010 Wilson students scored an F with a mean gain of -6.9. Wilson made negative gains in all areas.

Gain by year, grade, and content in Math revealed that in 4th grade for 2010 Wilson students had a -18.6 loss, 5th grade had a 14.7 loss, 6th grade had a -10.5 loss, 7th grade had a -12.0 loss, and 8th grade had a -8.0 loss.

Gain by year, grade, and content in Reading revealed that in 4th grade for 2010 Wilson students had a -9.8 loss, 5th grade had a 10.1 loss, 6th grade had a -10.1 loss, 7th grade had a -17.1 loss, and 8th grade had a -7.1 loss.

Gain by year, grade, and content in Social Studies revealed that in 4th grade for 2010 Wilson students had a -21.6 loss, 5th grade had a 2.0 loss, 6th grade had a -10.1 loss, 7th grade had a -2.4 loss, and 8th grade had a -6.6 loss.

Gain by year, grade, and content in Science revealed that in 4th grade for 2010 Wilson students had a -22.8 loss, 5th grade had a 7.2 loss, 6th grade had a -9.0 loss, 7th grade had a -14.8 loss, and 8th grade had a -14.2 loss.

Narrative Synthesis of All Data (TSIP B)

(Rubric Indicator 1.7)

Narrative Synthesis of Data

After reviewing the data, Wilson Elementary has to improve in math and reading/language arts. Based upon the faculty and parent survey it indicates the educational environment is positive. Our attendance rate is above the state goal. We received all F's in value added on our state report card. We scored all D's on our academic grades. Our writing scores are above a 3.8 and 3.9. School-wide our students are not making adequate gains. We need to improve our academic achievement grades to meet the state goals. Wilson needs to bring the below basic in reading and math up to be proficient.

Wilson Elementary will provide opportunities for all children to meet the state's proficient and advanced levels of students achievement. A teacher's assistant will be incorporated to help each teacher address the needs of all children in the school. The "Grandparent's Help" programs will also be incorporated into the student population. With the extra classroom help the teacher's will be able to present more material and will incorporate more technology into the classroom for the use of all students. A full time counselor will work with students in class and individually. A 21st century before and after school program will work on remedial and enrichment activities with the students.

A part-time Reading Coach who also serves as part-time Title I coordinator will serve to

Narrative Synthesis of Data

help implement and facilitate school-wide reading improvement strategies. The part-time Reading Coach will help teachers to incorporate new reading strategies into their curriculum. The Three-Tier Model for Reading has been implemented. The comprehensive reading program provides activities and strategies targeted by the State incorporate all of the five essential components of reading instruction within our program (phonemic awareness, phonics, vocabulary development, fluency, and comprehension). Reading Mastery and Corrective Reading will be implemented as the Tier II stage. This occurs during a 30 minute block of uninterrupted reading instruction. It is designed to improve phonemic awareness, phonics, vocabulary development, and fluency. The scientifically based program which consist of Accelerated Reader, Compass, and Thinklink will also be used school-wide as reading and math improvement strategies and will coordinate with the integration of technology into the curriculum strategies. The reading coach will provide this intervention to all students in grades kindergarten through eighth two times per week for thirty minutes. All students will use the ThinkLink program, which is also a scientifically based program to identify strengths and weakness. All students will use Compass, which is a scientifically research based program to work on areas identified using ThinkLink. All of these programs will help all children to succeed in meeting the state's proficient and advanced levels of student achievement. These programs will also strengthen the core academic program at Wilson Elementary School. As a school we need to continue in our efforts to coordinate the scientifically based practices we have in place and to fill the gaps we have in our instruction with additional scientifically based research strategies.

All students will be allowed to attend an extended school year program at our school for extra learning opportunities and to help provide an enriched and accelerated curriculum. All teachers will keep work/assessment folders for all students. These folders will also reflect the students' competency as outlined in the Tennessee Curriculum Standards. Included in each child's folder will be a parent contact sheet, a copy of the Parent/Student/Teacher compact, student work samples, Individual Student Instruction Plan, TCAP data assessment, ThinkLink data, and any other material the teacher deems necessary to serve the needs of each individual student.

“At risk” students will be identified through measures such as classroom grades, attendance data, achievement data, and discipline referrals. When these students are identified, their parents will be notified to set up a conference to discuss ways the parents, staff, and other appropriate community agencies can help.

Wilson must continue to strive to improve their test scores and move forward. Wilson Elementary School will utilize the use of the 2010 test results of NCLB, TCAP, and ThinkLink to determine if such needs have been met and are consistent with and are designed to implement, the state and local improvement plans.

Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

Prioritized List of Goal Targets

Goal Target 1: All Wilson Elementary students in grades 3rd through 8th grade will achieve a positive scoring gain in reading/language arts with a goal of 66% proficiency or better in reading/language arts as required by the No Child Left Behind in May 2011-2012.

Goal Target 2: All Wilson Elementary students in grades 3rd through 8th grade will achieve a positive scoring gain in math with a goal of 60% proficiency or better in math as required by the No Child Left Behind in May 2011-2012

Component 2 – Beliefs, Common Mission and Shared Vision

Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

Wilson Elementary School believes:

- All children should have an equal opportunity for an appropriate, safe, and successful educational experience that will give them the ability to think creatively to meet their needs in their changing future.
- Students must make responsible academic and social decisions.
- Parents, students, educators, and the entire community are responsible for implementing and achieving the school goals.
- Communication is essential in our changing society.
- Data-driven decision-making is essential to improve student achievement.
- A variety of assessments should be used to determine progress, strengths, weakness, and challenges.

High expectations encourage high achievement

Common Mission

The mission of Wilson Elementary School is to provide positive, appropriate learning opportunities with the academic and problem solving skills essential for personal development, responsible citizenship, and lifelong learning for all students regardless of social, cultural, economic, or intellectual status. These opportunities shall foster the development of basic values, good citizenship, and a strong sense of self worth to enable students to be productive citizens in a rapidly changing world.

Shared Vision

The vision of Wilson Elementary School is for students, teachers, parents, and community working together to achieve student success.

Curricular Practices
(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	TDOE Standards: Training and Use	Prioritized and Mapped Curriculum	Curriculum Instruction Monitoring and Support	School-wide benchmarks for student achievement	Communicates Student Expectations to Stakeholders	School has implemented a cohesive standards based model for literacy	Teaching and Learning materials are correlated to the state standards and given to the staff	(identify practice)
Evidence of Practice (State in definitive/tangible terms)	*Standards posted in classroom *Use of Tennessee Standards and Blue Print for Learning *Document SPIs in plan books	*Curriculum mapping for reading, math, science and S.S. *Benchmark aligned with curriculum map *Grade level/ cluster meetings to monitor pacing *Prioritized instruction	Instructional Coach, Principal, Vice Principal, and School Counselor Classroom Observation	State Standards on Overton County Website and each teacher has a copy of the Blue book	*Parent conferences *Mid-terms and report cards *School Improvement Plan *Student Handbook *Local newspaper *Letters home *Classroom notes *Open House *School Website	We are using Accelerated Reading, Tier Reading along with Corrective Reading and Reading Mastery. Diagnostic Report and Class Summary	Staff Development, faculty meetings, and grade level meetings. The dates are on file and lesson plans.	
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 *State Report Card *SIP *TVAAS	*Curriculum maps *Classroom checklists for pacing	*Thinklink * Unit test *TCAP *TVAAS *DIBELS	*Thinklink * Unit test *TCAP *TVAAS *DIBELS	*Scheduled mid-terms and report cards *Parent conferences	Class Summary, class grades, unit test, and diagnostic report	Curriculum Coordination Lesson Plans	

	*ThinkLink	*Lesson plans *TCAP *TV AAS *Report Card *ThinkLink	*COMPASS *Scholastic reading inventory *Report Card *SPIs documented and dated in plan book *Feedback from observations and professional observations	*COMPASS *Scholastic reading inventory *Report Card	*Articles written for local newspaper to highlight students' achievement			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	*Gains made in reading and math scores *Increased number of students scoring proficient or advanced	*Post curriculum SPIs in rooms *Lesson plans reflect use of maps *Test results from all data sources *Increased number of prof./adv. in subgroups	Increase scores on report card, Thinklink, and TCAP *PD Evaluation documents	Increase scores on report card, Thinklink, and TCAP	*Increased parent involvement *Better communication between school and home	Diagonistic report and class summary from three testing periods per year. End of the unit test and test from corrective reading and reading mastery. Increase scores on report card.	Increase scores on report card, Thinklink, and TCAP	
Evidence of equitable school support for this practice	*Professional development. and training *Assistant schedules	*Purchase of materials and supplies	All faculty and Staff	Staff development at school	*Parent-Student Handbook	All students in K-8	Dates on File	
Next Step (changes or continuations)	* Continue	*Continue	Yearly updates *Increase time by administration in classrooms	Continue	*Brief presentation at Open House on standards and at Title I meetings	Continue to strengthen and improve reading levels	Continue	

Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

- Job-embedded professional development for faculty and support staff
- Site-based professional development based on needs assessment results
- Planning and collaboration to improve instruction and a common grade level planning time
- Various assessments administered and aligned to the state standards
- Analyze data to identify gaps and improve achievement for all students
- Parental Involvement Meetings

“What Ought to Be” – TIME

- Provide additional training in analyzing student data
- Provide more collaboration between grade levels to ensure there are no gaps in the implementation of new standards
- Increase time spent on needs assessment
- Develop new teacher mentoring programs
- Increase assessment of teaching strategies

Equity and Adequacy:

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

- Each class has curricular maps that are aligned with the state standards.
- Each class implements standard driven curriculum.
- Each class practices strategies that are research-based and data-driven.
- Reading Coach directly serves all students.
- Media specialist serves all students.

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

- Each teacher submits and receives materials requested to enhance instruction
- Intervention and enrichment have been tailored to meet the needs of the students
- Professional development is based on a needs assessment given to all teachers and support staff and the TSIP goals.
- Student needs based on state standards and School Improvement Plan drive curriculum funding.

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

- Professional development designed to improve classroom instruction
- 21st century before and after school program is used for intervention and enrichment

“What is” The Current Use of: MONEY

- Title I funding to enhance high quality education
- Funding for curriculum materials based on state standards and expectations given to each teacher
- Multi-faceted professional development opportunities held to improve the quality of instruction
- The 21st century before and after school program funding is used to meet the various needs of students through after school/summer tutoring and summer enrichment camps.

“What Ought to Be” – MONEY

- Place SmartBoard technology in all classrooms to reinforce state standards in all classrooms
- Purchase one additional COW (This way we will have one for the lower grades and one for the upper grades.)
- Explore outside sources of funding such as grants and community foundation resources

Equity and Adequacy:

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

- Each teacher receives BEP money for curriculum materials (\$100 each).
- Teachers are allowed to keep all money they raise from fundraisers.
- Extended learning and LEAPS opportunities are available to all teachers.
- All teachers receive Title I money per student in their classroom.

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

Yes, all teachers can raise money to purchase items to be effect in their classroom.

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

- The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: PERSONNEL

- One hundred percent of instructional assistants are highly qualified.
- Support services, such as specialty area teachers and school counselors, are utilized to meet the various needs of all students and to enhance the quality of curriculum and instruction.

“What Ought to Be” – PERSONNEL

- More instructional assistant time

Equity and Adequacy:

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

- The Kindergarten and first grade teachers receive additional assistant time per day to assist with reading and math groups due to the age and skills of students.
- All students receive assistant time through our inclusion program two times per week.

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

- Teachers are placed in the most appropriate area to best serve the needs of our students.

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

- The school's data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: OTHER RESOURCES

- *The Blueprint for Learning: A Teacher's Guide to Tennessee Curriculum* is used by all teachers to guide instruction.
- The school's website provides useful information and resources to all stakeholders.
- Professional development and teacher mentors are assigned to 1st and 2nd year teachers.
- Curriculum maps and standards are used for reading, language arts, math and science, and social studies and are posted in each classroom
- Professional development is designed for all teachers based on TSIP goals.

“What Ought to Be” – OTHER RESOURCES

- More technology-based resources are needed to enable students to utilize hands-on experiences.
- Expansion of SmartBoard technology to meet student needs.
-

Equity and Adequacy:

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

- All teachers use curriculum guides aligned to Tennessee standards.
- Additional opportunities for teachers to collaborate with peers in the district will be provided during the summer.

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

- Staff development, materials, and request forms are used by all personnel. Requests must state the relationship between the goal and the request.

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

- The school's data reflects that there is downward trend in achievement and value added.

Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- State standards, assessment areas, and Blueprint emphasized at all schools (Lesson plans, principals)
- All adopted text is correlated with state standards (textbook committee, state evaluations)
- Strong staff development in core subject areas (listed at central office and in school improvement plans)
- Standards are used to plan instruction as evidenced by curriculum maps and SPI documentation in plan books.
- Curriculum is monitored by administrative walk-through and evaluations.
- Research-based curricula are utilized across the grade levels.
- Collaborative curriculum planning is encouraged through grade level meetings.

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.)

- Differentiated Instruction (Percentage of non-proficient students)
- Interpretation of data from report card and utilizing it effectively
- Further training in standards based curriculum, lesson plans, mapping (TCAP scores, Report Card)
- Increase gains in math and reading scores
- Utilize new forms of technology, such as the SmartBoards, in the classroom to
- reinforce and help teach state standards
- Increase parent involvement

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Increase staff development addressing curriculum mapping, lesson plans/units, assessed items
- Yearly evaluation of materials, texts, and report card
- Staff development on Differentiated Instruction
- Request full-time counseling services for student support.
- Continue to provide numerous opportunities for parents and family members to become involved, such as Family Engagement activities, PTO, and newsletters.

Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Standards Based Curriculum and Instruction	Research Based and Data Driven Instruction Aligned to Assessment	School Classroom Organization and Management	Support for Students Beyond Core Instruction	Differentiated Instruction	Students are actively engaged in high quality learning environment as supported by higher order thinking	(identify practice)	(identify practice)
Evidence of Practice (State in definitive/tangible terms)	*Teachers utilize Blue Print for Learning, *SPIs dated and highlighted in plan books *Posted in classrooms *Discussed in cluster/ vertical teams	*TCAP scores *ThinkLink *COMPASS *IXL *Calendars and agendas for system wide & site data team, faculty & grade level meetings *Data results posted in classroom and teacher workroom.	*Staff schedules *Individual student goal sheets *Grade Keeper *Data Notebooks *ISS (in-school suspension) available *Attendance monitoring	*RTI *Reading Mastery/ Corrective Reading * IXL *COMPASS *21 st Century suspension *Parent/ community volunteers	*Special Education *Inclusion *504 Plan * S-Teams *RTI *Cooperative groups *Hands-on activities *Use of leveled readers *COMPASS *Staff development *IXL	Some of the teachers use Bloom's Taxonomy and all have a weekly essential questions for their class.		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes		
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes		
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective		
What data source(s) do you have that support your answer? (identify all applicable sources)	*Blueprint for Learning *Plan books *TCAP	*TCAP scores *ThinkLink *COMPASS	*Attendance *Star data *Discipline referrals	**TCAP scores *ThinkLink *COMPASS	*TCAP Testing *AYP – gains *COMPASS	Copies of teacher plan books.		

			*Parent/ Surveys *Hand book					
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	achievement, value added, and proficient/advanced in AYP	Continue and designate specific times and dates for grade level meetings within school. Continue to drill down further into data.subgroups.	*Discipline plans *Classroom schedules *Data on discipline referrals *Perceptual data from parent, teacher, and student surveys	Each program promotes the growth and development of social and academic skills. Improvement is shown through test and report card.	*TCAP *COMPASS *Report Card * All teachers are provided with a copy of IEP goals, 504 accommodations , and TCAP results.	Student's ability to answer the essential question proves that higher order thinking has occurred.		
Evidence of equitable school support for this practice	*Professional development agendas *Budget for professional development *sign in sheets	*Vertical and Cluster meetings *Faculty meetings *Assistants' schedules	*Handbook *Mentor Training Program	*Opportunities via Extended Learning Open to various grade levels of students . logs and after school tutoring sign in sheets	These accommodations meet each individual students needs. Improvement is shown in Thinklink and TCAP results.	All professional staff		
Next Step (changes or continuations)	*Continue to provide teacher grade-level time to plan teaching strategies. *Continue to seek funding to continue 21 st century program.	* Continue ongoing professional development concerning teaching to standards *Continue to use data-driven instruction *Implement RTI instruction	*Continue to monitor discipline referrals	* Encourage more students to attend after school	All professional staff involved with those students.	Continue and improve upon the use of essential questions daily.		

Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

What is TIME?

Wilson Elementary School places high priority on standards based instruction that is research based and aligned to assessment. Instructional staff devotes considerable time delivering effective instructional practices.

- All grades devote sixty to ninety minutes daily to reading/language.
- All grades devote a one hour to mathematics daily.
- Specialty classes in music, physical education, library, and reading are provided to enhance curriculum and instruction.
- For grades 1-3, RTI is scheduled a minimum of 30 minutes two to five times weekly
- Selected teachers provide TCAP tutoring after school during a TCAP boot camp.
- Teachers devote considerable time to staff development: studying research-based instructional practices; attending summer workshops; and participating in various workshops during the school year. These include writing, SPIs, new textbook adoptions, district-wide grade-level meetings.
- Teachers spend considerable time administering various assessments and reviewing the results. Short-term instructional planning (weekly plans) as well as long-term planning (year-long grade-level plans and individual student goals) are based on assessment data and SPIs.
- In addition to core instruction, other instructional programs have been implemented to address individual student needs: RTI, Reading Mastery, Corrective Reading, IXL, Compass, use of teacher assistants, and 21st century afterschool program.

What Ought To Be - TIME

- Follow up with teachers to insure programs and practices are being implemented.
- Have more structured time to review practices.
- Increase monitoring time to provide technical assistance
- Increase time to provided for data analysis
- Increase time allocated to beginning teachers to insure appropriate teaching strategies are being developed.

Equity and Adequacy:

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

- Teachers are provided with release time to collaborate about standards, share effective strategies, and observe other colleagues.

- Faculty meeting time is dedicated to professional development to facilitate effective instruction.
- Multiple opportunities are provided after school and during the day for teacher intervention in instruction.

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

- 504 plans, inclusion, S-team meetings, and At-risk folders provide instructional opportunities to assist students with learning.
- A Reading Coach works with the teachers and students to become more effective readers.
- A full time counselor provides one on one counseling for students in crisis and whole class instruction.

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

- The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: MONEY

What is – MONEY

- Instructional materials based on best practices and aligned to assessment
- Materials for student support beyond core instruction
- Money allocated equally per student to purchase equipment, materials, and supplies proven to be educationally sound.
- Grant and federal monies used to supplement education programs.
- Staff development funded at all schools (researched based)
- Technology (researched based)

What Ought to Be - MONEY

- Support needs based upon survey and needs assessment data.
- Provide additional staff development based upon Report Card results.
- Increase technology capacity

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

- All content areas are prioritized and taught using differentiation of instruction. Ongoing data analysis provides the impetus for modification of teaching practices.
- Ongoing staff development informs practice.
- Early intervention is the norm to enhance student success.

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

- The process of budgeting includes all teachers receiving BEP money and Title I funds for materials and supplies to support instruction.

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

- The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: PERSONNEL

What is- Personnel

- One hundred percent of the teachers and instructional staff are highly qualified.
- The administration, educators, and support staff are integral contributors to the delivery of quality instruction.
- The part-time reading coach is provided to enhance reading instruction.
- Support services, such as specialty area teachers, are utilized to meet the needs of all students and to enhance the quality of school-wide instruction.
- All professional staff is involved. In addition an adequate amount of optional professional development is offered for teachers to attend throughout the year.

What ought to be- Personnel

- The school needs more instructional assistant time provided to each classroom.

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

- All teachers have scheduled time with an assistant. Assistants work under the direct supervision of a highly qualified teacher.
- Time with assistant is shared equitably based on student need, age, and data.

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

- Based on data, funding has been provided for a reading coach.
- Teacher class size is equitable with new students going to the teacher with the lowest number of students.

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

- The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: OTHER RESOURCES

What Is- Other Resources

- 21st Century program – is used for enrichment and remediation programs for students in all grade levels
- Instructional assistants provide small group and one-on-one instruction, review skills and conduct SRA groups
- Science lab contains hands-on materials to assist teachers in teaching science.
- Parent/Community partners volunteer in various capacities throughout the school (AR testing, monitoring during TCAP testing, listening to students read, learn math facts, making props for special programs, etc.)
- EATON our adopt a school company.

- Supplementary materials that relate to core subjects are provided
- Supplementary materials designed to strengthen identified weakness and provide support needed to implement Response to Intervention
- Two Grandparents from the Grandparents program work everyday with the students.

What Ought To Be- OTHER RESURCES

- Continue to use both professional and support staff along with community stakeholders to provide the best instructional practices possible.
- Increase specific supplemental material to address student and teacher weaknesses
- Monitor success of programs and services that we are spending money to fund. If these programs and services are ineffective they should be replaced with more effective programs.
- We need more teaching assistants for lower grades to assist students in the classrooms. Ideally each teacher could have their own teaching assistant all day.

Equity and Adequacy:

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

- All teachers have equal opportunity to access to an educational assistant based upon classroom need.

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

- Community resources and system-wide resources are made available to all teachers for access.

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

- The school's data reflects that there is downward trend in achievement and value added.

Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

What are our major strengths and how do we know?

- One hundred percent of teachers and instructional assistants are highly qualified.
- Our teachers are provided with effective research-based programs, strategies, and instructional materials that are aligned with state standards as proven by improved test scores.
- The school consistently uses data to drive instructional decisions.
- Collaborative instructional planning is encouraged.
- Professional development is provided.
- Curriculum is differentiated based on individual student needs.
- Remediation and enrichment programs are provided in all grade levels to ensure each student receives optimal instruction at his/her own level.
- Staff development in Instructional practices (Logs)
- Strategies/sessions for planning instruction (Logs)
- Teachers attending staff development on an identified instructional need (Records)

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.)

- To decrease the percent of students scoring Below Proficient on the TCAP
- Increase the percent of students scoring at or above state standards on TCAP

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- Implementing new technology.
 - To decrease the percent of students scoring Below Basic on the TCAP
 - Increase the percent of students scoring at or above state standards on TCAP
- To decrease percentage of students scoring below basic in value added in all subjects and subgroups

Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Use of Assessments to Assess all Types of Students	Use of Professional Development in the form of Assessment Training	Use of Shared Assessment to Communicate the Results from Assessments in Grades K-8	Use of Aligned Assessment to the Tennessee Department of Education Standards in Grades K-8	Use of Monitoring and Pacing to Provide a Variety of Data Points in Grades K-8	Use of a Variety of Assessments in Grades K-8	(identify practice)	(identify practice)
Evidence of Practice (State in definitive/tangible terms)	Every student is given assessments such as Dibels, ThinkLink, Reading Mastery , Corrective Reading, and Scholastic Reading Inventory, Compass, TCAP in appropriate grade levels.	DIBELS training, Think Link training, Reading Mastery , Corrective Reading and Brain Based Strategy training. Technical support is also given from the county.	Mid-Nine Weeks reports, Report Cards, Parent/ Teacher Conference, Honor Roll reports, TCAP reports, and Reading Connection newsletter.	The Houghton Mifflin reading series adopted by the county follows the Tennessee Department of Education standards, however our professional staff recognizes that some of our other textbooks used do not properly align with state standards and modify curriculum accordingly	Monitoring and Adjusting instruction continuously throughout the year.	TCAP (CRT and NRT), DIBELS, Think Link, Plato, Scholastic Reading Inventory, Reading Mastery , Corrective Reading Black Line Masters, Oral Questioning, Oral Spelling Tests, and textbook assessments that follow a standards-based curriculum.		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes		
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes		

Has the current practice been effective or ineffective?	Effective in all subgroups.	Effective	Effective in all subgroups.	Effective in all subgroups.	Effective in all subgroups.	Effective in all subgroups.		
What data source(s) do you have that support your answer? (identify all applicable sources)	Diagnostic reports given from TCAP, DIBELS, ThinkLink, and various assessments.	Sign-in sheets from training.	Mid-Nine week reports, Report Cards, Parent-Teacher Conference sign-in sheets, Honor Roll reports..	Use of other textbooks/ materials such as TCAP Coach, Tennessee State Performance Indicators, and Foundations Process Phonics books.	Using results from test to determine student mastery.	Diagnostic reports given from TCAP, DIBELS, Think Link, and results from Blackline Masters and oral spelling tests.		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TVAAS reports from the TCAP assessment show that AYP is being met, as do the results from DIBELS, and Think Link.	Teachers use knowledge gained from training and incorporate into instruction.	Creates a connection of shared knowledge between home and school.	Documentation of accurately covering curriculum according to state standards.	All students improved after more instruction was given.	TVAAS reports from TCAP show that AYP is being met.		
Evidence of equitable school support for this practice	All students are involved.	All professional staff are involved.	All students and staff are involved.	All students and staff are involved.	All students involved.	All students and staff are involved in appropriate in grade level and assessments.		
Next Step (changes or continuations)	Continue to assess all students to monitor progress and ensure that students are progressing as should.	Continue to have required staff development training.	Continue to and find new ways to involve parents and members of the community.	Continue to pull from other sources besides textbook to make sure standards are being accurately covered.	Continue to monitor student progress.	Continue to use different assessment tools to monitor student progress.		

Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME

What Is- TIME

Wilson Elementary School’s staff makes every effort to protect instructional time during the school day, but also makes effective use of staff time administering assessment practices and reviewing assessment data:

- School administration has provided scheduled time for staff to study assessment data through grade-level and across-grade-level team meetings during the school year (cluster/vertical team meetings).
- Monthly faculty meetings are used for reporting and interpreting assessment data.
- The school schedules summer staff development workshops to review, study, and plan around end-of-year assessment data.
- The amount of time given varies due to the use of a wide range of assessments. Tests are given at different times of the year and with varying frequency. Time spent on professional development is five required days and two optional days.
- Communicate assessment information with students, parents, and appropriate stakeholders are given in the form of Parent/Teacher conferences for a total of twelve hours per year, and open-house held once a year for two hours.
- Staff development addressing proper assessment techniques and strategies

What Ought To Be- TIME

- Devote more time to staff development to assist teachers in interpreting various assessment data as new research-based practices are introduced.
- Provide more time for year-long instructional planning to ensure that students’ needs are being met through this process.
- Continue staff development in analysis and use of data
- Continue staff development as testing changes occur

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

- All teachers have multiple, on-going opportunities to learn about and analyze data.
- Staff development is scheduled for implementation of new data sources.

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

- The teachers have training in assessment.
- Funds and skilled resources have been provided to the school.

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

The school's data reflects that there is downward trend in achievement and value added

“What is” The Current Use of: MONEY

What Is- MONEY

- Title I funding to implement high quality assessment
- Addition of technology for classrooms
- Utilize test resources - TCAP Coach, ThinkLink Practice Probes, Compass
- Provide new teacher training
- Provide professional development a
- Provide funding for communication to parents/community
- Provide intervention programs
- Provide funding for classroom assistants
- Provide release time for staff development and meetings
- Money spent on professional development.
- Title I Funds are allocated for providing assessment information to students, parents, and members of the community, staff development, and certain assessments such as Think Link, Plato, and others.

What Ought To Be- MONEY

- Funding for SmartBoards
- Continue staff development in area of assessment
- Obtain additional funding to hire more highly qualified personnel

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

- Assessment materials are purchased for all teachers.
- Data is used by the entire staff.
- The money for staff development for new and established teachers is considered a priority.
- Data is a required diagnostic tool to strengthen student learning.

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

- All teachers have the same access to funds and resources.
- Data analysis takes place at many levels: data team, grade level, vertically, faculty, support staff, parents, and community. It is a focus of the system.

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

The school's data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: PERSONNEL

What Is- Personnel

- All staff attends various staff development opportunities that focus on assessment.
- All new teachers are trained in order to utilize various assessments in the classroom as well as to administer the test.
- The reading coach administers the DIBELS Assessment to students in grades K-2.
- Organizing and providing staff development concerning interpretation and implementation of evaluation and assessment practices.

What Ought To Be- Personnel

- More training in Assessment
- Extended evaluation of all subgroups with emphasis upon weak areas
- Consultations by the principal with teachers concerning strengths and weaknesses

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

- We require all teachers and support staff to understand assessment results.
- Release time for personnel is provided for discussion of the data, specific students, and specific curriculum areas.

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

- All funds and resources are used to the maximum potential.

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

The school's data reflects that there is downward trend in achievement and value added

“What is” The Current Use of: OTHER RESOURCES

What Is- Other Resources

- The Blueprint for Learning is used by teachers to guide instruction to meet state assessed standards.
- ThinkLink testing provides data to monitor and track student progress in meeting state assessed standards.
- Re-teaching supplementary materials are used in the classroom
- Technology and supplementary materials are used to pre/post test for mastery
- Newsletters are sent home

What Ought To Be- Other Resources

- Work to have a SmartBoard placed in every classroom
- Develop more parent involvement initiatives by communicating the importance of assessment

- Teachers should be totally comfortable with on-line assessments and supplementary materials for mastery.

Equity and Adequacy:

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

- Community resources are made available to all teachers or appropriate teachers when opportunities are available.
- 21st Century after school funding is used to address areas of weaknesses for all students.
- As funds are available, the school purchases technology.
- Resources to strengthen developmental assets in students are needed through community partnerships and parent involvement. There is pride in the parent and community volunteers but additional resources are needed to do more.

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

- All resources are utilized effectively.
- Teacher input is sought for decision-making.

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

The school's data reflects that there is downward trend in achievement and value added

Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

What are our major strengths and how do we know?

- One of our major strengths is the use of aligned assessments to the standards determined by the Tennessee Department of Education. As a school, we realize that some of our textbooks may not properly correspond to the state's standards. To accommodate for this, instruction is being aided by other materials other than textbooks. We know that aligned assessments are one of our strengths because all standards are being covered by professional staff members.
- A strength would be our use of a wide range of assessments. At Wilson Elementary, we realize that some tests may not have a high reliability or validity score. Therefore, we do not rely on one test to determine a student's placement. A student's achievement status is pulled from a variety of data. We know that this is one of our strength's due to the fact that a variety of tests are being used.
- The use of monitoring and pacing is also strength of ours. Our professional staff are continually monitoring our students to ensure that they are progressing as they should and re-teaching material as needed. We know that this is one of our strength because our students are at their appropriate level.
 - The current assessments are aligned with the TDOE curriculum, which is evidenced in plan books and through the assessments.
- All personnel use assessments to guide planning and instruction, which is clearly documented in plan books. Teachers focus on this subject through staff development, data walls, and the use of a myriad of tests throughout the school.
- The school currently uses a variety of assessments.
- Summer in-services and new teacher in-services are provided to support assessment instruction.
- New technology is being gradually integrated into all classrooms and training is provided to all teachers in the use of the technology.
- The school communicates assessment information to all stakeholders in a variety of forums throughout the school year: PTO, newsletter, parent/teacher conferences, and local media.
- Administration reviews data with grade-level teachers and with special educators, discussing strengths, areas to strengthen, students who need intervention in designated sub-skills, and skills that show up as weak within the grade level.

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.)

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.)

- Focus on teachers' understanding of the relationship between the “Blueprint for Learning” and assessment
- Use of data
- More personnel to help with assessment
- More online testing
- To develop and implement individual grade-level writing plans to help teach and focus on particular aspects of the writing process every year
- Create more time for writing instruction within the Language Arts time period or in addition to the Language Arts block
- Increase parent involvement on all levels, continue to improve communication with parents and follow up on Parent/Student surveys to help the needs of all

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- Provide staff development and training on a school- and district-level
- Continue to provide professional development surveys to better help the assessment needs of all personnel
- Provide many opportunities to communicate assessment information to parents through PTO, letters to the homes, newsletters, parent/teacher conferences, and local media
- Assessments will be used to determine the quality of student performance and help incorporate opportunities for students to improve.
- Staff development will be conducted to address needs of various subgroups, with emphasis placed upon addressing the ability levels within a subgroup.

Use data results to help differentiate instruction to help meet student needs and to provide timely remediation, enrichment, acceleration, and to tutoring.

Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Beliefs, Missions, and Vision	Professional Development	Time on Task for All Students	Communication of High Expectations for Stakeholders	School is organized to be proactive in addressing issues that impede teaching and learning	Engaging Parents and Community	Success in Teaching and Learning	(identify practice)
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> *School's mission, vision, beliefs, and goals are developed and approved by representatives of all stakeholders *Vision posted in all classrooms, throughout the school *Included in the student/parent handbook, newsletter, website, and yearbook 	<ul style="list-style-type: none"> * Job-embedded staff development *Minimum of five days of professional development *Two days of professional development for all noncertified personnel *Monthly faculty meeting used for professional development *Various professional development opportunities offered to all staff by the district (summer, after school, and on Saturdays) and posted on the website *District- and site-based new teacher 	<ul style="list-style-type: none"> *Protection of instruction time *Announcements over intercom limited to mornings and afternoons *Conferences scheduled during teachers' planning time *Special activities scheduled when least disruptive to instruction *Scheduled recess, lunch times, breaks, and special activities. *Attendance tracking and monitoring 	<ul style="list-style-type: none"> *Students, parents, community, and other stakeholders involved in school improvement planning *Open house *PTO Meetings *Report cards *Progress reports *Parent /teacher conferences *Phone message line for call out information to parents *School newsletter *School website *Local media *Visits from representatives from central office *SPIs posted in classrooms *Honor Roll assembly with 	<p>Beginning of school year truancy officers were assigned to monitor student attendance. The counselor contacts homes on a daily basis when a student is absent.</p>	<ul style="list-style-type: none"> *PTO *Family engagement classroom, grade level, and school- wide activities * after school program *Partnerships with local businesses *Partnership with government agencies 	<ul style="list-style-type: none"> *High expectations for all students *Data-driven instruction *Celebrations, recognitions, and incentives for student learning and staff *Teacher mentors *Common grade level planning *Scheduled monthly team meeting *Annual needs assessment for professional development *Use of best practices *Purchase of materials and supplies *Formal evaluations and instructional walk-throughs Assessment *Truancy 	

		mentoring programs *District-level training f *Instructional walk-throughs throughout the year to support and guide all teachers		students and staff *TVAAS (achievement group data scores posted *Data walls throughout the building			Review Board referrals	
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)	*Handbook, *School website * School yearbook *SIP Component 2 documentation file *Survey data *Perceptual data (survey of parents, students, teachers, and support staff)	*Schools professional development plan *Agendas, sign in sheets, certificates of attendance	*Teachers schedules *Specialty teachers schedule	*Website *Newsletters	The attendance percentages had a continual growth.	*School Improvement Plan Component 1a *Agendas and sign-in sheets for all after school programs *Number and amount of grants *Perceptual data surveys	*Analysis of data section 1b of the School Improvement Plan *Perceptual data (survey of parents, students, teachers, and support staff) *Student and staff attendance rate	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Teachers think all students can learn. This positive behavior promotes a positive learning	Daily practice of teachers integrating these skills in the classroom.	Students with time on task have less distractions and more opportunity's to grow	The school's data reflects that there is downward trend in achievement and value added	Student attendance has improved over the last year.	*Attendance of after school programs *Perceptual data from surveys *Documentation of family	*Documented trend of data: achievement, value added and AYP	

	environment with higher achievement		academically.			engagement by grade level *Sign-in sheets		
Evidence of equitable school support for this practice	*School Improvement Plan committees include stakeholders *Committee members on Component 2 include diverse representation of parents	*Schools professional development plan *Agendas, sign-in sheets, certificate of attendance *Test data	*Planning time schedules for teachers and instructional assistants,	*Goal sheets posted in classrooms *Newsletters to parents *Website available to all	School-wide practice. The school report card shows an improvement in attendance.	*All grade levels required 2 minimum family engagement opportunities per year	*Annual budget *Schedules: assistants, teachers *Planning *Teacher mentor training *Faculty meeting agendas	
Next Step (changes or continuations)	*Continue to collaborate with stakeholders to foster mission, vision, beliefs, and goals based on data.	*Provide job embedded opportunities to build capacity in teachers and staff *Continuous development of new ideas by teachers attending professional development courses offered by local education system.	*Continue to protect instructional time *Collaborate parents, and other stakeholders	*Create new opportunities for parent dialogue about high expectations for their children. *Use PTO meetings to link parent involvement to learning and performance	Continue to monitor student attendance, make home visits, and calls home.	*Use knowledge of parents in poverty to assist in engaging low income parents.	*Continue to refine organizational practices to insure student learning by looking at the data and providing high quality professional development	

Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME

- Planning professional development for staff based on needs assessment
- Administrators plan for scheduled monthly faculty meetings used for staff development
- Formal evaluations and instructional walk-throughs
- Common grade-level planning for teachers
- Time allocated for teachers, staff, and stakeholders to produce School Improvement Plan.
- Administrators coordinate community special programs
- Tracking and monitoring attendance
- analyze and chart data and share
- Planning by administrators to present data findings to various stakeholders
- Time by administrators to schedule planning time, bus duty, special events, TCAP, ThinkLink testing
- Time allotted for curriculum based assemblies and award programs.
- Creating lesson plans
- Meetings with parents to improve student achievement
- Mentoring new teachers
- School-wide tier reading time is scheduled
- Staff Development
- Needs Assessment
- Parental Involvement Meetings

“What Ought to Be” – How Should we be Using Our: TIME

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

- More professional development provided to emphasize effective classroom organizational practices
- Classroom teachers should continue to implement and acquire a variety of classroom management procedures.
- Find new and appropriate ways to communicate attendance, high expectations, and student progress to parents and appropriate stakeholders

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

- The organization supports teachers with equity and adequacy through the scheduling of common planning time, vertical planning time, and teacher collaboration time. Opportunities to share effective, research-based strategies, and planning to implement new initiatives. Multiple opportunities are provided to the staff.
- Teachers are provided release time to observe peers and consult with colleagues.

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

- Teachers are provided time for meetings.
- Pre-kindergarten teachers meet with kindergarten teachers to discuss the curriculum and strengths and weaknesses in learning.
- All teachers have access to the school counselor, reading coach, school media specialist, and other resources from the community.

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

- Perceptual data indicates stakeholders are pleased with the school.

“What is” The Current Use of: Money

- Monies are allocated from BEP, Title I, and our school funds to provide needed professional development opportunities and assistance to help engage our parents, community, and school.

“What Ought to Be” – Money

- Money to elicit interest of parents in attending parenting classes and other family engagement activities
- More emphasis upon training teachers and school administrators about research based practices.
- More collaboration with community agencies to meet basic needs of families.

Equity and Adequacy:

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

- The school supports teachers with equity and adequacy by allocating funds to provide incentives, awards, celebrations, and recognitions of students and staff.

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

- Funding for celebrations, incentives, recognitions, and field trips are provided for all teachers and classrooms.

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

The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: Personnel

- One hundred percent of certified personnel and instructional assistants are highly qualified.
- A mentor teacher is provided for each new teacher.
- Full-time reading coach
- Full-time media specialist and physical education teachers
- Full-time counselor
- Part-time speech teacher
- Full time special education teacher
- Part-time teacher for the gifted
- Part-time art teacher

“What Ought to Be” – Personnel

- Full-time art and music teacher
- Two full-time special education teachers

Equity and Adequacy:

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

- All teachers have access to all specialty area teachers and school counseling for their students.

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

- Funds and resources are effectively used based data.

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

The school’s data reflects that there is downward trend in achievement and value added.

“What is” The Current Use of: Other Resources

- Community partnerships provide drug prevention education, and nutrition education.
- 21st Century grant award (annual) provides certified teachers for after school hands-on learning.
- Adopt-A-School program
- Parent Volunteers
- Grandparent program

“What Ought to Be” – Other Resources

- A cooperative collaboration between community agencies and the school are needed to provide needed resources to build assets in disadvantaged students.

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

- The 21st century after school program uses certified teachers to provide instruction after the school day has been completed. All teachers are invited to provide instruction.
- Extended learning contracts are awarded to interested teachers who present a plan.

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

- Teachers receive the same amount of BEP funding
- Teachers receive the same amount of waiver money per student.
- Teachers are made aware of community agencies available to provide special programs for the classroom.

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

The school's data reflects that there is downward trend in achievement and value added.

Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

What are our major strengths and how do we know?

- One of the school's strengths is the on-going staff development. Teachers and staff have multiple opportunities to collaborate in grade levels, vertically, and in clusters at the school site. During this time they discuss data, specific students, and share effective strategies for teaching new initiatives. The latest research and literature are shared routinely throughout the year.
- The school's partnerships with community businesses, industry, and agencies provide enrichment and lifelong learning skills as well as funding for special needs and projects.
- Planning time exceeds state mandated requirements and is data-driven and focused on state SPIs.
- At the school the data is analyzed, charts, and shares in grade levels the results of formative and summative assessments.
- Administrators review data by grade level and with special educators, discussing strengths, areas to strengthen, students who need intervention in designated sub-skills, and skills that show up as weak within the grade level.
- Parents are informed of student progress and are participants in goal-setting for academic areas for their children.
- Promoting time-on-task for all teachers and administration with detailed blocks of scheduling to decrease class interruptions and to help increase class-instruction time. Teachers utilize their own daily plans and schedules.
- Cohesiveness among staff

Promoting a safe and positive learning environment

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

- Engaging parents and our community- More opportunities need to be provided to bring together our community, along with our parents and school systems.
- Increase academic achievement scores

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

- Increase teachers' understanding of academic achievement scores and all assessments
- Work with our adopt a school to offer incentives for academic achievement
- More parent and community involvement focused on academic achievement

Component 4 – Action Plan Development

GOAL 1 – Reading/Language Arts

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	All Wilson Elementary students in grades 3 rd through 8 th grade will achieve a positive scoring gain in reading/language arts with a goal of 66% proficiency or better in reading/language arts as required by the No Child Left Behind in May 2011-2012.
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Which need(s) does this Goal address?	Our goal is based upon the need to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional assistance.
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How is this Goal linked to the system’s Five-Year Plan?	Improved Student Performance as stated in Overton County five year plan and School Improvement Plan.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)	IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)
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Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>	Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)
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Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Professional Development-Differentiated Instruction PD-provide high quality professional development in the areas of reading/language arts and writing T-identify strategies for training personnel both professional and paraprofessional. C-communicate with staff through faculty meetings, memos, e-mails and newsletters C-communicate with community through local newspapers, radios, brochures, and websites	2011-2012 and 2012-2013 school year	Principals, faculty and staff	\$1,570	At risk funds Title I Technology SPED vocational funds	State mandated tests ThinkLink on-line and paper assessment	Differentiated instruction communication among teachers, supervisors, and counselors
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Action Step	Professional Development- analyzing test scores three times per year T-implement researched based strategies for improving student learning in reading/language arts (SRA) C-communicate with staff through staff meetings, memos, and emails in order to provide communication among school and all stakeholders C-communicate with community through local newspapers, radios, brochures, and websites when data becomes available	2011-2012 and 2012-2013 school year	data teams teachers principals	\$1,570	At risk funds SPED funds	ThinkLink scores sign-in sheets agendas state mandated test	evaluate/change curriculum based on test data. Implementation of strategies that show student learning. All stakeholders are aware of action plan for improved student performance.
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<p>Action Step</p>	<p>Professional Development-Reading in the Content Area PD-provide high quality of professional development in the areas of reading/language arts and writing PD-Deferential training T-identify strategies for training personnel, both professional and paraprofessional C- communicate with staff through staff meeting, memos and emails C-communicate with community through newspapers, radio, and brochures</p>	<p>2011-2012 and 2012-2013 school year</p>	<p>Principals data teams teachers</p>	<p>\$500 \$2000</p>	<p>SPED Title I</p>	<p>State mandated test COMPASS data ThinkLink data</p>	<p>Teachers will implement teaching methods from various professional developments in reading/language arts. All stakeholders are aware of professional development strategies.</p>
<p>Action Step</p>	<p>Tutoring-Before and after school tutoring based on student needs in reading/language arts. Reading coach will continue tier reading along with corrective reading and reading mastery PD-develop best practices that reflect appropriate teaching strategies aligned with state standards in reading/language arts and writing C-communicate with parents through progress reports, conferences, and phone calls T-use on-line programs such as PLATO for tutorials on a daily basis.</p>	<p>2011-2012 and 2012-2013 school year</p>	<p>Principals faculty/staff Reading Coach</p>	<p>\$5000</p>	<p>Title I 21st century grants</p>	<p>Compassdata state mandated tests ThinkLink data monitor student work</p>	<p>Improve test scores in reading, language arts. Teaching strategies aligned with state standards.</p>

GOAL 2 – Math

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 All Wilson Elementary students in grades 3rd through 8th grade will achieve a positive scoring gain in math with a goal of 60% proficiency or better in math as required by the No Child Left Behind in May 2011-2012

Which need(s) does this Goal address? Increase the non proficient performance in the area of math.

How is this Goal linked to the system’s Five-Year Plan? Improved student performance as stated in the Overton County five year plan.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
2011-2012 and 2012-2013 school year	Teachers principals teacher assistants	\$1570	District funding Title I	Work posted state mandated test ThinkLink results Compass	Student improvement in math understanding Teachers attend math remediation training.
2011-2012 and 2012-2013 school year	Teachers principal	\$3000	21 st century grant	Monitor work state mandated test ThinkLink results Compass	Students placed in remedial programs based on assessment
2011-2012 and 2012-2013 school year	Principal teachers math chairperson	Time	N/A	Notebook with map alignment between curriculum standards and assessments	Teachers will use data in math to improve achievement curriculum available to all stakeholders

	<p>PD-PLATO and ThinkLink P/C-curriculum will be communicated to parents and community by placing copies in the public library, school library, and school website T-implementing research based strategies for improving student learning in math C-meetings to provided information concerning assessment reports</p>						
Action Step	<p>Professional Development-demonstrates and helps to develop best practices strategies PD-develop best practices lesson plans and share with other teachers PD-provide high quality professional development in the area of math-TTU T-identify strategies for training personnel both professional and paraprofessional</p>	<p>2011-2012 and 2012-2013 school year</p>	<p>Principal Teachers TTU</p>	<p>\$3000 \$15000</p>	<p>TTU Grant Title I</p>	<p>Monitor use of strategies Log of activities of use of best practices Data from TTU grant</p>	<p>Teachers will have improved lesson plan development</p>

Component 5 – The School Improvement Plan and Process Evaluation

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?

All stakeholders communicate and collaborate by:

- County Wide Meetings
- Faculty Meetings
- Committee Meetings
- Title I Meetings
- Parent Teacher Conferences
- Meet the Teacher
- Mid-Term/Report Cards

The various committee work together to ensure ownership of overall school decisions. The administrative team takes responsibility for the collaborative leadership process.

Evidence of Alignment of Data and Goals – Narrative response required

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

The school data team meets in July each summer to analyze AYP data, writing scores, attendance (students and staff), discipline referrals, and feedback from surveys of parents, teachers, and students. Subsequent meetings of the site level data team are held when new data becomes available. The principal and faculty analyzes TCAP achievement, value added scores, benchmark writing scores, and ThinkLink scores in reading, math, and science in order to determine class schedules, curriculum planning, and instructional support. Data is charted and displayed throughout the building. The data that is reviewed is:

- Thinklink
- TCAP Data
- TVAAS Data
- Analyses of curriculum, instruction, assessment and organizational practices
- Formal and informal test

Our data sources show areas of need in reading/language arts and math. Wilson Elementary School has several methods to assure successful math and reading curriculum, instruction, assessment and organizational practices for evaluating and analyzing students' progress continues throughout the year: a well-trained staff; various teaching opportunities and methods; intervention and enrichment; data analysis; parent involvement; and motivational activities.

Evidence of Communication with All Stakeholders – Narrative response required

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

Communication between stakeholders is an essential part of a successful school. We communicate to the stakeholders by:

- Faculty meetings
- School handbook
- The school website
- Local newspapers
- Home School Connection
- Parents and community members will receive information from the school improvement plan through announcements at family nights and parent teacher conferences.
- School goals will be sent home to parents in a newsletter.
- Each teacher will receive a copy of the action plan
- A copy of the school wide improvement plan will be located in the office

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?

Our beliefs, mission, and vision at Wilson Elementary aim to increase academic performance. We will do this by creating a safe and positive school environment. We promote high expectations and believe that all students are able to learn. Continuation of identifying at-risk students, providing additional interventions and decreasing the achievement gaps are in alignment of our school beliefs, vision, and mission. This is all aligned with our goals.

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 school utilizes researched based strategies to accommodate instruction and creates curriculum and instruction that is aligned to the state standards. The implementation of this plan is building and strengthening the capacity of the school's instructional system and organizational conditions to support student achievement. Teachers are required to document their use of state standards in their lesson plan book.

Curriculum

- School has implemented a cohesive standards based model for literacy and Support system is in place for enhancing the quality of curriculum and instruction- We are using Tier Reading and have a Reading Coach and Reading Interventionist. This will address goal 1.
- Teaching and Learning materials are correlated to the state standards and given to the staff and Monitoring is in place for enhancing the quality of curriculum and instruction. The teachers use staff development, grade level meetings, and planning time to correlate

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

the curriculum. This will address goal 1 and 2

- Curriculum is prioritized and mapped- We have mapped out our language arts/reading and math curriculum. The curriculum is aligned to the state standards. This will address goal 1 and 2.

Instruction

Teachers incorporate a wide range of research based, student centered teaching strategies. Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction. Classroom instruction supports the learning of students with different needs and styles. These are aligned to address all of our goals.

Assessment

- Use of ThinkLink in grades kindergarten through eighth.
- Use of Compass in grades kindergarten through eighth.
- Use of DIBELS in kindergarten through second.
- Use of Scholastic Reading Inventory in kindergaren
- Use of Assessments to assess all Types of Students. Use of Shared Assessment to Communicate the Results from Assessments in Grades K-8. Use of Monitoring and Pacing to Provide a Variety of Data Points in Grades K-8- This will improve our academic program and find our areas of weakness.

This will address both of our goals.

Organization

Organizational practices and processes promote Time on Task for all Students and Staff. School provides continuous professional development for school leaders. School is organized to engage the Parents and Community in providing extended learning. School is organized to be proactive in addressing issues that impede teaching and learning.- These steps will involve the community and all staff.- It will address all of our goals.

All of these steps will help to insure that our goals are meet. It will help to improve our academic program.

Suggestions for the Process – Narrative response required

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Analysis of data, the use of highly qualified teachers and paraprofessionals, high quality professional development linked to data and needs assessments, collaboration of teachers with a focus on individual students, high standards and expectations and support by administrators, student support for learning, and quality family engagement are the norm. Teachers practice early intervention, using various processes. Teachers differentiate instruction, expect all students to improve, utilize inclusion for appropriate special education students, and other practices as needed.

We suggest beginning the collaborative process of the school improvement plan earlier in August. In August we have several day of in service with teachers, administration and non-certified employees where we could use those days to start the process for school improvement

Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

To implement our plan, a copy will be e-mailed to teachers, assistants, administrators, office staff, cafeteria staff, and custodial staff. Wilson Elementary School administrators, teachers, and staff will meet in July to discuss and review the data and the specific goals. A review of each action step and discussion by teachers on implementation and what resources will need to be provided by administration. In late July TCAP scores will be released; administrators and the faculty will analyze, disaggregate and chart these scores, along with all other available data (i.e. discipline referrals, attendance rates, writing scores, and other formative assessments including perceptual survey data). The action steps within the school improvement plan will be reviewed. Throughout the school year, administrators, teachers, parents, and students will collaborate regarding TCAP, ThinkLink, and other test results, teacher observations, attendance of students, discipline problems, and all formative assessments. This information will be used as a springboard for further discussions regarding curricular and instructional practices relative to specific students and sub-groups of students. The grade level teams will meet monthly to discuss instructional strategies and curriculum. Members will then go back to their grade level colleagues in a once a month planned meeting to review and discuss the content of the curriculum council meeting.

Evidence of the Use of Data – Narrative response required

On an annual basis Wilson Elementary School will evaluate strategies, programs, and interventions placed in the School Improvement Plan to determine future use of these programs based on the data received from each.

- **ThinkLink** – Data from the September 2011, December 2011, March 2012 ThinkLink tests will be analyzed to determine the level of mastery. Results will be discussed at parent-teacher conferences and sent home. Administrators will schedule meetings by grade level after each ThinkLink assessment result is obtained. These meetings will focus on individual students who need intervention or acceleration and on “red flag” areas for curricular and instructional changes.

- **TCAP** – Measurable growth will be determined from the previous year’s three average to the current year’s three-year average in achievement, value-added, and percent of students proficient in the areas of Reading/Language arts and Math. Student reports are sent home; school results are sent home in the State Report Card.
- **TCAP Writing** – Scores for the 2010 writing test will be compared to 2011 test to determine if the average performance level has increased. Student reports are sent home; school results are sent home in the State Report Card.
- **Star Student** – Records of the 2011-2012 school year will be used to determine if students have met or exceeded the state’s expectations. Results will be found in the State Report Card.
- **State Report Card** – Data reported in the Report Card allows staff to view the NCLB AYP status.
- **DIBELS**- Test results will be compared to determine if appropriate gains have been made. The results will be discussed at parent-teacher conferences.

If growth is minimal from analyzed data of the assessment instruments, several factors will be considered for interventions. These include teacher and assistant placements, extra- curricular offerings, adjusting classroom enrollment, tutoring through extended contracts, professional development, additional instructional materials, fund appropriation, and scheduling of classes.

Long-range comparisons of scores over a three-year period will also be analyzed to determine if there are any changes that should be studied and modifications made. The results of goal attainment will be shared with the stakeholders at an annual spring meeting similar to the open-forum meeting held to evaluate the plan this year.

Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The Wilson Elementary School leadership team will meet in February 2012, July 2012, and August 2012. These are specific times when data is available. Melissa Palk (principal) will review the school’s achievement data before each meeting. All Wilson Elementary faculty will be involved in the discussion of possible adjustment to the plan to determine if any adjustments need to be made.

Evidence of a Process for Monitoring Plan – Narrative response required

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

The School Leadership Team will use all data, formative and summative, to discuss, review and analyze all data so that the team will be able to correct any deficiencies and to improve achievement through curriculum, instructional assessment, and organization. This data will help identify student needs so that the best instructional practices can be implemented. This data will include the following: standardized tests including TCAP, TCAP Alt, and the TCAP Writing Assessment; school-wide monitoring tests such as ThinkLink Predictive Assessment, and DIBELS; analysis of data including the Tennessee Report Card, TVASS, mid-term reports, student report cards; and classroom evaluations such as spelling tests, chapter and unit tests, reading vocabulary tests, special projects, and Compass. Non-academic data will also be analyzed. This data will include student records such as promotion, attendance, and discipline referrals. Surveys will also be evaluated.

Heather Bowman (Title I Coordinator) will present this information to all stakeholders through faculty and staff meetings, grade level meetings, Meet the teacher night, parent conferences, Title I Meetings, newsletters, report cards, local newspaper, in-service training, and charts and graphs posted in the school.

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?

Throughout the school year the leadership team will review school achievement data. Formative and summative assessment data will be reviewed and charted. This data is used to monitor and adjust the action steps for completion of our school improvement goals. 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 highest needs. Decisions will include the input of all faculty members. Discussion of progress made on the action steps and any needed revisions will take place during monthly faculty meetings and grade level meetings.

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?

Throughout the process various stakeholders were involved in discussion of strengths and weaknesses of the school's plan. Wilson Elementary School will continue to utilize these practices. The principal, assistant principal, school leadership team, school subcommittees, support staff, and community representatives were kept up to date with progress and needed improvements as tied to the TSIP. Central office administration, staff, and school board members were kept aware of TSIP and the connection to the Board's five-year plan.

Students were kept up to date with documentation posted in classrooms and throughout Wilson Elementary School. Each classroom posted the school's goals, Student Performance Indicators, and charts and graphs illustrating classroom achievements and goals. Each student used this data to formulate personal goals. The goals were also shared with parents at parent-teacher

conferences.