

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

COMPONENT 1a

School Profile and Collaborative Process

1.1 SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Leader-Ship Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Angela Barnes	No	Teacher	Chair, Component 1A
April Littlepage	No	Teacher	Chair, Component 1B
Katie McAdams	No	Guidance Counselor	Chair, Component 2
Jill Hunt	No	Teacher	Chair, Component 3
Caren Davis	No	Teacher	Chair, Component 4
Jacque Zimmermann	No	Librarian	Chair, Component 5
Jon Dinkins	No	Administrator	
Ann Haley	Yes	Reading Intervention	
Sheree Wotkiewitz	No	Parent	
Linda Alsup	No	Community	
Amanda Marvin	No	Staff	
Lorie Fullerton	No	Educational Assistant	
Dick Conley	No	School Technologist	

**Dates of Meetings:
October 19, 2010
November 1, 2010
November 16, 2010**

1.2 Subcommittee Formation and Operation

Subcommittee for COMPONENT 1a School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Angela Barnes	Teacher	Yes
Emily Knox	Teacher	
Karonica McDonald	Staff	
Amy Hughes	Parent	
Linda Alsup	Community	

Dates of Meetings
 October 20, 2010
 November 2, 2010
 November 17, 2010

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

YES

NO

Subcommittee 1a Chair Signature

Subcommittee for COMPONENT 1b School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
April Littlepage	Teacher	Yes
Ann Haley	Reading Intervention	
Patti Todd	Teacher	
Sue Boss	Educational Assistant	
Tracy Abernathy	Parent	

Dates of Meetings:
 October 20, 2010
 November 2, 2010
 November 17, 2010

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

YES

NO

Subcommittee 1b Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Katie McAdams	Guidance Counselor	Yes
Lori Davis	Teacher	
Stephanie Thomas	Teacher	
LaTasha Anderson	Teacher	
Jackie Comer	Teacher	
Sheree Wotkiewitz	Parent	
Seth Cooper	Student	
Cheyenne Scarlett	Student	

Dates of Meetings:
 October 19, 2010
 November 1, 2010
 November 16, 2010

Component 2 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 2 Chair Signature

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

Member Name	Position	Chair
Jill Hunt	Teacher	Yes
Katie McAdams	Guidance Counselor	
Kristi Levi	Teacher	
Carrie Froula	Teacher	
Emily Evans	Parent	

Dates of Meetings:
 October 19, 2010
 November 1, 2010
 November 16, 2010

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

Member Name	Position	Chair
Caren Davis	Teacher	Yes
Rhonda Lackey	Teacher	
Kim Frye	Teacher	
Patti Todd	Teacher	
Beth Germick	Parent	

Dates of Meetings:
 October 21, 2010
 November 4, 2010
 November 18, 2010

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

Member Name	Position	Chair
Jacque Zimmermann	Librarian	Yes
Angela Barnes	Teacher	
April Littlepage	Teacher	
Katie McAdams	Guidance Counselor	
Jill Hunt	Teacher	
Rhonda Lackey	Teacher	
Caren Davis	Teacher	
Ann Haley	Reading Intervention	

Dates of Meetings:
 October 26, 2010
 November 9, 2010
 December 7, 2010

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

1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

1.3.1 Variety of Academic and Non-Academic Assessment Measures

Data Sources	Relevant Findings
NSSE Parent Opinion Surveys	<p><u>Parent Demographics</u></p> <ul style="list-style-type: none"> • 97.4% Caucasian • 2% African American • <1% Hispanic • <1% Asian • 85% Married • 10% Divorced • 5% Single • 39% College Graduates • 24% Attended College • 14% High School Graduates • 12% Attained Graduate Degree • 10% Associates Degree • 65% Employed Full Time • 32% Employed Part Time • 3% Unemployed • 58% earn more than \$80,000 • 13% earn \$40,000-60,000 • 12% earn \$60,000-\$80,000 • 3% earn \$20,000-40,000 • 14% earn less than \$20,000
US Census Bureau	<ul style="list-style-type: none"> • Median income of the Walter Hill Community in 2005- \$59,800, per capita income in 2000- \$19,938. • Median home Value of the Walter Hill Community in 2005- \$147,400 • Population of Rutherford County in 2006 is 228,829 a 25% increases over 2005.
Rutherford County Board of Education Budget	<ul style="list-style-type: none"> • \$244.8 million operating budget. • \$7,046 per student ADA
Wilson Elementary Attendance Data	<p><u>2009-2010 School Year</u></p> <ul style="list-style-type: none"> • 736 Students- 89% Caucasian, 6% African American, 2% Hispanic, 2% Asian. • 27% are on Free or Reduced Lunches • Attendance Rate is at 92% • 1% of students have transferred in to the school, <1% have transferred out of our school. • <1% retention rate for 2008-2009.

Data Sources	Relevant Findings
Federal Bureau of Labor and Statistics	<ul style="list-style-type: none"> • Rutherford County is ranked on the top 100 List of the Fastest Growing Counties in the United States. • 3.8%- Unemployment rate in 2006.
Tennessee Report Card on Education	<ul style="list-style-type: none"> • 31,002- Rutherford County School System enrollment • 2,356- Certified Teachers in Rutherford County Schools

1.3.2 School and Community Data

School Characteristics

Due to the tremendous growth in the northern part of Rutherford County in the late 1990's, another elementary school was needed in the Walter Hill Community. Wilson Elementary School was designed to accommodate 850 students as a kindergarten through fifth grade program. It opened in August of 2001 with an enrollment of 486 students. Enrollment has increased each year since the opening of the school but overcrowding has been circumvented since growth was anticipated. Presently 734 students are enrolled, which places our building at eighty-six percent capacity.

The school day at Wilson Elementary begins at 7:30 and ends at 2:30. The length of day for teachers is thirty minutes longer, from 7:15 to 2:45. Students are in school for a total of 180 days each school year.

Student safety at Wilson Elementary is of prime importance to the administration, faculty, staff, and parents. Many procedures have been implemented at Wilson Elementary to ensure the safety of our students. The following are some of the measures that have been taken after studying and evaluating areas of need:

- A school safety committee is appointed to determine safety needs and develop and implement safety procedures.
- In-services, faculty meetings, and First Responder meetings have been held to communicate and train faculty and staff about issues such as blood pathogens, emergency procedures, student health issues and suicide prevention
- A Crisis Response Team has been selected and trained to effectively manage emergency situations. Each member of the team has a two-way radio and Crisis Response Booklet.
- An emergency procedures booklet has been provided for each faculty/staff member.
- Emergency drills are routinely practiced and evaluated for areas of improvement.
- Visitors to our school must enter through the office, sign in, and show identification. They must also wear a visitor's badge to further insure safety.
- Faculty and staff, as well as substitute teachers are also required to wear a photo identification badge.
- First Responders have been trained and are ready to respond to emergency situations.

- Two-way radios are available for teachers while on the playground or other areas in order to be able to communicate with the office.
- A school nurse is available on a part-time basis. Health forms are sent out at the beginning of the school year and information is gathered about medications that can be administered and allergies and pre-existing health conditions. These forms are kept on file and referred to when health issues arise with a student.
- An AED (Automated External Defibrillator) machine is located in the building and the faculty has been trained on its components and use.
- We have a part-time School Resource Officer who works with students and staff on safety issues.

The 2009-2010 operating budget for Rutherford County School is \$244.8 million. The per pupil expenditure in Rutherford county is \$ 7,046 per ADA. In addition to money from the state and county, Wilson Elementary raises money through endeavors such as Smart Cards, picture money, Spirit Walk, gift sale, and chili supper/silent auction. Money is also provided through ADA money and BEP money.

Funds are used for various operating expenses such as paper, laminating supplies, agendas, teacher classroom supplies, teacher classroom supplies, workbooks, campus improvements, computer programs and supplies, and student incentives.

The curriculum consists of reading, language arts, math, social studies, science and health. Each year new books/materials are adopted on a rotating basis to ensure that the curriculum is constantly updated and the most current trends are incorporated and implemented.

Teachers also apply for grants to supplement their curriculum. In the past two years five teachers have received a combined amount of \$8388.00 through these Business Education Partnership (BEP) grants. Teachers have used to money to purchase science, math, and reading materials to enhance their students' learning.

In addition to the core curriculum, music, art, physical education, guidance counselors, and media center specialists are also provided for the students. Special education teachers and assistants help meet the needs of students that are physically, emotionally, or mentally challenged. This includes speech and language therapy, physical and occupational therapy, vision and hearing services, and classroom instruction and parent support groups. Spectrum is included under the special education umbrella, and provides enrichment for students that are identified as gifted and talented.

Some of the unique programs at Wilson Elementary include Read to Succeed and 4-H. Wilson Elementary is involved in the Chick-Fil-A Character Counts Program for character education. The school has a fully equipped computer lab for instructional use,

as well as Classroom Performance Systems in each grade level. These CPS stations are used as a technological tool for new learning as well as assessments.

Parents support our school financially through fundraisers, donations of gift certificates, supplying materials for individual teachers and classrooms and collection of box tops and soup labels, which are redeemed for money.

Many also support the school with their time and work. Parents often help tutor students, and help teachers in their classroom or with special projects. They also help chaperone students on fieldtrips and help with Spirit Day, Walk-a-thon, and fundraisers. Teachers are especially grateful for the parents that prepare a monthly Teacher Appreciation Luncheon.

Wilson Elementary School Administration and Faculty

Staff Characteristics

Wilson Elementary has one principal, one part-time assistant principal, and fifty-four certified members. The school has twenty non-certified staff members. One hundred percent of the faculty members are highly qualified to teach their subject areas and grade levels. There are no teachers teaching outside of their certification. Thirty-four, or 63%, of the faculty members have advanced degrees. The average numbers of years of experience is 13.2 years. Women comprise 93% of the faculty/administration. Approximately 96% of the faculty is Caucasian, and 4% of the faculty is African-American. The accompanying Teacher Information List shows the degrees held and the number of years of experience of each faculty member.

<i>Name</i>	<i>Race</i>	<i>Gender</i>	<i>Years of experience</i>	<i>Advanced Degree? (Y/N)</i>	<i>Advanced Degree Awarded</i>
Dinkins, Jon Principal	Caucasian	Male	31	Y	M.Ed.
Schmueser, John Assistant Principal	Caucasian	Male	36	Y	M.Ed., Ed.S.
Anderson, LaTosha	African American	Female	5	N	
Barnes, Angela	Caucasian	Female	13	Y	M.Ed.+45
Barrett, Brenda	Caucasian	Female	28	Y	M.Ed.+45
Bohn, Kim	Caucasian	Female	25	N	
Brown, Cara	Caucasian	Female	4	N	
Christianson, Amy	Caucasian	Female	1	N	
Comer, Jackie	Caucasian	Female	34	Y	M.Ed., Ed.S
Creekmore, Shannon	Caucasian	Female	3	Y	M.Ed.
Conley, Dick	Caucasian	Male	27	Y	M.Ed.
Davis, Caren	Caucasian	Female	11	Y	M.Ed.
Davis, Lori	Caucasian	Female	21	Y	M.Ed.+45
Davis, Rene'	Caucasian	Female	14	Y	M.Ed.
Duke, Katherine	Caucasian	Female	5	N	
Estes, Valorie	Caucasian	Female	6	Y	M.Ed.
Ezelle, Andy	Caucasian	Male	4	N	
Froula, Carrie	Caucasian	Female	26	Y	M.Ed.+45
Frye, Kim	Caucasian	Female	23	N	
Goff, Becky	Caucasian	Female	21	Y	M.Ed. & Ed.S.

Haley, Ann	Caucasian	Female	20	Y	M.Ed.
Hannah, Lyndsay	Caucasian	Female	3	Y	M.Ed.
Henry, Amanda	Caucasian	Female	7	N	
Hooper, Jacci	Caucasian	Female	13	Y	M.Ed.
Horne, Karen	Caucasian	Female	28	Y	M.Ed.
Horner, Jana	Caucasian	Female	14	Y	M.of Music
Howse, Kenya	African American	Female	9	N	
Hunt, Jill	Caucasian	Female	6	N	
Kincaid, Laurie	Caucasian	Female	14	Y	M.Ed.
Knox, Emily	Caucasian	Female	6	Y	M.Ed.
Lackey, Rhonda	Caucasian	Female	21	Y	M.Ed.+45
Levi, Kristi	Caucasian	Female	14	Y	M.Ed.
Littlepage, April	Caucasian	Female	15	N	
Long, Kelly	Caucasian	Female	4	Y	M.Ed.
Lovvorn, Aimee	Caucasian	Female	2	N	
McAdams, Katie	Caucasian	Female	14	Y	M.Ed.
Merryman, Joan	Caucasian	Female	11	Y	M.Ed.
Mitchell, Michelle	Caucasian	Female	9	Y	M.S.
Morgan, Angi	Caucasian	Female	19	N	
Nave, Dina	Caucasian	Female	17	Y	M.Ed.
Nolan, Lindsay	Caucasian	Female	1	N	
Peay, Rachel	Caucasian	Female	5	Y	M.Ed.
Phillips, Cindy	Caucasian	Female	23	N	
Pruett, Stephanie	Caucasian	Female	6	Y	M.Ed., Ed,S.
Rambo, Sherri	Caucasian	Female	19	Y	M.Ed.
Ravech, Lindsay	Caucasian	Female	1	N	
Robertson, Robin	Caucasian	Female	12	N	
Skelton, Nicole	Caucasian	Female	1	N	
Steagall, Angi	Caucasian	Female	7	N	
Stough, Calley	Caucasian	Female	3	Y	M.Ed.
Thomas, Stephanie	Caucasian	Female	4	Y	M.Ed.
Todd, Patti	Caucasian	Female	27	Y	M.Ed.
Turner, Tonya	Caucasian	Female	2	N	
Zimmerman, Jacque	Caucasian	Female	22	N	Library Certification

Student Characteristics

Wilson Elementary has an enrollment of 736 students in grades kindergarten through five. The ethnic composition is eighty-nine percent Caucasian, seven percent African American, two percent Hispanic, two percent Asian, and, less than one percent Native American. Demographic information on gender and ethnicity by grade level is provided in the tables below.

2009-2010 Enrollment Demographics

<i>Grade</i>	<i>Boys</i>	<i>Girls</i>	<i>Totals</i>	<i>White</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>	<i>Other</i>	<i>Ethnicity Totals</i>
Pre-School	4	1	5	5	0	0	0	0	0	5
K Readiness	9	5	14	14	0	0	0	0	0	14
K	40	74	114	101	7	2	4	0	0	114
1	63	55	118	108	6	2	1	0	1	118
2	42	59	101	87	9	2	3	0	0	101
3	55	63	118	107	6	3	2	0	0	118
4	75	64	139	122	11	4	2	0	0	139
5	55	72	127	112	10	2	2	1	0	127
Totals	343	393	736	656	49	15	14	1	1	736
<i>%</i>	46.7%	53.3%		89%	6%	2%	2%	<1%	<1%	

<i>Grade</i>	<i>Numbers of Students 2009-2010</i>	<i>Numbers of Students 2007-2008</i>	<i>Difference</i>
Preschool	5	N/A	N/A
K Readiness	14	11	+3
K	114	91	+24
1	118	109	+9
2	101	135	-34
3	118	107	+10
4	139	113	+26
5	127	109	+18
Total	736	676	+60

Analysis of student population over the past three years shows an increase in enrollment. This reflects the substantial growth in our community, which will be documented in the section on community characteristics. The next chart will illustrate how this growth has affected the demographics in our school.

<i>Subgroup</i>	<i>Number of Students 2009-2010</i>	<i>Percentage of Students</i>	<i>Numbers of Students 2007-2008</i>	<i>Percentage Of Students</i>	<i>Difference</i>
All	736		676		+64
Caucasian	656	89	620	92	+41
African American	49	7	33	5	+16
Hispanic	15	2	11	2	+4
Asian	14	2	9	1	+5
Native American	1	<1	3	<1	-2
Other	1	<1	0	0	+1
ELL	8	<1	7	<1	1
Economically Disadvantaged	198	27	140	20	+58
Students with Disabilities	48	7	41	6	+7

The analysis of student demographics over the past three years indicates growth in several subgroups. This growth has several implications for school AYP calculation. Data for grades 3-5 is used to determine AYP inclusion. Each subgroup must remain <45 to keep from being targeted for AYP. Wilson Elementary currently has 22 students in grades 3-5 that are included in the Students with Disabilities subgroup. This subgroup is 6% of the students in grades 3-5. This may cause this subgroup to be included in AYP in the near future if growth continues at the current rate. Achievement of the students in the listed subgroups has always been a priority of our school. It is imperative that these students' progress is monitored and interventions planned as needed.

The ELL program at Wilson Elementary consists of Hispanic, Laotian, and Hmong students. School-wide, there are seven students who are being served this year. Two of these students are being monitored for progress and are not being pulled out for services. The goal at Wilson Elementary is to teach and understand the whole child, even with language barriers.

Twenty-seven percent of students receive free or reduced lunches. This indicates that Wilson Elementary is located in a middle class community.

The State Department of Education mandates restrictions in class enrollment. Wilson Elementary School in conjunction with the Rutherford County Board of Education works to ensure that we do not exceed class size.

In order to maintain an atmosphere that is conducive to learning, it is necessary to maintain discipline. Students should accept responsibility for their behavior. Those students that fail to accept responsibility are held accountable. There have been four discipline referrals or the 2009-2010 school year. Wilson Elementary has no out-of-school suspensions. Four students were placed in in-school suspension. The majority of the referrals have dealt with disruptive behavior or homework. Corporal punishment has been used three times for the school year ending in May 2010. Many measures are used for discipline referrals, such as student and parent conferences, after-school detention, and timeout. The guidance counselor and SRO are also used to counsel students with behavior issues.

Attendance records are maintained on each student. The attendance rate for 2009-2010 was 93%. The current attendance rate is 95% thus meeting AYP requirements.

During the 2009-2010 school year, 130 students have transferred in, which represents a 2% transfer rate, and 85 students have transferred out, which represents a 1% transfer rate.

During the 2009-2010 school year, the retention rate was less than 1%.

Parent/Guardian Characteristics

The NSSE Parent Opinion Inventory was administered to a sampling of parents. The parent population is projected to be of 97.4% Caucasian, 2% African American, <1% Hispanic, and <1% Asian. The percentages are based on the number of parents having more than one child attending our school.

The survey projected that 85% of parents are married, 10% are divorced, and 5% are single.

The survey revealed that 39% of parents are college graduates, 24% have some college, and 14% are high school graduates. Additionally, 12% have attained a graduate degree and 10% have an Associates Degree.

The survey revealed 65% are employed full time, and 32% are employed part-time. Only 3% indicated they were unemployed.

The survey revealed that 58% earn more than \$80,000 and 13% earn between \$40,000-60,000 annually. 12% reported they earned \$60,000-80,000 annually. Finally, 3% reported they earned between \$20,000-40,000. We projected that 14% earn less than \$20,000 annually.

Community Characteristics

Wilson Elementary is located in the rural farming community of Walter Hill just outside the Murfreesboro City limits in Rutherford County, Tennessee. The area encompassing our school zone is in the midst of several new neighborhoods being developed. This has impacted our enrollment here at Wilson Elementary. Our school has the potential to see a drastic increase in enrollment when these developments are completed. The median income of the residents in the Walter Hill community in 2005 was \$59,800. The median home value was \$147,400.

Rutherford County is ranked on the top 100 List of Fastest Growing Counties in the United States for population growth according to the Federal Bureau of Labor Statistics. It is the second fastest growing county in Tennessee.

According to the 2006 Population Estimates from the United States Census Bureau, Rutherford County had a population of 228,829. The estimated 2005 population was 218,292. This indicates a 25% increase of the population from 2000-2006. The majority of the population is between 25-44 years of age, which would be 33.5% of the population.

The per capita income in Rutherford County according to the 2000 U. S. Census was \$19,938. The TN Department of Labor and Welfare Development's statistics show that Rutherford County has an unemployment rate of 3.8%.

Industry abounds in Rutherford County. Some of the major ones include Nissan, Ingram, Bridgestone-Firestone, State Farm Insurance, and Verizon. Our community of Walter Hill is home to the Allied Waste Landfill that serves Rutherford and surrounding counties. It is the largest landfill in Tennessee.

Middle Tennessee State University is located in Murfreesboro, the county seat. With over 22,000 students, MTSU, the largest undergraduate university in Tennessee, is the focal point of education in the county. Each year Wilson Elementary has access to student teachers from MTSU. This is a collaborative effort between MTSU and the school's teachers, and proves to be beneficial for all involved. Students from MTSU also come to our school to tutor and help in the classroom. This too is beneficial to all participants.

Rutherford County Schools has an enrollment of 31,002 students and 2356 certified teachers. There are 44 schools in our system serving Grades K-12. This following information shows the breakdown of the grade structure of each of the county schools.

Schools Serving Grades	Number of Schools
Pre-School	14
Kindergarten Readiness	14
K-1	1
K-5	16
K-6	1
K-8	4
K-12	1
2-5	1
6-8	8
7-8	1
9-12	7
(Magnet) Grades K-8	2
(Alternative) Grades 6-12	2

Our county has twice as many K-5 schools than that of schools that house 6-8 grades or 9-12. This is evident in our community. The Walter Hill community is home to two K-5 schools, one being our school, Wilson Elementary, and the other Walter Hill Elementary. Both schools are able to withstand projected growth due to the fact that neither is at capacity.

The following table shows the student ethnic demographics of Rutherford County Schools for the 2009-2010 school year.

Ethnic Background	Number of Students
Caucasian	
African American	
Asian	
Hispanic	
Native American	
Hawaii/Pacific Islander	

Many Rutherford county businesses and organizations are active in our schools. The Business Education Partnership (B.E.P.) formed in 1988 with the help of Rutherford County Chamber of Commerce. Their purpose was to create outstanding schools by applying resources to innovative ideas that would bring schools and businesses together in preparing the future workforce. Many schools, teachers, and students have benefited from the BEP grants. Nissan is a major contributor to this endeavor.

Wilson Elementary is involved in the Adopt-A-School Program sponsored by the Rutherford County Chamber of Commerce. Prentice Alsup Heating and Air, Inc. is Wilson Elementary School's Adopt-A-School sponsor. Their business donates money, time, and materials to our school.

The Business, Community and Classroom Academy for the Advancement of Math and Science Studies (BC3Academy), formed through the Jennings and Rebecca Jones Foundation, gives math and science teachers opportunities to explore real world examples of the curriculum.

Other community-sponsored programs include State Farm Summer Business Camp, Job Shadowing Day, and Youth Leadership Rutherford.

Wilson Elementary and the surrounding community interact and are involved on a regular basis. Faculty members often have guest readers and speakers from the community, including MTSU athletes, politicians, and television personalities. Local firefighters, police officers, and personnel from the Humane Society present programs for the students.

Fieldtrips are a vital part of our students' education. Many of the fieldtrips involve visiting and learning about places in our community and surrounding areas.

Wilson Elementary faculty, staff, and students are aware of needs in our community and aid in supporting those needs. The students and faculty collect canned food items to benefit the Rutherford County Food Bank in conjunction with Red Ribbon Week. Faculty and students donate money for Habitat for Humanity. Several teachers and staff donate their time to work on the homes being constructed. Parents, students, staff, and community members collect Christmas presents for disadvantaged students whose Christmas list is placed on the school Angel Tree.

A local church group uses the school facilities on Sunday mornings. Other groups and organizations use the facilities as well. At Wilson Elementary the YMCA provides on-site care before and after school. This includes teacher work days and snow days. The Boys and Girls Club of Murfreesboro also provides bus transportation to their facility for after-school care. The Number One Club, sponsored by an area church, provides transportation and care to children one day a week. Boy Scouts and Girl Scouts, and the Junior Pro Basketball League also frequently use the facilities at Wilson Elementary.

COMPONENT 1b

Academic and Non-Academic Data Analysis

1.4 Variety of Academic and Non-academic Assessment Measures

Data Sources
<ul style="list-style-type: none"> • Mission beliefs and vision statement
<ul style="list-style-type: none"> • 2009-2010 School Improvement Plan (SIP)
<ul style="list-style-type: none"> • Tennessee Comprehensive Assessment Program (TCAP) Analysis <ul style="list-style-type: none"> a. 2010 Tennessee School Report Card for Wilson Elementary- Rutherford County b. Criterion Referenced Tests (CRT) c. Tennessee Value Added Assessments (TVAAS) d. TCAP Alternative e. TCAP Writing Assessment f. ThinkLink tests results for first and second grades.
<ul style="list-style-type: none"> • School profile
<ul style="list-style-type: none"> • W.O.W. (Writing on Wednesday)
<ul style="list-style-type: none"> • R.I.T. (Response to Intervention)
<ul style="list-style-type: none"> • P.L.C. (Professional Learning Community)
<ul style="list-style-type: none"> • Essential Learning Skills Assessments- Formative
<ul style="list-style-type: none"> • Individual Education Plans (I.E.P.)
<ul style="list-style-type: none"> • Lesson Plans
<ul style="list-style-type: none"> • Attendance Rates
<ul style="list-style-type: none"> • Accelerated Reader and S.T.A.R. tests- Formative
<ul style="list-style-type: none"> • Cognitive abilities tests (grade 2)- Diagnostic
<ul style="list-style-type: none"> • Kindergarten Exit Tests- Summative
<ul style="list-style-type: none"> • Phelps Kindergarten Readiness Scale- Diagnostic
<ul style="list-style-type: none"> • First and Second grades TCAP results- Summative
<ul style="list-style-type: none"> • AYP (Adequate Yearly Progress) in all subgroups
<ul style="list-style-type: none"> • Academic Time Leads to Achieving Students (A.T.L.A.S.)
<ul style="list-style-type: none"> • Opinion Surveys
<ul style="list-style-type: none"> • Writing practice assessment- Formative
<ul style="list-style-type: none"> • Student report cards
<ul style="list-style-type: none"> • Teacher collaborative data
<ul style="list-style-type: none"> • Placement Tests- Diagnostic
<ul style="list-style-type: none"> • Benchmark tests- Formative
<ul style="list-style-type: none"> • Unit tests-Formative

<ul style="list-style-type: none"> • Dynamic Indicators of Early Literacy Skills (D.I.B.E.L.S.) Assessments- Formative
<ul style="list-style-type: none"> • Classroom Performance System (C.P.S.)- Summative/Formative
<ul style="list-style-type: none"> • Student Work Samples
<ul style="list-style-type: none"> • Community Concerns/Issues <ul style="list-style-type: none"> a. Increasing number of students that receive free or reduced lunch. b. Rutherford County's increasing population.
<ul style="list-style-type: none"> • Marzano Strategies
<ul style="list-style-type: none"> • Tennessee Blueprint for Learning
<ul style="list-style-type: none"> • Parent Teacher Organization (P.T.O.)
<ul style="list-style-type: none"> • Character Education

1.5 Data Collection and Analysis

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

The following is an analysis of the data collected with specifics, strengths and needs identified.

Mission Beliefs and Vision Statement (see Component #2)

The needs identified as school improvement goals correlate with our mission beliefs and vision statement to ensure that all students are given an equal opportunity to succeed in education.

2009-2010 School Improvement Plan

Members of the committee meet and collaborate regularly to ensure that all goals are being targeted for success and maintaining success in goals already achieved.

Tennessee Comprehensive Assessment Program Analysis

Student Academic Achievement

Criterion Referenced	WES 2009	RCS 2009	State 2009
Math	A	A	B
Reading/Language Arts	A	A	B
Social Studies	A	A	B
Science	A	A	B

Criterion Referenced	WES 2010	RCS 2010	State 2010
Math			
Reading/Language Arts			
Social Studies			
Science			

School Profile

The committee for component #1a has compiled information in this needs assessment, including opinion surveys from teachers, students, parents, and stakeholders.

Writing on Wednesday (W.O.W.)

Writing On Wednesday was formed of a committee consisting of nine teachers and Mr. Dinkins in October 2006 to encourage students' success in the writing process beginning with kindergarten through fifth grades. Every grade level gives the students a writing prompt on Wednesday. The fifth grade has formed a unified writing acronym to help them remember the writing process. The program is called the fifth grade writing O.W.L.S.- Order, Word choice, Language, and Sentence structure. After a year of beginning these programs, the writing scores for fifth grade have significantly increased.

Response To Intervention (R.T.I.)

A Response to Intervention program has been assigned to six piloted schools in Rutherford County. The program is a five-tier program to assess students' Reading needs and address those effectively through intervention if needed.

- Tier 1: classroom teacher provides 90 minutes of Reading per day to all students.
- Tier 2: students identified for intervention will receive an additional 60 minutes of Reading per week by the classroom teacher.
- Tier 3: students identified for intense intervention will receive an additional 30 minutes per day (in addition to the 150 minutes as mentioned above) with direct instruction from the Reading coach.
- Tier 4: students identified in Tier 3 for special education department for testing. This student will continue to receive the services from Tiers 1 – 3.
- Tier 5: student has qualified for special education services and will continue to receive the services from Tiers 1 and 2, but will not participate in Tier 3.

Professional Learning Communities (P.L.C.)

Professional Learning Communities have been designed and implemented in all Rutherford County Schools in 2007 – 2008. These learning communities were established to create a unified collaboration among grade levels, the whole school, and specialty areas and to clearly identify essential skills in each grade level according to the state standards. Each team meets every week for at least 30 minutes. Each grade level and specialty areas meet once a month with Mr. Dinkins separately to discuss strengths and weaknesses.

Essential Learning Skills Assessments

Essential Learning Skills are a part of P.L.C. Each grade level identified 20 - 30 Tennessee State Standards in Math and Reading as essential skills a student must master to be successful in the next grade. Essential Learning Skills Assessments are given four times a year. Each assessment includes the skills taught during a specified time and any skills not mastered on the previous Essential Learning Skills assessment. The Rutherford County Board of Education included early dismissal days in the school calendar for grade level collaboration to develop the Essential Learning Skills Assessments, gather the data, analyze the data and develop intervention strategies for skills not master. These tests are generally very short (i.e. 10 or 12 questions) and show mastery or non-mastery as a grade level and if re-teaching the skill is a need as a whole grade level or not.

Individual Education Plans (I.E.P.)

The Special Education department along with the principal, school psychologist, classroom teacher, and parents has implemented all of the goals written for each individual's education plan. IEP's are reviewed several times throughout the year to make sure there is adequate progress being made.

Lesson Plans

Teachers are required to keep their current/up to date lesson plans on their desk at all times. All teachers (including specialty area) have included differentiated instruction, higher order thinking skills, technology, Marzano strategies, and Tennessee state standards for each targeted skill being taught. Teachers use the Blueprint for Learning as a guide when developing lesson plans.

Attendance Rates

Wilson Elementary has maintained 94% attendance rate, which exceeds AYP requirements of 93%.

Accelerated Reader and STAR Tests

Accelerated Reader (A.R.) is the world's most popular Reading management software. Accelerated Reader provides teachers with an easy and effective way to monitor all forms of guided Reading practice. Accelerated Reader Renaissance Place allows teachers access detailed, objective data to target instruction and ensure success for every student, regardless of level, from emergent reader to college prep. STAR tests are usually given three times per year to determine students' ZPD (Zone of Proximal Development). All students have shown growth from the beginning of the year until the end of the year encouraging students' comprehension and Reading.

Cognitive Abilities Test (Cog.AT)

The cognitive abilities tests are administered to all second graders in Rutherford County in September of each year. The purpose of the test is to determine placement in regular education or special education- resource/spectrum. Students' scores from TCAP with at least 2 or more areas above 90% along with their CogAT scores in quantitative, nonverbal, verbal above 120 will be referred to spectrum. Wilson Elementary second grade's cognitive abilities test scores indicate that 11 out of a total of 118 students will meet the guidelines for intellectual giftedness for 2009.

Kindergarten Benchmark Tests
Wilson Elementary
2009-2010

Language

BENCHMARK TESTS	PERCENT CORRECT
First Test	76
Second Test	84
Third Test	93
TOTAL IMPROVEMENT FOR YEAR:	17

Math

BENCHMARK TESTS	PERCENT CORRECT
First Test	69
Second Test	87
Third Test	94
TOTAL IMPROVEMENT FOR YEAR:	25

Wilson Elementary
Kindergarten Phelps Screening Results
2009 - 2010

Number of Students Tested: 127

Number of Students Testing Above Average (110 and Above): 45

Number of Students Testing Average (109 – 91): 58

Number of Students Testing Below Average (90 and Below): 24

First and Second Grades Think Link Test Results

Evidence reveals that first grade scored mastery in the following areas: Interpretation, extending meaning, comprehension, words, sentences, editing, numbers, measuring, geometry, analyzing and statistics, patterns and algebra, and problem solving. Scores indicated partial mastery in the following areas: understanding, composition, computation and estimation.

Second grade scores revealed mastery or partial mastery in all subject areas. Mastery was attained in the following areas: understanding, interpretation, extend meaning, comprehension, words, sentences, composition, editing, numbers, computation and estimation, operations, measurement, geometry, analyzing and statistics, and problem solving. The second grade scored partial mastery in the areas of patterns and algebra.

MAAS
Modified Academic Achievement Standards

The MAAS was administered to three third grade students, two fourth grade students, and three fifth grade students. The table below depicts the achievement levels for those nine students.

	Below Basic	Basic	Proficient	Advanced
Math	2	2	5	
Reading		2	5	2
Science	2	3	3	1
Social Studies		4	5	

AMO (Annual Measurable Objectives) in all subgroups- Grades 3, 4, and 5

The students at Wilson Elementary School met AMO requirements of 20% proficient or higher in Math and 32% proficient or higher in Reading/Language with the exception of Students with Disabilities and Limited English Proficient subgroups. The following chart reveals the percent of students proficient in each subgroup for Wilson Elementary School according to the 2010 Tennessee State Report Card:

SUBGROUP	MATH	READING/L.ARTS
White	56	59
African American	36	54
Economically Disadvantaged		
Students with Disabilities		
Limited English Proficient		
Native American		

Strengths:

- The Economically Disadvantaged subgroup met AMO requirements in the subject of Math.
- The Economically Disadvantaged subgroup met AMO requirements in the subject of Reading and Language Arts.
- The Limited English Learners subgroup has exceeded the AMO requirements in the subjects of Math.

Needs:

- Students with disabilities subgroup has not crossed the N>45 threshold but has been identified as not meeting AMO requirements in the subjects of Reading/Language Arts.
- Limited English Learners subgroup has not crossed the N>45 threshold but has been identified as not meeting new AMO requirements of 32% in the area of Reading/Language Arts for 2010.

Academic Growth (Value Added)

Fourth Grade

Subject	2008	2009	2010	3-Yr-Avg NCE Gain
Math	5.6	4.0	-0.1	3.0
Reading/L.Arts	1.0	-0.2	-4.0	-1.2
Science	1.7	-1.1	1.4	0.7
Social Studies	5.6	2.5	0.1	2.6

Fifth Grade

Subject	2008	2009	2010	3-Yr-Avg NCE Gain
Math	-0.6	-0.6	-3.3	-1.5
Reading/L.Arts	2.8	1.8	-0.1	1.5
Science	-0.8	1.8	2.4	1.1
Social Studies	-5.1	-1.6	5.4	-0.4

Mean NCE Gain over Grades Relative to Growth Standard

Subject	Three Year Growth Standard	
Math	0.7	
Reading/L.Arts	0.2	
Science	0.9	
Social Studies	1.1	

Strengths: Strengths:

- Fourth grade exhibits a positive gain for 2009-2010 in the area of Science.
- Fourth grade exhibits positive 3-yr-Avg NCE Gain in the subject areas of Math, Science, and Social Studies.
- Fifth grade exhibits positive gains for 2009-2010 in Science and Social Studies.
- Fifth grade value added indicated a positive 3-yr-avg NCE gain in the area of Reading/Language Arts and Science.
- Math, Reading/Language Arts, and Social Studies indicate a positive three year growth standard resulting in one “A” and two “B’s”.

Needs:

- Fourth grade indicates a negative value-added in Math and Reading/Language Arts.
- Fourth grade indicates a negative 3-yr-Avg NCE Gain in the area of Reading/Language Arts.
- Fifth grade value-added indicates negative gains the last three years in the area of Math.
- Fifth grade indicates a negative 3-yr-Avg NCE Gain in the areas of Math and Social Studies.
- In the area of Science negative three year growth standard is indicated resulting in a “C”.

Writing Practice Assessment

Practice writing assessments are given regularly throughout the year in grades four and five. The results are used to determine areas of need and strengths of the students. Wilson Elementary has continued to implement the W.O.W. program as an instructional tool in all grade levels- resulting in value added of 11.2% gain from 2008 to 2010.

2008	81.6%
2009	90.8%
2010	92.8%

A.T.L.A.S.

Academic Time Leads to Achieving Students

It is a federal Law PL-142 from McKinney-Vento Act that states that by law we have to identify and serve the students that are identified as homeless. Homeless is defined as lacking a permanent nighttime residence.

K-3

1st- 3

2nd-3

3rd-2

4th-3

5th-1

Total: 15 ATLAS students

Opinion Surveys

Surveys were given to parents in September 2007. The results are as follows: 68.4% strongly agree that they feel welcome at our school, 63.2% strongly agree that our school provides sufficient opportunities for parent involvement, 60.5% strongly agree that our school has a positive impact on the community's property values, 67.1% strongly agree that they are satisfied with our school, and 55.3% strongly agree that the teachers challenge students to do his/her best work.

Surveys were also given to teachers in September 2007. The results are as follows: 77.8% of teachers are highly satisfied with their school, 77.8% of teachers report that all students and staff at Wilson are treated with respect, regardless of race, religion or gender, 71.1% report that the school provides a safe and orderly environment for learning, 75.6% report that the curriculum at Wilson is based on clearly defined learning standards.

Student Report Cards

Report Cards are issued every nine weeks to each student as a communication tool and reflection of student's progress.

Teacher Collaboration Data

Teachers in each individual grade level meet and collaborate once a week on curriculum and standards, benchmark tests, assessments, Essential Learning Skills, and enrichment activities. Minutes are kept at each meeting. The team secretary and the administration maintain copies of the minutes.

Placement Tests

Reading placement tests are given to each student by the last week in August to identify proper academic ability and small group instruction. This aids in appropriate differentiated instruction for all students to enhance learning.

Benchmark Tests

Benchmark tests are given for Math and Reading in September, January, and March. The tests utilized are developed by Houghton Math program and McGraw-Hill Treasures Reading program adopted by Rutherford County School System. The tests given in September establish a baseline score. It also identifies skills that are already mastered preventing unnecessary teaching. The tests given in January and March indicate progress and areas of need.

Unit Tests

Unit tests are given at the end of each unit with a variety of assessment strategies: multiple choice, short answer, matching, computer generated, and oral assessments.

D.I.B.E.L.S.

Dynamic Indicators of Basic Early Literacy

Benchmark assessments are given to kindergarten and first grade students in the fall, winter, and spring. All students are identified in subtests as levels of at-risk, some risk, or low risk. Students at-risk will receive intervention beginning with Tier 2 and progress through Tiers as needed. Students with some risk will receive strategic intervention. Weekly progress monitoring assessments will be given to at risk students. The assessment data will indicate if current intervention strategies are successful or if new strategies must be utilized.

C.P.S. Units: Classroom Performance System

Classroom Performance System Units are a technological component used in the classroom. The system allows a teacher to create tests in any format and for those tests to be projected on the screen. Students have individually electronic devices that they can enter their answer choices and the teacher has immediate feedback. These units have proven to be effective in the classroom creating student interest, immediate feedback, and system created reports to see progress. Wilson Elementary currently has one C.P.S. unit in each grade level and five additional units available for check out for a total of eleven units.

Student work samples

Students are encouraged to do their best and neatest work at Wilson. To encourage proficiency and accuracy, student work is posted outside of each teacher's room for all students to view. This gives students confidence and accountability. Teachers rotate the work often to keep the students' interest.

Community Concerns/Issues

The continued growth in Rutherford County is a concern for parents, teachers, administration, and community stakeholders that the student enrollment may increase beyond the building capacity.

Marzano Strategies

All teachers at Wilson Elementary utilize a variety of Marzano's strategies including the areas of comparing, classifying, creating metaphors, creating analogies, summarizing, note taking, and homework.

Tennessee Blueprint for Learning

All teachers at Wilson Elementary take pride in their teaching skills and reference all lesson plans with the Tennessee Blueprint for Learning. Skills are coded and identified as introduced, developing, state CRT, writing assessed, and mastered and maintained.

P.T.O.

Parent/Teacher Organization

The PTO works closely together with parents and teachers to provide supplies that are needed to enhance the school's curriculum. They organize community events such as the chili supper/silent auction, as well as family fun nights. The PTO uses these events to raise the funds needed to support the school. In the past few years, the organization has provided Wilson Elementary with eleven C.P.S. units, seven digital cameras and a new playground for the fourth and fifth grades. The organization also has built a pavilion. The P.T.O. supports the teachers by sponsoring special themed teacher luncheons every month, the giving tree at Christmas, and a variety of activities during teacher appreciation week.

Character Education

Character education is taught weekly to each student through guidance class to promote the use of positive character traits- responsibility, respect, citizenship, trustworthiness, fairness, and caring. Chick-fil-A supports our character education curriculum by providing certificates, awards and family night for students who exemplify these characteristics.

1.6 Rubric Indicator: Report Card Disaggregation

Report Card Data Disaggregation

Using the 2010 Tennessee State Report Card for Wilson Elementary, the state TVAAS website data was disaggregated for Wilson Elementary students.

Economically Disadvantaged – These students did meet the criterion for Annual Measureable Objectives Progress (AMO) in 2010 in both reading and math. On the CRT portion of the TCAP, 44% of 4th graders scored proficient and advanced in reading/language arts. In math 33% of 4th graders scored proficient and advanced. In 5th grade, 53% of students scored proficient and advanced in reading/language. IN math, 47% of students scored proficient and advanced..

Students with Disabilities– 100% of 4th graders scored in the basic range in math. 11% of 4th graders scored in the proficient in reading/language. 50% of 5th graders scored proficient in both math and reading/language.

Limited English Proficiency – Not present in enough numbers to reflect on the School Report Card.

Race Ethnicity – Due to insufficient numbers to have relevant information the following subgroups were not counted; Asian/Pacific, Native American, and Hispanic.

African American – 36% of tested students were proficient/advanced in math and 61% were proficient in reading/language.

White – 58% of tested students were proficient and advanced in math and 61% in reading/language arts.

Gender – An analysis of the Performance Diagnostic Report show that 56% of 4th grade boys and girls were advanced/ proficient in math and reading/language. The boys out performed the girls in math. 55% of the boys scored in the advanced range compared to only 49% of the girls. The 4th grade girls outperformed the boys in reading/language arts with 58% scoring in proficient/advanced range, a 5% gain over the boys 53%. The 5th grade girls were 61% proficient/advanced compared to 55% of the boys in math. The 5th grade girls out performed the boys in reading/language with 71% scoring in the proficient/advanced range, a 5% gain over the boys 66%.

Proficiency Levels - All fourth and fifth grade classes performed at or above the proficiency levels required for AMO in math and language/reading. Fourth grade showed a negative 0.1 NCE gain with a 3.0 three-year average gain in math. Fifth grade had a negative 3.3 mean NCE gain in math. In reading/language 4th grade had a negative 4.0 NCE gain with 5th grade showed a negative .01 mean NCE gain with a 1.5 three-year average NCE gain. In Science 4th grade showed a 1.4 NCE gain and a 0.7 three-year average NCE gain. 5th grade did show a 2.4 gain in science. Fourth grade acquired a negative .1 gain in social studies with a 2.6 NCE gain. Fifth grade showed a 5.4 gain in social studies however there was a 3.8 improvement over previous year.

Growth difference between high, middle and low achievers – as documented by the 2007 Disaggregated Diagnostic Report on the State TVASS website:

Fourth Grade

- Reading/Language – All achievement subgroups showed little gain over the previous year. The middle group showed the largest gain with 2.3 %. The number of student in all achievement groups remained constant from the previous year.
- Math – All achievement groups except for the lowest showed a gain with highest gain of 7.1 % in the middle to highest sub group.
- Social Studies – The middle to highest achievement groups all showed a gain with the most gain made by the middle achieving group with a 4.9 gain. This is a 1.5 gain over last year. The lowest and lowest to middle achievement subgroup showed a negative gain with the lowest subgroup having a negative 6.8.
- Science – The middle achievement group showed the highest gain with a 4.1. The lowest and lowest to middle achievement groups showed a negative gain.

Fifth Grade

- Reading/Language - The lowest to middle achievement group had the highest gain in reading/language with a 4.6 gain. The only group not to show a gain was a middle group. The greatest numbers of students are in the highest achievement group with 31%.
- Math – All achievement groups showed a gain over previous years. The most gain was in the lowest to middle group of 6.9%. The percentage of students in the middle to high group continues to grow with 31% in that group.
- Social Studies – All achievement groups showed a gain with highest and middle to highest group showing the most gain. The largest numbers of students remain in the highest achievement group.
- Science – All groups showed a gain with the highest gain over last year was the lowest group. The highest percentage of students remain in the middle to highest achievement group.

1.7 Narrative Synthesis of All Data

Narrative Synthesis of Data

Using data/information presented in the previous section of this plan, the subcommittee for component three identified the following areas of strengths and weaknesses, both academic and nonacademic. The data is synthesized below.

Strengths/ Academic and Nonacademic –

- All grade levels at Wilson Elementary are strong academically when compared to Rutherford County and the nation. Upon reviewing the CRT scores, the value added scores proved to be higher in Reading/Language Arts with an estimated mean NCE gain equal to or greater than growth standard.
- Economically disadvantaged students have continued to maintain AYP requirements in the subject area of Math and Reading/Language Arts.
- The projected data will show that Wilson Elementary received all A's in achievement on the Tennessee State Report Card and showed the following growth in value added: Math- A, Reading- B, Science- C, and Social Studies –B.
- The school's writing assessment scores showed gains from 90.8 % proficient to 92.8% proficient.
- Academic attendance at Wilson Elementary reached 94%, exceeding the AYP goal of 93%.
- One hundred percent of the faculty is highly qualified.
- Sixty-seven percent of the parents surveyed are satisfied with the school.
- Character education.
- P.T.O.
- The 3rd Grade students had the lowest percentage of truancy during the 2009-2010 Wilson Elementary academic years.
- According to the cognitive abilities test for 2009 evidence indicates that 11 out of 118 second graders will meet the requirements for intellectual giftedness.

Needs/Academic and Nonacademic-

- Students with disabilities subgroup did not meet AYP requirements in the subject area of Reading/Language Arts. This subgroup has not crossed the N>45 threshold.
- The fifth grade has shown negative gains in Value Added in the area of Math for 3 years. In 2008 the gain was a negative .6 followed by a negative .6 in 2009 and lastly negative 3.3 in 2010.
- The fourth grade has shown a negative trend in Reading/Language Arts. In 2008 the gain was 1.1 followed by a negative 0.6 in 2009 and a negative 4.0 gain in 2010.
- Middle to Highest Achievers subgroups indicated a -4 gain in Reading/Language Arts compared to a 1.7 gain from the previous year.

1.8 Prioritized List of Goal Targets

Prioritized List of Goal Targets

- **Fourth and Fifth grade Science, value-added scores.**
The school will improve in science specifically in the fourth grade from the current proficiency of -3.1 to -1.6 mean NCE gain and the fifth grade will improve from the current proficiency of -0.6 to 0.3 mean NCE gain.
- **Fourth grade Reading/Language, value-added scores.**
The school will improve in Reading/Language Arts specifically in the fourth grade value-added from the current proficiency rate of -0.0 to 2.5 mean NCE gain.
- **Students with Disabilities subgroup will attain AMO (Annual Measurable Objectives) requirements in the subject area of Reading/Language Arts.**
The school will attain AMO requirements in the Students with Disabilities subgroup specifically in the area of Reading/Language Arts to reach 66% in proficiency.
- **Students with Disabilities subgroup will attain AMO (Annual Measurable Objectives) requirements in the subject area of Math.**
The school will attain AMO requirements in the Students with Disabilities subgroup specifically in the area of Math improving to reach 60% in proficiency.
- **Economically Disadvantaged subgroup will attain AMO (Annual Measurable Objectives) requirements.**
The school will attain AMO requirements in the Economically Disadvantaged Subgroup.

COMPONENT 2

2.1 Beliefs, Common Mission and Shared Vision

Beliefs

- Through our commitment to continued improvement, all stakeholders (administrators, teachers, staff, students, parents, and community members) are invested in shared decisions to promote a high performing learning environment.
- A variety of researched based instruction and assessments are utilized to meet the needs of each student as a valued individual with unique physical, social, emotional, and intellectual needs.
- Policies and procedures are aligned to ensure that all stakeholders strive to attain and surpass the school's goals for learning.
- Educational procedures are implemented through effective communication and participation between students, parents, school, and community to ensure a high quality education for all students.
- High expectations for all students will be held through a collaborative process of stakeholders utilizing research-based information and data.

Mission

Wilson Elementary is a community of learners committed to helping students reach their potential in academic and personal endeavors. We believe that our mission is to educate for life-long learning with an uncompromising commitment to excellence.

Vision

Our vision at Wilson Elementary is one where the students achieve their fullest potential academically, socially, and emotionally by the following:

- Teachers collaborating to be leaders of instruction.
- All students having the opportunity to achieve proficiency and beyond by receiving differentiated instruction.
- Providing a positive learning standard that will be achieved by creating a safe and disciplined learning environment.

COMPONENT 3

Curricular, Instructional, Assessment, and Organizational Effectiveness

Part I Curricular Practices

3.1 a Current Curricular Practices 1-2	Implemented school wide cohesive standards based model for literacy	Aligned Curriculum
Evidence of Practice (State in definitive/tangible terms)	Each grade level required to teach 90 minutes of reading each day including the five essential elements of reading that were identified by the National Reading Panel	Textbook adopted by the Rutherford County School System. The textbook adoption process insures that textbooks are aligned to Tennessee State curriculum
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Reading Essential Skills Tests	Teacher textbook committees, Essential Learning Skills Tests, Reading and math Benchmark Tests, TCAP, AYP
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 90% reading, First Grade: 86% reading, Second Grade: 82% reading, Third Grade: 85% reading, Fourth Grade 79% reading, Fifth Grade: 76% reading	AMO report indicates that in the area of Math students proficient increased from 95% to 97% and in the area of Reading/Language increased from 96% to 98%.
Evidence of equitable school support for this practice	All teachers submit daily schedules that include 90 minutes. Administrator will conduct walk-through observations. RTI coach will also monitor Reading Classes and implementation of program.	All teachers are required to use adopted series and materials. RTI Coach will monitor Reading Program implementation and report to administrator. Administrator will monitor other subjects.
Next Step (changes or continuations)	Develop new strategies for teaching the five areas of our reading program.	Correlate future textbook series

3.1.a Current Curricular Practices 3-5	Identify gaps in curriculum	Established school wide benchmarks for reading and math	A Blueprint for Learning
Evidence of Practice (State in definitive/tangible terms)	Project Step-up (program to develop readiness for the next grade level)	County specified Benchmark tests given for Reading and math	Teachers are required to list state standards on lesson plans.
Is the current practice research-based?	No	Yes	Yes
Is it a principle & practice of high-performing schools?	No	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores	Reading and Math Benchmark assessments.	Textbook adoptions are all aligned to the Blue Book
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Fourth grade indicated a 4.0 gain in math, -1.0 decrease in Science, 2.7 gain in Social Studies. Fifth grade indicated a 4.0 gain in Math.	Reading Benchmark scores indicated a 23.4% increase. Math Benchmark scores indicated a 22.7% increase.	AYP report indicates that in the area of Math students proficient increased from 95% to 97% and in the area of Reading/Language increased from 96% to 98%.
Evidence of equitable school support for this practice	Participation by all grade levels	RTI Coach will monitor scores of students, classes and grade levels for each benchmark given and report to administration.	All teachers have a copy of the Blue Book and are required to use it.
Next Step (changes or continuations)	Identify new curriculum gaps as student's needs change and standards change.	Monitor scores and change teaching strategies to insure higher student achievement.	Utilize new state standards and make adjustments accordingly.

3.1.a Current Curricular Practices 6-7	Essential Learning Skills Developed	Communicating a shared vision c standards for each grade level to stakeholders.
Evidence of Practice (State in definitive/tangible terms)	Each grade level identified essential skills with benchmarks for reading and math using state standards as a guide.	State curriculum standards are available for stakeholders to view on school web site.
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Each grade level's essential skills lists.	Web site counter and Stakeholder Opinion Survey
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 89% math and reading, First Grade: 91% math, 86% reading Second Grade: 85% math, 82% reading Third Grade: 90% math, 85% reading Fourth Grade: 81% math, 79% reading Fifth Grade: 75% math, 76% reading	On the Opinion Survey 73% of the stakeholders indicated that the school website is a means to communicate effectively. Web page averages 8000 hits a month.
Evidence of equitable school support for this practice	All teachers in each grade level are required to collaboratively develop Essential Skills Lists.	Teachers give all stakeholders a letter with information pertaining to accessing the standards.
Next Step (changes or continuations)	Make adjustments on skills lists as state standards change.	Communicate new standards to stakeholders as standards change.

3.1.b Curriculum Gap Analysis

Curriculum Gap Analysis

Current Use

- **TIME**

Wilson Elementary School places importance on implementing research-based high quality curricular practices and materials. With the adoption of each textbook, a team of Central Office Staff and classroom teachers analyze vertical and horizontal alignments to the state framework. This is followed by stakeholders' involvement in developing a scope and sequence aligned to standards. Professional development is required for teachers using the adopted textbooks.

Professional Learning Communities (PLC) are utilized to examine curriculum effectiveness. During PLC meetings, Essential Learning Skills are determined using *Blueprint for Learning*. Assessments are developed to monitor progress of the effectiveness of curriculum in the classrooms.

The teachers in each grade level also utilize time to establish the activities used during Project Step-Up. Pre-planning activities and skills to be taught during Project Step-Up enhance the overall effectiveness of the program.

Within Wilson Elementary School there is a linkage of curricular support with special education, and technology support services. Textbook and material adoptions also vary to insure the curriculum is academically challenging to all students.

- **MONEY**

The majority of money needed to support curricular needs comes from BEP and ADA monies allocated from Central Office. All textbooks and other curricular support materials are also purchased by the school system.

- **PERSONNEL**

All faculty members are actively involved in Professional Learning Communities. Wilson Elementary School has several shared support staff including an ESL teacher, A.T.L.A.S teacher, and School Technology Specialist (STS). A Reading Intervention Coach has been placed at Wilson Elementary as part of a pilot program being implemented to address Response to Intervention.

- **OTHER RESOURCES**

Wilson Elementary School's commitment to technology and appropriate software has proven to be a valuable resource in meeting the differentiated curricular and instructional needs of students. Software has been selectively chosen to align with state standards and is being used for remediation, and enrichment. Central Office

personnel are also utilized to conduct Professional Development on effectively using the curriculum.

How Should We Be Using

- **TIME**
Wilson Elementary School recognizes that prioritizing time for curriculum development, selection, and analysis is essential. Within the constraints of current personnel, we feel that we are using available time efficiently and effectively in support of curricular needs.
- **MONEY**
Since the majority of the money needed for curricular purposes is supplied by the state and county, we feel we are using our monetary resources to the best of our ability.
- **PERSONNEL**
Educational Assistants scheduled effectively to allow for more grade level planning times. Wilson Elementary School is situated in a fast growing community, which will require the addition of more support staff and will be allocated by Central Office.
- **OTHER RESOURCES**
Even though Central Office Personnel is utilized, the school should take more opportunities for professional development on effective curriculum practices.

Equity and Adequacy

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

The system provides curricular and financial support for all schools at a uniform per pupil allocation. Each teacher has the same amount of time to examine curriculum and implement it effectively. There is the need for more Educational Assistants to be able to provide assistance to students in third, fourth and fifth grades. There is also a need to update technology-hardware enhancements necessary to run adopted textbook software.

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

Available curricular funds and resources are effectively allocated among each school in the system as evidenced by increases in NCLB, AMO, and TVAAS scores. Each teacher at Wilson Elementary is allocated the same amount of money to address class needs.

Based on the data, are we accurately meeting the needs of all students in our school?
Current basic needs are being met indicated by Wilson Elementary receiving all A's on State Report Card. There is an increased need for additional staff to lower pupil-teacher ratios, additional School Technology Specialists (STS).

3.1.c Curricular Summary Questions

What are our major strengths and how do we know?

Wilson Elementary School's primary curriculum strength is their dedication to adopting textbooks and supporting materials aligned to state standards. Generally, we pilot competing proposed adoption series to evaluate curricular standards alignment prior to the final selection in the adoption year. Upon adoption, Rutherford County School System provides each student with the most current adoption of the texts. The strongest evidence of an effective curriculum is the fact that Wilson is meeting current NCLB standards and the 2010 TVAAS grades were all A's. Wilson Elementary School's teachers and staff are dedicated to the use of advanced instructional technologies that will have a positive impact on improving student academic achievement.

The school also recognizes the use of PLC as a great strength. During PLC meetings, teachers have the opportunity to review state curriculum and discuss the implementation of it.

What are our major challenges and how do we know?

One of the major challenges for the staff at Wilson Elementary is to disseminate the revised state curriculum standards, and modify all scope and sequence as they are released and finalized.

How will we address our challenges?

Instructional staff will continually analyze disaggregated data at the school and system level to identify curriculum gaps and provide for needed adjustments. Formative and Summative assessments will be used in this process. PLC meetings will be utilized for existing personnel to address needs within existing parameters.

Part II Instructional Practices

3.2.a Current Instructional Practices 1-3	School wide Differentiated Instruction focus	Use of County provided Hands On Science kits	Established Essential Skills for each grade level.
Evidence of Practice (State in definitive/tangible terms)	Marazano strategies conferences and DI conferences	Science kits rotate through out the county with each teacher being required to teach four per year. Teachers attend training on each kit.	Essential skills developed by each grade level, and tested four times a year.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Ineffective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	90% of educators at Wilson attended conferences based on these instructional ideals	TCAP	Each grade level was required to create Essential Skills based on State Standards.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	AMO scores for math show 57% proficiency and 58% proficiency in reading	TCAP scores indicated a decrease of -1.0 from 3.6 gain in fourth grade Science and 1.8 gain from -0.7 in fifth grade Science.	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 89% math and reading. First Grade: 91% math, 86% reading. Second Grade: 85% math, 82% reading. Third Grade: 90% math, 85% reading. Fourth Grade: 81% math, 79% reading Fifth Grade: 75% math, 76% reading.
Evidence of equitable school support for this practice	AMO scores showed a gain from 2008 to 2009 in reading and math	All teachers are required to attend training on using the kits.	All grade levels required collaboratively development Essential Learning Skills list.
Next Step (changes or continuations)	Teachers will attend training on how to differentiate instruction for reading.	Professional development on using Science Kits more effectively.	Evaluate lists for new skills as state standards change.

3.2.a Current Instructional Practice 4-5	Response To Intervention	Comprehensive Curriculum for Differentiated Learners
Evidence of Practice (State in definitive/tangible terms)	Students are identified through TCAP weekly reading tests, Dynamic Indicators of Basic Early Literacy (DIBELS) testing and reading diagnostic tests are placed on Tiers according to the Response to Intervention (RTI) model.	Developmental Kindergarten, Spectrum, Response to Intervention Reading Tiers, ESL, ATLAS
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teachers are required to meet with the RTI coach and identify children in their classrooms.	Developmental kindergarten exit exam, TCAP weekly reading assessments, small group differentiated reading instruction.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Tier III of RTI identified 30 students. After intense intervention, <u>23%</u> have improved and no longer require Tier III intervention.	Reading Benchmark scores indicated 23.4% increase.
Evidence of equitable school support for this practice	Organization of Tiered approach through the RTI coach has been implemented school wide.	Response to intervention, staff for ATLAS, ESL, and Spectrum
Next Step (changes or continuations)	Evaluate students' progress utilizing the data from reading test, intervention screening tests and TCAP results for those who were placed on Tiers and make necessary changes to ensure a more effective program.	Evaluate progress of students in the programs utilizing TCAP scores, and weekly test scores and make necessary changes identified weaknesses programs.

3.2.a Current Instructional Practices 6-7	Targeting sub-groups for specific needs	Assistance provided beyond the classroom
Evidence of Practice (State in definitive/tangible terms)	Re-teach programs implemented through PLC and Essential Skills Tests	Peer tutoring program, homework hotline, and Remedial and Enrichment program
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Essential skills tests	TCAP
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 89% math and reading. First Grade: 91% math, 86% reading. Second Grade: 85% math, 82% reading. Third Grade: 90% math, 85% reading. Fourth Grade: 81% math, 79% reading Fifth Grade: 75% math, 76% reading.	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 89% math and reading. First Grade: 91% math, 86% reading. Second Grade: 85% math, 82% reading. Third Grade: 90% math, 85% reading. Fourth Grade: 81% math, 79% reading Fifth Grade: 75% math, 76% reading.
Evidence of equitable school support for this practice	All teachers in the school must identify students in AMO target subgroups and address any needs.	Additional teacher added to the Remedial and Enrichment program this year
Next Step (changes or continuations)	Review individual scores and class averages on tests to determine if re-teaching programs. Develop new re-teaching strategies if needed.	Review documentation of student progress in the programs. If no improvement, meet with administrator, RTI Coach, and grade level teachers to address needed changes.

3.2.b Instructional Gap Analysis

Instructional Gap Analysis

Current Use

- **TIME**

One of the primary focuses of Wilson Elementary School is meeting the instructional needs of a diverse and growing student population. “Time on task” for support and delivery of instruction is of the highest priority. Teachers attend required training facilitated by the staff when a new textbook is adopted; Blueprint for Learning in-service opportunities are offered annually; staff conducts data driven needs in-services; staff are following up the August 2011 Differentiated Instruction with in-service offerings; and Central Office Staff select classroom teachers to participate in development of curricular scope and sequence and formative assessments.

Additional instructional time for students in all subject areas is provided by educational assistants in all grades. RTI program provides additional time in the area of Reading for students who are in Tier II and Tier III. Sixty additional minutes are provided by the classroom teacher for students who have been placed in Tier II. If students are identified as requiring additional instruction, they enter Tier III and receive thirty minutes a day from the RTI Coach and the RTI Educational Assistant. While students are in Tier III, their placement continues in Tier II. Through the RTI program, students identified for Tier III receive a total of 210 additional instructional minutes a week in the area of Reading.

- **MONEY**

Each teacher receives an equal amount of ADA money and BEP money to use for instructional needs. Needs are determined by examining data provided by assessments such as TCAP, Essential Learning Skills Tests and Weekly Reading Tests.

- **PERSONNEL**

A top priority of Wilson Elementary administration is to hire and retain a highly qualified teaching force. Wilson Elementary School’s administration recruits at Rutherford County System sponsored Recruitment Fairs. Mentors are assigned to new teachers to aid organizational and instructional needs. A top priority of Wilson Elementary administration is to retain a highly qualified teaching force. Extended Contract funds provide funding for after school tutoring. All teachers are required to attend twelve additional hours of in-service training. In-services are offered by at the district level. The in-services address instructional needs as well as organizational and classroom management needs. Additional, on-going training is provided throughout the school year by STS and Central Office based technology instructional personnel.

- **OTHER RESOURCES**

Wilson Elementary is continuously seeking outside resources to assist with the training and support of personnel in research-based strategies. Examples include the Chamber of Commerce Business Education Partnership (CCBEP) for training teachers and counselors; CCBEP mini-grant funds to teachers for innovative practices; and other grants as available. The Jennings and Rebecca Jones Foundation provides funds for teacher training for reading and writing as well as Virtual Enterprise. Actively pursuing these opportunities enhances our ability to narrow the gap in acquiring and maintaining highly qualified personnel with in-depth knowledge of content, pedagogy, and developmental needs of students.

How Should We Be Using

- **TIME**

There is a need for additional instructional specialists to devote time to assist teachers in research-based strategies for science, social studies, and reading instruction at all grade levels. We recognize that additional time will also be required to provide direction and strengthen support for programs that challenge our higher achieving students.

- **MONEY**

As our Response to Intervention (RTI) plan is implemented, funding will be required to provide supplemental materials and additional staffing for the school's at-risk populations.

- **PERSONNEL**

A rapidly growing ELL population along with increased demands for services to gifted and special needs population creates the need for personnel with specialty certifications. Additionally, there is an increasing need for a position dedicated to testing and data analysis to assist in identifying instructional priorities.

- **OTHER RESOURCES**

It is our belief that we are utilizing our resources to the best of our ability.

Equity and Adequacy

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

All teachers are required to utilize research based instructional techniques in the classroom. They are equally held accountable through the monitoring of lesson plans as well as walk through evaluation conducted by the principal and assistant principal. All teachers are required to participate in twelve hours of in-service to aid in the development of effective instruction techniques. These techniques address instruction for the At-Risk students and the Gifted students. Teachers also participate in Professional Learning Community meetings. These meetings allow teachers to collaborate together to examine curriculum being taught, student progress, and effective instruction techniques.

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

Funds are distributed equally among teachers. Teachers receive ADA funds and BEP funds. Teachers utilize these funds to purchase instructional materials to help address identified needs in the classroom. Needs are identified by examining tests data and observing students. Resources such as Educational Assistant and parent volunteers are be used effectively to enhance learning by working with students. Rutherford County School System only funds Educational Assistants for Kindergarten and First and Second Grades. There is a need for Educational Assistants in Third, Fourth and Fifth Grades.

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

Based on data, Wilson Elementary School's staff is accurately meeting the needs of all students in the school. The staff does recognize the ever-changing requirements and needs of students and strives to continually improve the quality of education.

3.2.c Instructional Summary Questions

What are our major strengths and how do we know?

Instructional strengths include 57 % proficiency in math and 66 % proficiency in reading on AMO scores. Educators at Wilson Elementary are committed to staying current on research based instructional ideas to offer differentiated instruction. Collaboratively developing remediation and enrichment programs to address instructional deficits according to Essential Skills testing has successfully been implemented this year.

What are our major challenges and how do we know?

- To address rising NCLB academic benchmarks primarily in the subgroups for boys, students with disabilities, limited English, African-American, and the economically disadvantaged especially considering the changing AMO requirements.
- To strengthen instructional interventions to assist all students in meeting NCLB requirements.
- To maintain high value-added scores and strengthen value-added for the highest achieving quintile groups.
- To adapt instructional practices/strategies to meet changing standards and student diversity
- To build upon our current offerings so that we achieve our mission to provide an educational environment that encourages and enables each student to develop to his/her potential in academics.

How will we address our challenges?

Using a data-driven approach, the challenges will be met by a collaborative effort among stakeholders to analyze and implement research-based instructional practices. Additional funding will be required from the General Purpose School Fund, federal and state programs, and a combination of grants and programs from both public and private sources.

Part III Assessment Practices

3.3.a Current Assessment Practices 1-3	Diagnostic assessments	Formative Assessment
Evidence of Practice (State in definitive/tangible terms)	TCAP, Phelps, Reading Placement tests and DIBELS testing for K-1	Give assessments to determine student progress. TCAP Weekly Reading Tests are given every Friday for first five weeks of each six weeks and a Unit test is given the sixth week. Essential Skills tests are given four times a year. DIBELS progress monitoring weekly for students identified At-Risk. Reading and Math Benchmark Tests given three times a year.
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Test score reports, TCAP Scores	Scores from tests and intervention plans submitted by teachers.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Wilson met AMO for 2008-2009, DIBELS test indicated: Kindergarten: 12% Emerging, 86% Established. First Grade: 2% Emerging, 97% Established	Reading Benchmark scores indicated 23.4% increase. 17% of Tier III students have improved and no longer require Tier III.
Evidence of equitable school support for this practice	All teachers reviewed AYP and TCAP scores for school, and grade level	School wide practice
Next Step (changes or continuations)	Weekly progress monitoring tests for DIBELS, placement tests given to identify reading group levels	Monitor progress and determine if assessments evaluate new standards effectively.

3.3.a Current Assessment Practices 4-5	System Wide Writing Assessment	Summative Assessment	Alternative Assessment
Evidence of Practice (State in definitive/tangible terms)	Writing prompts given once a month starting in October, with the assessed prompt given in April	TCAP testing once in the Spring. TCAP Alternative, Writing Assessment given to 5 th grade in February, DIBELS, Math and Reading Benchmark.	Examples include: Written book reports, Living Book Reports, Portfolios, Dioramas, Research projects, models of cell, models of planets, research projects, construction of balloons and rockets in Fifth grade. Oral presentation of research project.
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Ineffective
What data source(s) do you have that support your answer? (identify all applicable sources)	Writing assessment scores	Score sheets from benchmarks and data reports from DIBELS	Teacher surveys did not indicate effective use of alternative assessments.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Of 109 fifth graders assessed, 99 scored proficient	Reading Benchmark scores indicated a 23.4% increase. Math Benchmark scores indicated a 22.7% increase.	No data to indicate effectiveness.
Evidence of equitable school support for this practice	All schools required participation	All grade levels participate in textbook benchmarks, 3-5 only for Think Link	Portfolios used by SPED.
Next Step (changes or continuations)	Changes will only be made at the discretion of school superintendent	Discontinue Think Link, continue Reading and math benchmarks	Offer professional development on using alternative assessments.

3.3.a Current Assessment Practices 6-7	Curriculum based assessments	Use of assessment data
Evidence of Practice (State in definitive/tangible terms)	Fluency tests, unit tests, pre and post tests for unit tests, Benchmark Tests	TCAP score analysis and Essential Skills Tests analysis in PLC
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Data gathered from the unit tests	Use of assessment data to form reading groups, re-teach groups, and students to move into Tier II.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Reading Benchmark scores indicated a 23.4% increase. Math Benchmark scores indicated a 22.7% increase.	Essential Learning Skills Tests scores indicated the following mastery of skills: Kindergarten: 89% math and reading. First Grade: 91% math, 86% reading. Second Grade: 85% math, 82% reading. Third Grade: 90% math, 85% reading. Fourth Grade: 81% math, 79% reading Fifth Grade: 75% math, 76% reading.
Evidence of equitable school support for this practice	School wide practice	Use of results to identify areas of need for whole school and grade levels
Next Step (changes or continuations)	Make revisions when next textbook adoption occurs.	Use future assessments to determine next steps for grade wide re-teach and individual needs.

3.3.b Assessment Gap Analysis

Assessment Gap Analysis

Current Use

- **TIME**

The central office provides staff development in alternative assessments and data analysis. There is additional time in the school calendar allotted to the development and data analysis of formative assessments for elementary schools. These days are identified in the school calendar as early release days. Wilson Elementary School teachers collaboratively develop Essential Learning Skills Assessments and analyze data from previous testing during the allotted time. After analysis of data, teachers develop re-teaching strategies for skills not mastered. Benchmark tests are given in the area of Math and Reading. During PLC meetings, teachers also discuss results and teaching strategies.
- **MONEY**

Wilson Elementary currently uses standards aligned software, assessments provided with textbook adoptions, teacher collaborative assessments, and commercial assessments for formative testing. While the purchase of *ThinkLink* formative tests has been costly, it has provided pertinent information to teachers. Rutherford County School System currently funds a system-created kindergarten test and provides TCAP testing of students in grades 1-2 for analysis and data driven decision changes. The system provides DIBELS assessment for Kindergarten and First Grade. All Second Grade students are also given a standardized cognitive abilities test to assist in the identification of students for gifted services and students with significant cognitive impairments.
- **PERSONNEL**

Teachers and Educational Assistants administer Essential Learning Skills Tests four times a year, Math and Reading Benchmark tests three times a year along with weekly tests. Teachers review and analyze data to drive instruction in the classroom. Professional Learning Communities aid in the collaborative process of reaching a consensus on effective teaching techniques utilized to instruct At-Risk students as well as the students who can continue to learn at a higher level.

- **OTHER RESOURCES**

Currently, Wilson Elementary relies heavily on purchased software and assessments provided by textbook publishers. The special education population participates in alternative assessments. Unfortunately, the only viable option for this group is the portfolio when meeting state and NCLB requirements. Classroom Performance Systems (CPS) were purchased by the school and are widely used at the classroom level to provide immediate student achievement feedback for teacher created tests. Because of greater variability in alignment to standards for individual teacher created tests, we will be moving to a collaborative model for the development of formative tests for both academics. All grade levels are utilizing assessment tools associated with textbook adoptions. This is becoming an increasingly useful resource as publishers provide assessments better aligned to Tennessee curriculum standards. Formats include printed, software driven, and online versions with good to excellent prescriptive suggestions.

How Should We Be Using

- **TIME**

Rutherford County Schools is in the process of creating Professional Learning Communities within the schools under the direction of Dr. Bob Eaker and Dr. Jim Huffman from MTSU. One of the key principals of the PLC is the development of common formative assessments followed by an item analysis of the results used to create intervention plans. Wilson Elementary has begun this process and is successfully implementing the program. Future focus and growth in PLC will advance test gains school wide.

- **MONEY**

While *ThinkLink* is an assessment that provides excellent data, the new McGraw-Hill Reading Program provides high-quality data from the Benchmark tests at no additional cost. The money saved from not purchasing *ThinkLink* can be used to meet other instructional materials and professional development. It is also imperative to keep computer workstations up-to-date to run the latest technology that comes with textbook adoptions.

- **PERSONNEL**

A gap exists in personnel for data analysis with the student population increasing yearly. The system does not provide each school with a assessment data analyst. The most acute need is for data analysis related to student achievement and the tracking of results obtained from new programs and assessments.

- **OTHER RESOURCES**

Professional Learning Communities will build collaborative use of teacher-created assessments, but a gap still exists in utilizing online and textbook provided assessments because of the lack of upgraded computer hardware and bandwidth that support commercial formative assessment

Equity and Adequacy

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

Yes, all teachers have access to Terra Nova scores for individual children, along with grade level information resulting from Terra Nova. All teachers also have access to textbook provided formative assessments for reading and math. Think Link testing was only utilized in third through fifth grades where the need was greatest. This was in part due to lack of finances since Wilson provided the test through our own monies. Kindergarten and first grade now benefit from the use of DIBELS tests as well. Each teacher plays an intricate part in a Professional Learning Community at Wilson Elementary. Each teacher is responsible for collaborating to develop tests, analyze test data, and report findings. Teachers are also required to collaboratively develop re-teaching strategies for skills that are identified as weaknesses in student progress. Teachers have the same opportunity to attend Professional Development on Assessment and usage of data.

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

Wilson Elementary School's administration and staff believe that we are going beyond state requirements with assessments and using funds effectively to meet the needs of all the teachers and students in the area of assessment.

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

Wilson Elementary School scored straight A's on the Tennessee State Report Card, which indicates that the needs of the students in the school are being met.

3.3.c Assessment Summary Questions

What are our major strengths and how do we know?

Wilson Elementary School's staff recognizes that a great strength at the school is the implementation of Professional Learning Communities. PLC's allow teachers to collaboratively develop assessments, analyze data, and develop effective teaching strategies. The development and administration of Essential Learning Skills assessments insures that students are tested frequently on skills that are essential to be successful in the next grade level. Essential Learning Skills Assessments along with test results are reported to the administration. Benchmark tests also enable teachers to track progress of students and adjust instruction as needed. Benchmark results are also reported.

Another major strength is the addition of the Intervention Coach. The coach assists in professional development in utilizing assessments, implementation of Benchmark testing, administering DIBELS Benchmark Assessments, and interpreting data.

What are our major challenges and how do we know?

A major challenge is continually to have all instruction to be data driven. Assessment results must be examined but also relayed to the student to insure success. Developing re-teaching strategies are important but more importantly teachers must implement the plan for re-teaching skills not mastered.

How will we address our challenges?

Wilson Elementary will follow allocated additional time and resources to assist schools in disaggregating data. Professional development will be held on effectively utilizing test data. The school administration will monitor re-teaching through lesson plans and walk-through observations.

Part IV Organizational Practices

3.4.a Current Organizational Practices 1-3	PLC Collaboration	Maximize Time On Task	Provides Staff Development
Evidence of Practice (State in definitive/tangible terms)	Weekly collaboration between grade levels and support staff	Schedule of school day, collaboration of lesson plans, correlation of language and spelling to reading series	In-services that focus on new reading series
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Meeting minutes from PLC collaborations. All teachers are effectively creating interventions for students, developing Essential Skills Tests and collaborating on future skills to be taught.	All teachers turned in school day schedule, surveys revealed inconsistency in lesson plan collaboration and correlation of language arts to reading series. TCAP	In-service calendar, Benchmark scores for reading,
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Essential Learning Skills Tests indicated school wide 85% mastery in Math and 83% mastery in Reading.	AMO scores for math show 57% proficiency and 66% proficiency in reading	Reading Benchmark scores indicated a 23.4% increase
Evidence of equitable school support for this practice	Full faculty participation	Daily schedule required, teacher surveys for other	Attendance required by central office
Next Step (changes or continuations)	Administrator will monitor minutes of PLC meetings and will attend one meeting monthly per grade level and changes will be made when needed.	Administration will monitor by utilizing walk-through evaluations. Changes will be addressed when needs are identified.	An end of the year survey will be administered to teachers to determine professional needs. The principal will schedule training to address needs identified on the survey.

3.4.a Current Organizational Practices 4-5	Curriculum Mapping	School is organized to engage the parents and community in providing extended learning opportunities for children.
Evidence of Practice (State in definitive/tangible terms)	Scope and sequence developed for all subject areas	Purchase of CPS stations, digital cameras and money for general purposes through fundraisers
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP	PTO budget and inventory list. Stakeholder survey.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	AMO scores for math show 57% proficiency and 66% proficiency in reading	Stakeholder Opinion Survey indicated that 76% agree that the school effectively uses financial resources for education, 83% agree that the school provides up-dated technology to enhance learning.
Evidence of equitable school support for this practice	100% participation according to teacher surveys	Teacher membership and attendance at functions
Next Step (changes or continuations)	Create new curriculum maps for newly adopted textbook series.	PTO support of teachers and students

.4.a Current Organizational Practices 6-7	Technology provided for all	Support school mission, beliefs, and vision
Evidence of Practice (State in definitive/tangible terms)	Computers and media carts in all classrooms, instructional software, training and support available to all teachers	School has developed clear mission, beliefs and vision
Is the current practice research-based?	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Equipment check out forms, sign in sheet for computer lab use.	Stakeholder surveys
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Computer lab open daily. 100% of teachers have media and carts and 3-4 students computers. Computer lab used 80% of available time. AMO scores for math show 57% proficiency and 66% proficiency in reading	Surveys indicated 100% approval of mission, beliefs and vision
Evidence of equitable school support for this practice	Each room as a media cart and student computers. All teachers have access to the computer lab.	Surveys allow stakeholders to review and provide suggestions. Mission and Beliefs are posted in all classrooms.
Next Step (changes or continuations)	Update as needs change	Update mission, beliefs and vision as needs change

3.4.b Organizational Gap Analysis

Organizational Gap Analysis

Current Use

- **TIME**
Wilson Elementary School is accredited by SACS-CASI. The School Improvement Team has developed Beliefs, Mission and Vision Statements approved by all stakeholders. Faculty and staff of our school meet collaboratively a minimum of once a week as a component of Professional Learning Communities. Analysis indicates that the exchange of ideas among faculty is resulting in organizational and procedural changes within individual schools as well as improving instructional methodology. Additional school organizational planning is conducted through committees. Examples of committees include textbook adoptions, writing (WOW) committee, grade level representatives, 504 committee, and school health committee.
- **MONEY**
Wilson Elementary School's commitment to effective organizational strategies is emphasized in the belief statement that educational priorities and improvement strategies should be supported through budget requests. A portion of the ADM allocation of State BEP and local funds flows directly to the classroom teachers to facilitate site-based innovations.
- **PERSONNEL**
The administration promotes time on task by shortening morning and afternoon announcements as well as performing walk-through evaluations. Teachers participate in PLC meetings, which are monitored by the administration and RTI Coach. The RTI Coach is utilized to provide Staff Development on new reading series. The School Technology Specialist is used to aid in the implementation of technology in classroom instruction.
- **OTHER RESOURCES**
The Rutherford County Chamber of Commerce Business Education Partnership (BEP) was created to link the district and schools with the business community. The BEP has funded and provided personnel for academies for math, science, and guidance counselors. Additionally, the BEP is currently funding approximately \$60,000 per year in mini-grants to individual teachers for innovative instructional programs. School fundraisers and PTO provide additional resources. Wilson Elementary School will continue to utilize outside resources that match and support our mission and vision and enhance our ability to implement research-based effective school practices.

How Should We Be Using

- **TIME**

The staff at Wilson Elementary believes that a significant amount of time is currently being allocated to organizational planning, the communication of high expectations, and staff training. The challenge in a growing school is for the district to continue to provide intensive and sustained high quality professional development while adequately monitoring effectiveness within the school. Any organizational gaps are related to supervisory and support personnel needs commensurate with student population growth. School level organizational practices are further supported as we continue to schedule time for training in the development of Professional Learning Communities.

- **MONEY**

There is a continual need for computer upgrades and equipment upgrades. More money should be allocated for staff development

- **PERSONNEL**

More Educational Assistants are needed to maximize “time on task” in the classroom. Also, additional Educational Assistants would ease the ability for more collaborative times throughout each grade level. The school also is in need of a full time School Technology Specialist due to the size and amount of technology needs.

- **OTHER RESOURCES**

More teachers should apply for grants to aid in the providing an even higher quality of education in support of the Mission, Beliefs, and Vision of the school.

Equity and Adequacy

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

Yes, technology is provided to all teachers to use to enhance the instruction of all students. All teachers are required to adhere to “time on task” for effective teaching time. They also have equal opportunity to participate in staff development.

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

Yes, Wilson Elementary reviews practices and effectiveness of current practices and targets funds accordingly. Resources are used to the best of the ability to insure the enhancement of effective organizational practices.

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

Yes, according to data collected Wilson Elementary School’s staff is meeting the needs of all students. Surveys indicate a positive consensus on the Mission, Beliefs and Vision of the school. PLC meeting minutes are confirming constructive planning and organization.

3.4.c: Organization Summary Questions

What are our major strengths and how do we know?

Wilson Elementary Schools Mission, Beliefs, and Vision reflect all stakeholders values which are focus on high achieving students. Weekly Professional Learning Communities with in grade levels and across grade levels insure that teachers are teaching materials in a unified way that increases student success. Focus on “time on task” has aided in being more aware of using all time effectively in the classroom.

What are our major challenges and how do we know?

While the staff of Wilson Elementary recognizes no major challenges in this area, we do realize the need for continuous improvement in all areas.

How will we address our challenges?

The administration will continue to monitor PLC meeting minutes and address any challenges identified. The RTI Coach will aid in curriculum mapping and staff development.

Component 4 Action Plan Development

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)								Revised DATE: _____	
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)									
Goal		The school will improve in math specifically in the fifth grade from the current proficiency of –3.3 to –1.5 mean NCE gain.							
Which need(s) does this Goal address?		The fifth grade has shown a negative trend in math scores over a three-year average. In 2008, the gain was negative 0.6, followed by a negative 0.6 in 2009, and lastly negative 3.3 in 2010.							
How is this Goal linked to the system’s Five-Year Plan?		Rutherford County TCSPP Goal 3 is to <i>Improve 2009-2010 academic performance growth standards by achieving A’s (K-8) and Above (9-12) in TVAAS, while increasing AYP Proficiency/Advanced percentages.</i>							
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)				IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.				Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes		
Action Step	5 th grade teachers will utilize the materials and training from the “Math Out-of-the-Box” series.	Training completed 10-29-10; full program implementation May 2011	Tonya Turner, 5 th grade math lead teacher	Math Out-of-the-Box kits	Rutherford County provides these resources	Student success will be reflected in Benchmark, TCAP, and ELS assessments.			
Action Step	An online copy of the 5 th grade math curriculum standards will be available on the school’s website. A hard copy will be made available at parents’ request for those without Internet access.	2011-2012 review & update annually	Valorie Estes, grade level representative	Copy machines & paper, website & technology resources	\$2.40 for black & white copies based on 120 5 th grade students provided by	Parent-Teacher Organization meeting notes and parent survey at the end of the school year will determine			

					General Fund: Administrative Account	if strategy was helpful.	
Action Step	4 th and 5 th grade teachers will utilize the iCore math software to reteach and reinforce essential skills.	August 2011 – May 2012 & review annually	Dina Nave, 5 th grade teacher	iCore software	\$1,500.00/year provided by General Funds	Teachers will analyze data provided by iCore’s assessment package to monitor student progress.	
Action Step	5 th grade teachers will utilize the new math textbook adoption and all of its components.	Implement -ation beginning August 2011	Tonya Turner, 5 th grade math lead teacher	Newly adopted math textbook and components	Rutherford County provides math textbook components	The assessment portion of the math adoption will be used to monitor student progress and adjust teaching strategies.	
Action Step	Wilson Elementary School will use newsletters, up-dated school and teacher websites or Portaportals, and e-mail to provide for effective communication between and among	2011-2012 review & update annually	Dick Conley, School Technology Specialist	Copy machines & paper, website & technology resources	Rutherford County provides Internet/Network Access; \$12.51 for	Survey to be given at the beginning & end of the school year	

	school personnel and all stakeholders.				black & white copies based on 750 students provided by General Fund: Administrative Account		
Action Step	Teachers will analyze student test data to determine student needs for all disaggregated groups.	beginning August 2011, ending May 2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teachers will meet weekly and turn in collaboration forms to Mr. Dinkins after each meeting.	
Action Step	Fifth grade teachers will implement “Daily Double Dosing” to reteach, reinforce, and extend math concepts using games and manipulatives to encourage higher order thinking skills.	Daily, beginning September 2010; review and update annually	Tonya Turner, 5 th grade math lead teacher	newly adopted math textbook and components	Rutherford County provides math textbook components	Student success will be reflected in Benchmark, TCAP, and ELS assessments.	
Action Step	Economically disadvantage students will be identified and progress will be tracked using Benchmark scores. At-risk ED students will receive an additional 20 minutes of daily Interventions reinforcing math skills and concepts.	Daily, beginning September 2011	Tonya Turner, 5 th grade math lead teacher	None	Rutherford County provides these resources	Student success will be reflected in Benchmark, TCAP, and ELS assessments.	

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	The school will improve in Reading/Language Arts specifically in the fourth grade value-added from the current proficiency rate of –0.2 to 1.3 mean NCE gain.
Which need(s) does this Goal address?	The fourth grade has shown a negative trend in reading/language arts over a three-year average. In 2008 the gain was positive 1.1, followed by a gain of negative 0.6 in 2009, and lastly a negative gain of 4.0 in 2010.
How is this Goal linked to the system’s Five-Year Plan?	Rutherford County TCSPP Goal 3 is to <i>Improve 2009-2010 academic performance growth standards by achieving A’s (K-8) and Above (9-12) in TVAAS, while increasing AYP Proficiency/Advanced percentages.</i>

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Fourth grade teachers will implement the adopted McGraw-Hill Reading Series and all of its components with the assistance of the Response to Intervention (RTI) Coach.	2011-2012 review & update annually	Ann Haley, Intervention Coach	McGraw-Hill Reading Series	Rutherford County provides reading textbook components; \$50,550 + benefits per year for Intervention Coach provided by BEP 2.0/County Funds	Students will participate in benchmark testing 3 times per year to determine progress.	

Action Step	Fourth grade teachers will use Classroom Performance Systems (CPS) and/or school network programs as a component of the small group instruction.	2011-2012 review & update annually	Cindy Phillips, Grade Level Rep.	McGraw-Hill Reading Series technology components, CPS, & school network programs	Rutherford County provides network programs; \$1,500.00 for 1 Classroom Performance Systems and 24 clickers provided by Wilson Parent-Teacher Organization	Teachers will document formative assessment results and analyze to determine effectiveness.	
Action Step	WES will use newsletters and updated school and teacher websites to inform and maintain communication with parents and the community.	2011-2012 review & update annually	Dick Conley, School Technology Specialist	Internet/Network Access; paper/copy machine	Rutherford County provides Internet/Network Access; \$12.51 for black & white copies based on 680 students provided by General Fund: Administrative Account	Teachers will update websites and Portaportals monthly, and Mr. Conley will visit websites to see that they are current.	
Action Step	4 th and 5 th grade teachers will utilize the iCore reading software to reteach and reinforce essential skills.	August 2011 – May 2012 & review annually	Dina Nave, 5 th grade teacher	iCore software	\$1,500.00/year provided by General Funds	Teachers will analyze data provided by iCore's assessment package to monitor student progress.	

Action Step	Teachers will meet in Professional Learning Communities to analyze student test data to determine student needs for all disaggregated groups.	Weekly 2011-2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teachers will meet weekly and turn in collaboration forms to Mr. Dinkins after each meeting.	
Action Step	At-risk students will be identified and moved to Tier II of the Response to Intervention (RTI) program.	2011-2012 review & update annually	Ann Haley, Intervention Coach	None	Rutherford County provides these resources	Students will be referred by the classroom teacher and placed into Tier II by the Literacy Committee. This group will determine placement and strategies for improvement.	
Action Step	At risk-students will be involved in an after-school tutoring program.	Daily, beginning October 2011, ending May 2012	Jon Dinkins, Principal	Extended Contract teachers	Rutherford County provides money for extended contract	Students will be referred for after-school tutoring by classroom teachers.	

Action Step	4 th grade reading teachers will use BrainPop.com to reinforce reading/language arts state standards.	2011-2012 review & update annually	Dick Conley, School Technology Specialist	School subscription to BrainPop.com	\$995 per year provided by BEP funds	Students' progress will supply evidence of skills mastered.	
Action Step	4 th grade teachers will provide a list of reading strategies and techniques to parents to be used as a resource at home.	2011-2012 review & update annually	Cindy Phillips, Grade Level Representative	Adopted reading series, Tennessee assessed skills list	Rutherford County provides reading series and resources; \$2.40 for black & white copies based on 120 students provided by General Fund: Administrative Account	Parent survey at the end of the school year to determine if strategy was helpful	

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	The school will attain AMO requirements in the Students with Disabilities subgroup, specifically in the area of Reading/Language Arts, to reach 49% in proficiency.
Which need(s) does this Goal address?	Students with disabilities subgroup will attain AMO (Annual Measurable Objectives) requirements in the subject area of Reading/Language Arts.
How is this Goal linked to the system's Five-Year Plan?	Rutherford County TCSPP Goal 3 is to <i>Improve 2009-2010 academic performance growth standards by achieving A's (K-8) and Above (9-12) in TVAAS, while increasing AYP Proficiency/Advanced percentages.</i>

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Professional Learning Communities will meet weekly to analyze student test data and develop strategies for disaggregated groups.	Weekly beginning August 2011; ending May 2012; review annually	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teacher collaboration forms will be turned in to Mr. Dinkins upon meeting.	

Action Step	Professional Learning Communities will develop a list of essential skills and will assess students using Think Link testing three times throughout the year to determine mastery of these skills.	October 2011, December 2011, March 2012	Ann Haley, Intervention Coach	Think Link testing materials	\$4,106.96 for Think Link materials provided by General Funds	Teachers will meet after each formative assessment to analyze results provided by Think Link and develop intervention strategies. Students will be reassessed on non-mastered skills as necessary.	
Action Step	At-risk students with disabilities will be involved in an after-school tutoring program.	Daily, beginning October 2011, ending May 2012	Jon Dinkins, Principal	Extended Contract teachers	Rutherford County provides money for extended contract	Students will be referred for after-school tutoring by classroom teachers.	

Action Step	At-risk students with disabilities will be identified and moved to Tier II of the Response to Intervention program.	2011-2012 review & update annually	Ann Haley, Intervention Coach	None	Rutherford County provides these resources	Students will be referred by the classroom teacher and placed into Tier II by the Literacy Committee. This group will determine placement and strategies for improvement.	
Action Step	All teachers will set up and maintain Portaportals or web pages with links to educational web sites.	October 2011-May 2012	Dick Conley, School Technology Specialist	Dream-weaver software	Funded by Rutherford County Technology Department	Dick Conley will review each six weeks and provide individual technical support to teachers as needed.	

Action Step	Mr. Dinkins will provide Adequate Yearly Progress (AYP) in-services with faculty.	August 2011, May 2012 August 2011, May 2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Mr. Dinkins will hold mandatory Adequate Yearly Progress (AYP) in-services and keep a record of teacher attendance. Teachers will note in their lesson plans when a learned strategy has been used.	
Action Step	Recognize and reward academic achievement, specifically honor roll and principal's list.	Each nine weeks beginning October 2011; ending May 2012	Karonica McDonald, secretary	Academic pencils, bumper stickers, and certificates	\$425.00 per year provided by General Fund: Student Incentives	Teachers will turn in lists of names to Karonica McDonald who will distribute prizes.	
Action Step	Teachers will use Classroom Performance System (CPS) stations and the computer lab to incorporate technology into student learning to appeal to a variety of learning styles.	2011-2012 review annually	Dick Conley, School Technology Specialist	Classroom Performance Systems, computer lab, computer software	\$1,500.00 for 1 Classroom Performance Systems and 24 clickers provided by Wilson Parent-Teacher Organization	Graphic organizers generated by Classroom Performance Systems will provide immediate feedback of student learning.	

Action Step	Grade levels will administer benchmark tests to determine students' needs and achievements.	September 2011, December 2011, March 2012	Ann Haley, Intervention Coach	Copies of benchmark tests	\$.02 per copy per student for black & white copies provided by General Fund: Administrative Account	Students' scores on benchmarks tests will supply evidence of skills mastered or areas where improvement is needed.	
Action Step	Intervention Coach and Educational Assistant will work in the classroom setting on reading/language arts, specifically with students with disabilities.	2011-2012 reviewed annually	Ann Haley, Intervention Coach	Response to Intervention Coach, Educational Assistant	\$50,550 + benefits per year for Intervention Coach; \$23,735 + benefits for Educational Assistant; BEP 2.0/County Funds	Students' progress will supply evidence of skills mastered.	

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	The school will attain AMO requirements in the Students with Disabilities subgroup, specifically the area of Math., improving to reach 40% in proficiency.
Which need(s) does this Goal address?	Students with Disabilities subgroup will attain AMO (Annual Measurable Objectives) requirements in the subject area of Math.
How is this Goal linked to the system's Five-Year Plan?	Rutherford County TCSP Goal 3 is to <i>Improve 2009-2010 academic performance growth standards by achieving A's (K-8) and Above (9-12) in TVAAS, while increasing AYP Proficiency/Advanced percentages.</i>

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Professional Learning Communities will meet weekly to analyze student test data and develop strategies for disaggregated groups.	Weekly beginning August 2011; ending May 2012; review annually	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teacher collaboration forms will be turned in to Mr. Dinkins upon meeting.	

Action Step	Professional Learning Communities will develop a list of essential skills and will assess students using Think Link Testing three times throughout the year to determine mastery of these skills.	October 2011, December 2011, March 2012	Ann Haley, Intervention Coach	Think Link Tests	\$4,106.96 for Think Link materials provided by General Funds	Teachers will meet after each formative assessment to analyze results provided by Think Link and develop intervention strategies. Students will be reassessed on non-mastered skills as necessary.	
Action Step	At risk-students with disabilities will be involved in an after-school tutoring program.	Daily, beginning October 2011, ending May 2012	Jon Dinkins, Principal	Extended Contract teachers	Rutherford County provides money for extended contract	Students will be referred for after-school tutoring by classroom teachers.	
Action Step	All teachers will set up and maintain web pages or Portaportals with links to educational web sites.	October 2011-May 2012	Dick Conley, School Technology Specialist	Dream-weaver software	funded by Rutherford County Technology Department	Dick Conley will review each six weeks and provide individual technical support to teachers as needed.	

Action Step	Mr. Dinkins will provide Adequate Yearly Progress in-services with faculty.	August 2011, May 2012 August 2011, May 2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Mr. Dinkins will hold mandatory Adequate Yearly Progress in-services and keep a record of teacher attendance. Teachers will note in their lesson plans when a learned strategy has been used.	
Action Step	Recognize and reward academic achievement, specifically honor roll and principal's list.	Each six weeks beginning October 13, 2011; ending May 28, 2012	Karonica McDonald, secretary	academic pencils, bumper stickers, and certificates	\$425.00 per year provided by General Fund: Student Incentives	Teachers will turn in lists of names to Karonica McDonald who will distribute prizes.	

Action Step	Teachers will use Classroom Performance System (CPS) stations and the computer lab to incorporate technology into student learning to appeal to a variety of learning styles.	2011-2012 reviewed annually	Dick Conley, School Technology Specialist	CPS Stations, computer lab, computer software	\$1,500.00 for 1 Classroom Performance System and 24 clickers provided by Parent Teacher Organization	Graphic organizers generated by Classroom Performance Systems will provide immediate feedback of student learning.	
Action Step	Grade levels will administer benchmark tests to determine students' needs and achievements.	September 2011, December 2011, March 2012	Ann Haley, Intervention Coach	benchmark tests; paper/copy machines	\$.02 per copy per student for black & white copies provided by General Fund: Administrative Account	Students' scores on benchmarks tests will supply evidence of skills mastered or areas where improvement is needed.	
Action Step	Intervention Coach and Educational Assistant will work in the classroom setting in math, specifically with students with disabilities.	2011-2012 review annually	Ann Haley, Intervention Coach	Response to Intervention Coach, Educational Assistant	\$50,550 + benefits per year for Intervention Coach; \$23,735 + benefits for Educational Assistant; BEP 2.0/County Funds	Students' progress will supply evidence of skills mastered.	

Action Step	Special Education teachers will address the academic needs of Students with Disabilities Special Education Inclusion with special attention to Individualized Education Programs (IEPs).	2011-2012 review annually	Brenda Barrett, Special Education Department Chair	Special Education teachers	Special Education teachers are provided by Rutherford County Board of Education.	Students will be reevaluated annually to determine the effectiveness of the inclusion program for each child.	
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GOAL 5 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	The school will attain AMO requirements in the Economically Disadvantaged subgroup.
Which need(s) does this Goal address?	Economically Disadvantaged subgroup will attain AMO (Annual Measurable Objectives) requirements.
How is this Goal linked to the system's Five-Year Plan?	Rutherford County TCSPP Goal 3 is to <i>Improve 2009-2010 academic performance growth standards by achieving A's (K-8) and Above (9-12) in TVAAS, while increasing AYP Proficiency/Advanced percentages.</i>

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Professional Learning Communities will meet weekly to analyze student test data and develop strategies for disaggregated groups, specifically the Economically Disadvantaged subgroup.	Weekly beginning August 2011; ending May 2012; review annually	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teacher collaboration forms will be turned in to Mr. Dinkins upon meeting.	

Action Step	Professional Learning Communities will develop a list of essential skills in reading/language arts and math and will assess students using Think Link Testing three times throughout the year to determine mastery of these skills.	October 2011, December 2011, March 2012	Ann Haley, Intervention Coach	Think Link Tests	\$4,106.96 for Think Link materials provided by General Funds	Teachers will meet after each formative assessment to analyze results provided by Think Link and develop intervention strategies. Students will be reassessed on non-mastered skills as necessary.	
Action Step	Wilson Elementary School will use newsletters, up-dated school and teacher websites, and e-mail to provide for effective communication between and among school personnel and all stakeholders.	2011-2012 review & update annually	Dick Conley, School Technology Specialist	Copy machines & paper, website & technology resources	Rutherford County provides Internet/Network Access; \$12.51 for black & white copies based on 680 students provided by General Fund: Administrative Account	Survey to be given at the beginning & end of the school year	

Action Step	All teachers will set up and maintain web pages or Portaportals with links to educational web sites.	October 2011-May 2012	Dick Conley, School Technology Specialist	Dreamweaver software	Funded by Rutherford County Technology Department	Dick Conley will review each six weeks and provide individual technical support to teachers as needed.	
Action Step	Mr. Dinkins will provide Adequate Yearly Progress in-services with faculty.	August 2011, May 2012 August 2011, May 2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Mr. Dinkins will hold mandatory Adequate Yearly Progress in-services and keep a record of teacher attendance. Teachers will note in their lesson plans when a learned strategy has been used.	

Action Step	Recognize and reward academic achievement, specifically honor roll and principal's list.	Each six weeks beginning October 13, 2011; ending May 28, 2012	Karonica McDonald, secretary	Academic pencils, bumper stickers, and certificates	\$425.00 per year provided by General Fund: Student Incentives	Teachers will turn in lists of names to Karonica McDonald who will distribute prizes.	
Action Step	At-risk Economically Disadvantaged students will be involved in an after-school tutoring program, focusing on reading/language arts and math essential skills.	Daily, beginning October 2011, ending May 2012	Jon Dinkins, Principal	Extended Contract teachers	Rutherford County provides money for extended contract	Students will be referred for after-school tutoring by classroom teachers.	
Action Step	Grade levels will administer benchmark tests in reading/language arts and math to determine students' needs and achievements.	September 2011, December 2011, March 2012	Ann Haley, Intervention Coach	benchmark tests; paper/copy machines	\$.02 per copy per student for black & white copies provided by General Fund: Administrative Account	Students' scores on benchmark tests will supply evidence of skills mastered or areas where improvement is needed.	

Action Step	Intervention Coach and Educational Assistant will work in the classroom setting in math and reading, specifically with students who are Economically Disadvantaged.	2011-2012 reviewed annually	Ann Haley, Intervention Coach	Response to Intervention Coach, Educational Assistant	\$50,550 + benefits per year for Intervention Coach; \$23,735 + benefits for Educational Assistant; BEP 2.0/County Funds	Students' progress will supply evidence of skills mastered.	
Action Step	Administration will provide poverty training to all teachers to better equip them for teaching Economically Disadvantaged students.	By August 2012	Jon Dinkins, Principal	None	Rutherford County provides these resources	Teachers will incorporate strategies learned in training in their classrooms.	
Action Step	Economically disadvantage students will be identified and progress will be tracked using Benchmark scores. At-risk ED students will receive and additional 20 minutes of daily Interventions reinforcing math skills and concepts.	Daily, beginning September 2011	Ann Haley, Intervention Coach	None	Rutherford County provides these resources	Student success will be reflected in Benchmark, TCAP, and ELS assessments.	

Action Step	Economically Disadvantaged students will be provided with a backpack and basic school supplies.	Beginning August 2011; supplies will be available at any time a student needs them	Katie McAdams, School Guidance Counselor	Backpacks with basic school supplies	Supplies donated by Second Harvest Food Bank	Students will have basic supplies necessary for projects and activities in school to encourage optimal learning.	
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Component 5

The School Improvement Plan and Process Evaluation

5.1: Process Evaluation

Evidence of Collaborative Process

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

The School Improvement Leadership Team was selected at the beginning of the school year. The Team held an initial meeting to discuss assigned components, process of completion, and deadline dates. The Team met throughout the process to discuss concerns and report progress on assigned components.

Throughout the School Improvement process, each committee chair established a committee for the assigned component. Each committee had members from various stakeholder groups. Each committee chair kept minutes of all component meetings, and notified members by email (when applicable) of meeting times and locations. When applicable, stakeholders were emailed the component and asked to approve or provide suggestions.

All minutes of the collaboration process are on file in the Component 1 notebook.

Evidence of Alignment of Data and Goals

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

According to the 2010 Tennessee report card and TVAAS report Wilson Elementary subgroups met the following AMO requirements in the following areas: Economically Disadvantaged subgroup indicated 48% were proficient in math and 59% in reading and language arts.

Even though the AMO subgroups have not crossed the required $N > 45$ threshold, Wilson Elementary recognizes the importance of addressing subgroups that are not meeting AYP requirements. Students with Disabilities subgroup indicated 47% proficient in math and 49% in reading and language arts. It is a goal of Wilson Elementary that Students with Disabilities will attain AMO requirements in both subject areas.

Although Economically Disadvantaged subgroup met AMO requirements in the area of Math and Reading/Language Arts for the year of 2010, this subgroup will not meet the new AMO math requirements as they increase to 66% in Reading and Language Arts and 60% in Math in 2011-2012. Wilson Elementary recognizes that it is important to address

this subgroup, even though it has not crossed the N>45 threshold, therefore establishing a goal to focus on this area.

In the area of Academic Growth (Value Added), Wilson Elementary scored all A's for 2010. Trends of negative growth were indicated in fourth grade Reading and Language Arts and fifth grade Math. Goals were developed to address these trends.

Evidence of Communication with All Stakeholders

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

Once the plan is finalized, it will be placed on our school's website for viewing by all stakeholders as well as interested parties. Notification of the TSIPP posting on the school website will be sent home to parents via newsletter. A counter will be placed on the TSIPP page to track viewing. Copies will also be given to committee chairs, members of each committee, and each grade level. Our administration will hold monthly meetings with Grade Level Representatives as well as with each grade level to address the goals and objectives of the School Improvement Plan and our progress. Each month, grade levels will meet and collaborate on implementing the action plan. Minutes of these meetings will be given to the administration for review. Each grade level will also report how they are addressing goals, essential learning skills, and analyze test data of those skills during our Professional Learning Committee (PLC) meetings. Minutes of these meetings are then forward to the administration.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals

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

All goals are aligned with the beliefs and shared vision and mission of Wilson Elementary. Professional Learning Communities (PLC) identify throughout the action plan along with teacher websites and newsletters help promote the importance of a high performing learning environment will all stakeholders as addressed in the school's beliefs. The PLC also ensures the collaborative process when examining research based information and data. During this collaboration, high expectations are established for all students.

As stated in the Action Plan, the implementation of the McGraw-Hill Reading series assures research-based instruction for whole group while addressing differentiated learning in the small group setting. Response to Intervention Tiers and Intervention Coach aid in providing differentiated instruction for students struggling in the area of math and reading. Also, professional development provides teachers with techniques to meet individual needs of all students. These steps are aligned to the belief that each student has individual needs that must be met.

All goals are aligned with the beliefs and shared vision and mission of Wilson Elementary. Professional Learning Communities (PLC) identify throughout the action plan along with teacher websites and newsletters help promote the importance of a high performing learning environment will all stakeholders as addressed in the school's beliefs. The PLC also ensures the collaborative process when examining research based information and data. During this collaboration, high expectations are established for all students.

As stated in the Action Plan, the implementation of the McGraw-Hill Reading series assures research-based instruction for whole group while addressing differentiated learning in the small group setting. Response to Intervention Tiers and Intervention Coach aid in providing differentiated instruction for students struggling in the area of math and reading. Also, professional development provides teachers with techniques to meet individual needs of all students. These steps are aligned to the belief that each student has individual needs that must be met.

Effective communication of procedures among staff and stakeholders through the use of teacher websites, school website, newsletters and email is reference throughout the Action Plan. Through this process of communication and participation, a higher quality education is enhanced for all students.

All of our goals and action steps align with our mission and vision to help students reach their potential in academic and personal endeavors. Our mission is to educate for life-long learners with an uncompromising commitment to excellence and each of our action steps were developed to meet this goal.

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization

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 alignment of action steps with our Curriculum is evident by the implementation of the new McGraw-Hill reading textbook adoption. Each teacher will use included components in order to ensure state assessed skills are taught as outlined in the Blueprint for Learning. All faculty members participate in Professional Learning Communities that develop Essential Learning Skills tests measuring math and reading state assessed standards. All stakeholders have access to these State Curriculum Standards via Wilson's website.

The alignment of action steps with our Instruction is evident by faculty-wide attendance at a Differentiating Science Instruction in-service presented by Lisa Kegler. This in-service will also include instruction on incorporating Marazano Strategies in the

classroom. Classroom teachers will follow the Response to Intervention model by identifying at-risk students and moving them to Tier II of the program. At-risk students will be identified through the use of Essential Skills Testing developed by Professional Learning Communities. These students will also have access to the Response to Intervention Coach and Educational Assistant to work in the classroom setting. An after-school tutoring program provided by Rutherford County's extended contract teachers is available for all Wilson students.

The alignment of action steps with assessment is evident by our school wide administration of Essential Learning Skills tests four times per year and Benchmark testing three times per year. Classroom teachers then meet in Professional Learning Communities to analyze student test data to determine student needs for all disaggregated groups. These weekly PLC meetings are used for collaboration and development of strategies for increasing student mastery of state standards. Collaboration notes are turned in to Mr. Dinkins upon meeting.

The alignment of action steps with the organization practices is evident by weekly Professional Learning Community meetings where teachers work together to develop effective assessments, create interventions for struggling students, and plan for teaching future skills. Technology will be provided for teachers to utilize the technology component that accompanies the adopted science series and incorporate CPS lessons into instruction. School network programs will also be used as part of a small group setting to maximize mastered skills. Teachers will use newsletters and up-dated school and teacher websites to inform and maintain communication with parents and the community. Professional Development will be provided through an in-service on differentiating science instruction.

Suggestions for the Process

What suggestions do we have for improving our planning process?

The TSIPP will be improved through grade level representative meetings, collaboration across grade levels, PLC meetings, including special area along with School Improvement Meetings (SIP) held throughout the school year. During the SIP meetings held during the years, amendments will be discussed and made throughout the year to insure that the SIP is current and effective at all times.

5.2: Implementation Evaluation

Evidence of Implementation

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

The Wilson Elementary School Improvement Plan will be implemented under the direction of the Administration. The plan will be placed on the school website for all stakeholders to view. In the fall, a professional development in-service will be given to examine and insure the implementation of the action plan. The PLC will meet weekly as a grade level to determine how the action plan will be implemented in the daily routine. Mentors will be assigned to new teachers to assist in implementing the action steps in their classrooms.

Evidence of the Use of Data

What is the plan for the use of data?

Formative assessments will be examined to determine student performance. The findings will be utilized to determine interventions needed to enhance student achievement. These assessments will also be used to monitor and adjust action steps formulated from summative data.

The assessments that will be utilized are Placement tests for reading and math, Benchmark tests for reading and math, Essential Learning Skills for reading and math given each six weeks, Software programs such as Orchard, Cornerstone, Ways to Success, weekly TCAP assessment tests and three system wide writing assessments – October, November and January.

5.3: Monitoring and Adjusting Evaluation

Evidence of Monitoring Dates

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

The School Leadership Team will meet on the following dates throughout the school year: 11/6/08, 12/13/08 and 4/23/09

Jon Dinkins-Administrator will meet with School Leadership Team to monitor progress and effectiveness.

Ann Haley- Reading and Mathematics Intervention Coach will monitor test data and its alignment to goals. She will report findings to School Leadership Team and make suggestions for changes.

April Littlepage- Second grade teacher will monitor implementation of the school's action plan. She will report the findings to the School Leadership Team and direct required changes.

Evidence of a Process for Monitoring Plan

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?

At the end of the 2010-2011 school year, Component 1a committee will examine Component 1a of the 2010-2011 TSIPP and make revisions based on updated community demographics, and school characteristics. The Component 2 committee will survey stakeholders to determine if revisions in wording of the system's beliefs, mission, and vision statements are needed. The chairs of all component committees will meet in October to review AMO and TVAAS data and again in November to review report card data. Then Component 1b committee will then analyze the data and prioritize needs based on aggregated and disaggregated data for academic and non-academic needs. The Component 3 committee will use data from Component 1b to review curricular, instructional, assessment, and organizational effectiveness and determine strengths and challenges. In March, the SLT will review recommendations from Components 1-4 and suggest revisions to the Component 4 committee.

Evidence of a Process for Adjusting Plan

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

The School Leadership Team will meet to make any recommendations to make needed adjustments identified in the monitoring of the effectiveness of the plan. Component 5 Chair will take the recommendations from the SLT and make needed adjustments to action steps to ensure equity and adequacy in instructional services. In April, The SLT will review adjustments to the action steps and timelines and approve the revised action plan.

Evidence of a Plan for Communicating to All Stakeholders

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

As revisions are made to the TSSIP plan, successes and newly identified needs will be communicated to stakeholders through the following methods.

- TSSIP plan posted on school website
- Revisions posted on website as they occur
- Newsletters
- Faculty Meetings
- P.T.O. Meetings
- Collaborative grade level meetings

APPENDIX