

Tennessee School Improvement Planning Process (TSIPP)

School Improvement Plan



Tennessee Department of Education
Commissioner Kevin Huffman

April, 2011

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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

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

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Tim Martin	Y	Principal	Component 2
Stephanie Boyd		Teacher	Component 1
Laura Young		Teacher	Component 4
Gavin Moore		Teacher	Component 5
Sarah Bos		Secretary	
Angie Arnett		Counselor	Component 3
Clint Isbill		Teacher	Component 3

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

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

In completing the templates that name the members of the subcommittees, be sure to indicate each member’s position within the school or stakeholder group. Indicate which member serves as the subcommittee chair.

After each list of the members for a subcommittee, be sure to indicate the signatures for the subcommittee chairs are on file and check the box to indicate assurance the subcommittee has met and minutes are on file.

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Sandra Poller	Teacher	
Ramona Hicks	Teacher	
Margaret Mayberry	Teacher	
Cindy Grissom	Teacher	
Ronda Cole	Teacher	
Debbie Prince	Teacher	
Shirley York	Teacher	
Karen Helton	Teacher	
Marie Thompson	Teacher	
Dana Griggs	Teacher	
Stephanie Boyd	Teacher	X
Wren Vanhooser	Teacher	
Sarah Webb	Teacher	
Nadell Howell	Teacher	
Amy Woods	Teacher	
Joyce Hammett	Teacher	
Kristen Duncan	Teacher	
Charlene Page	Teacher	
Barbara Dunn	Substitute Teacher	
Nancy Connelly	School Adopter	
Cindy Putz	Parent	
Kim Cravens	Parent	
Caylor Taylor	Parent	
Michelle Sells	Parent	

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Component 1 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 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
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Shirley York	Teacher	
Jody Marek	Teacher	
Karen Helton	Teacher	
Debbie Prince	Teacher	
Dana Griggs	Teacher	
Sandy Dunn	Teacher	
Marie Thompson	Teacher	
Elizabeth Black	Teacher	
Melody Smith	Teacher	
Steve Jones	Teacher	
Ronda Cole	Teacher	
Sarah Webb	Teacher	
Gaye Dale	Teacher	
Marlene Rothfus	Teacher	
Nadell Howell	Teacher	
Cindy Grissom	Teacher	
Sharla Bush	Teacher	
Laura Young	Teacher	
Bart Cagle	Teacher	
Brenda Hayslette	Teacher	
Margaret Mayberry	Teacher	
Ramona Hicks	Teacher	
Hillary Valdez	Teacher	
Charlene Page	Teacher	
Suzanne Swain	Teacher	
Justin Brown	Teacher	
Gavin Moore	Teacher	
Pat Farris	Teacher	
Sandra Poller	Teacher	
Clint Isbill	Teacher	
Wren Vanhooser	Teacher	
Amy Woods	Teacher	
Amy Collins	Teacher	
Steve Haggard	Teacher	
Stacy Farris	Teacher	
Kristen Duncan	Teacher	

Laura Best	Teacher	
Sheryl Stewart	Teacher	
Laura Johnson	Teacher	
Joce Hammett	Teacher	
Stephanie Boyd	Teacher	
Patience Cannon	Teacher	
Alicia Enochs	Teacher	
Colleen Fisher	Teacher	
Tim Martin	Principal	X
Nelda Pack	Assistant Principal	
Robbie Roberson	Assistant Principal	

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

YES

NO

Subcommittee 2 Chair Signature

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Melody Smith	Teacher	
Laura Best	Teacher	
Sandy Dunn	Teacher	
Angie Arnett	Teacher	
Colleen Fisher	Teacher	
Jody Marek	Teacher	
Amy Collins	Teacher	
Clint Isbill	Teacher	X
Gail Buckner	Teacher	
Laurie Matthews	Parent	

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

YES

NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Justin Brown	Teacher	
Alicia Enochs	Teacher	
Suzanne Swain	Teacher	
Sheryl Stewart	Teacher	
Elizabeth Black	Teacher	
Laura Young	Teacher	X
Patience Cannon	Teacher	
Brenda Hayslette	Teacher	
Sharla Bush	Teacher	
Kim Cravens	Parent	
Cindy Putz	Parent	

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Gavin Moore	Teacher	X
Pat Farris	Teacher	
Stacy Farris	Teacher	
Bart Cagle	Teacher	
Steve Haggard	Teacher	
Steve Jones	Teacher	
Marlene Rothfus	Teacher	
Gaye Dale	Teacher	
Bethany Moore	Community Volunteer	

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

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

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
2010 – 2011 Student/Parent Survey	<p>16.8% of respondents feel that their child has been a victim of bullying at school.</p> <p>45.8% of respondents who identify themselves as part of the gifted program feel that their child is not assigned enough homework to support the curriculum</p> <p>29% of respondents feel that they are unaware of curriculum standards for the classes in which their child is enrolled.</p> <p>21.7% of respondents feel they do not receive adequate communication from their child’s teachers aside from report cards.</p> <p>Mathematics scores lowest of all academic subjects with 15.1% of respondents feeling that their child receives only fair or poor math instruction.</p>
2011 Family Friendly Survey	<p>24.9% of parents feel that training in educational issues has not been made available to them.</p> <p>24.3% of parents state that they do not have e-mail addresses or phone numbers for all of their child’s teachers.</p> <p>32.1% of parents feel that their child’s teacher does not communicate with them often enough.</p>
School Demographic Data	<p>55.2% of Algood Middle School students are economically disadvantaged.</p> <p>21% of Algood Middle School students are considered students with disabilities.</p> <p>6.3% of our students are considered English Language Learners.</p>

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

School Profile

Algood School was established in 1892 as a primary school serving the town of Algood. In 1902 the school was moved to 288 East Main Street. The high school program was established in 1922 with the construction of a new building. The high school was discontinued in 1966 and the school encompassed grades K-9 until 1997. From 1997 until the spring of 2001 the school served approximately 400 students in grades K-6. In the fall of 2001 the new K-8 Algood School on Dry Valley Road was completed. The new school served 938 students in grades 1-8 with the expectation of adding kindergarten in 2009.

In July 2009 an additional building was completed on the campus to house grades K-4. At this time the original building became Algood Middle School. AMS serves 594 students in grades 5-8. There are twenty-nine classroom teachers, 7.5 encore teachers including 2.5 P.E. specialists, 2 Music specialists, 2 Art specialists, and one librarian. There is one foreign language teacher and one Response to Intervention teacher.

There are 4 resource teachers, 1 CDC teacher, a half-time Speech Therapist, 1 ESL teacher, 1 teacher of the gifted, 1 teacher for the hearing impaired, 1 P.T. and 1 O.T. therapist, and 14 teacher assistants serving the needs of our special education students. There are 2 teacher assistants in the regular education program. There are also two guidance counselors, a principal, and two assistant principals.

Algood Middle School is made up of 789 students. 216 fifth graders, 223 6th graders, 173 7th graders, and 177 8th graders. The school population is 90.2% Caucasian, 1% Asian, 2%,

African-American, 5.8% Hispanic, less than 1% Native Hawaiian or other Pacific Islander, and less than 1% American Indian or Alaskan Native.

6.3% of our students are considered English Language Learners. 55.2% are economically disadvantaged. 21% are considered students with disabilities. We have a transfer rate of approximately 6%.

The overall yearly suspension rate of students is less than 3.4%. Of the students suspended, 57% were Caucasian male and 35% Caucasian Female. Discipline referrals to the office for minor offenses not requiring suspension from school are less than 7%.

By providing a diversity of clearly focused educational programs of excellence, Algood Middle School has developed a partnership with the community of Algood that has and is producing literate, cultured, self-confident and responsible citizens.

School and Community

Algood Middle School exists for the benefit of the young citizens of Algood and the surrounding vicinity. In order for the school to better serve the members of the community we must know their needs, characteristics, backgrounds, and aspirations. Differences in people and their needs must be taken into consideration in order to provide the educational experiences that will prepare the students for the roles they will play in their communities and the world. Our philosophy and curriculum reflects those concerns and contain specific programs to meet those needs.

Algood School has served the City of Algood and the northeastern section of Putnam County for more than a century and has become an integral part of the community. The school serves as a center for youth activities and is utilized by several community organizations such as Boy and Girls Scouts, Wyldlife, and several community sports leagues. If the school continues to maintain the tradition of a community facility for another century, it will indeed fulfill one of the essential characteristics of an outstanding school, service to the community.

The Algood community is primarily rural. The majority of parents work in the manufacturing and service sector. The average educational background of our parents is the completion of a

high school program. However, many of our parents have taken advantage of Tennessee Technological University and Nashville State to further their education.

An analysis of the parent, teacher, and student surveys indicate strong support of the school in the areas of curriculum, technology, student expectations, parent-teacher relationships, staff friendliness, and leadership. Areas indicated as needing improvement include....

The Algood PTO has three main purposes. They are: raise money through fundraisers for educational needs, facilitate parent involvement through volunteer program and events, and demonstrate appreciation to teachers and staff.

The school also has strong ties with the business sector through the Adopt-A-School program. Our partnership with Masters Health Care, The Rogers Group, Institutional Wholesale, REI, McDonalds, Citizens Bank, JWC Broadcasting, Bartlett Surveying, Bargain City Furniture, Sonic, and Phoenix USA has been a tremendous success. These partnerships have provided an opportunity for the students to interact with others in the community. Our adopters regularly sponsor events for the students and faculty. In addition to our sponsors, the Algood Business Association and Trinity Assembly Church have contributed to programs at the school that benefit the students and the community. As we have partnered with businesses and organizations in our community we have been able to provide the necessary equipment, supplies, and resources needed to provide a more diverse education for our students.

School Personnel

At Algood School, every effort is made to secure and retain highly qualified personnel by considering educational levels, experience and other supplementary training. The staff is continually seeking to improve the quality of instruction for the students in the school. As professional development activities are planned, the variety of experiences and need for additional training in new instructional strategies are coordinated.

New teachers to the building are provided with a peer trainer or mentor for learning about system and school procedures, the instructional program, and the school-wide programs.

The principal evaluates teachers, student personnel, and educational assistants periodically.

Suggestions for growth and development are made as needed.

Professional Staff

- 51 Total # Professional Staff
- 15 Average years teaching experience
- 23 Total # Bachelor's Degrees
- 13 Total # with Master's Degree
- 5 Total # with Master's Degree Plus
- 9 Total # of Ed.S Degrees
- 1 Ph.D.

Support Staff

- 14 Total # Educational Assistants
- 10 Total # High School Diplomas
- 2 Total # GED'
- 2 Bachelor's Degree

Student/Parent Survey 2010 – 2011

For the 2010 – 2011 school year, 375 out of 788 students returned a parent survey. Algood Middle School received generally high marks with 98.1% of respondents marking agree or strongly agree to the statement that Algood Middle School is a safe place to learn.

92.8% agree or strongly agree that their child receives a high quality education at Algood Middle School. 95.9% feel that they receive courteous service when they call the school and 93.9% feel that the school rules are fair.

Overall, 74.4% say that discipline is handled fairly at Algood with an additional 20.6% marking N/A.

In regard to physical environment, 96% of respondents rate the cleanliness of classrooms as average or above average. Ratings for the cafeteria and exterior grounds are 94.3% and 95.1% respectively.

Areas of concern identified in the parent survey.

16.8% of respondents feel that their child has been a victim of bullying at school. Overall, 13.4% of respondents feel that their child is not assigned enough homework to support the curriculum, but among parents of gifted children, 45.8% feel they are not assigned enough homework to support the curriculum.

29% of respondents feel that they are unaware of curriculum standards for the classes in which their child is enrolled and 21.7% feel they do not receive adequate communication from their child's teachers aside from report cards.

Mathematics scores lowest of all academic subjects with 15.1% of respondents feeling that their

child receives only fair or poor math instruction.

In regard to physical environment, 15.8% of respondents score bathroom cleanliness below average.

School-wide parent communication.

Respondents overwhelmingly preferred the Electronic Newsletter and the Automated Dialing System to receive school-wide communications. The school webpage ranked 3rd, a paper newsletter ranked 4th and the News Media ranked 5th. Sub-groups were split on which method ranked 1 and 2 but all but one sub-group chose either the Automated Dialer or the Electronic Newsletter as their number 1 preference. The notable exception is those that identified themselves as part of the Special Education program chose the Paper Newsletter as their number 2 preference over the Auto Dialer as number 1 and the Electronic Newsletter as number 3.

2010 – 2011 Family Friendly Survey.

The current Family Friendly Survey shows many strengths for Algood Middle School in our relations with parents and families. 89.8% of respondents feel that they are treated courteously when they visit the school. 90.3% feel that the school is a safe place for their child to be, and 86.5% feel they can easily find and read all school regulations and policies.

The Family Friendly Survey has also identified areas for improvement for our school. 24.9% of respondents feel that they have not received enough training in educational issues. 24.3% state that they do not have e-mail addresses and phone numbers for all of their child's teachers and 32.1% of parents feel that they do not receive enough communication from their child's teachers.

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

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

Refer to Component 1 Academic/Nonacademic Helpful Hints.

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

(Rubric Indicator 1.4)

List Data Sources
TCAP Assessments & TVAAS reporting TCAP Alt Assessments TCAP Writing Assessment
Discovery Education Benchmark Assessments Explore Test
English Second Language Entry Testing Algebra I End of Course Test
Attendance Data Report Card Data 2010-2011 AMS Parent Survey

TEMPLATE 1.5: Data Collection and Analysis

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

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

Describe the data collection and analysis process used in determining your strengths and needs.
Our committee of eleven professionals divided up responsibilities for collecting the different data sources. Each data source was assigned between one and three people who would most benefit from securing and disaggregating the data. Once these mini committees had secured and analyzed each piece of relevant data, we met again to discuss and prepare our written narrative syntheses of findings. After preparing a written narrative of all relevant data individually, we then combined the individual narratives into one larger synthesis that succinctly described our school's strengths and weaknesses as evidenced from multiple data sources.

TEMPLATE 1.6: Report Card Data Disaggregation

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

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

According to the Value Added Report for Algood Middle School's NCE Three Year Averages for all tested subject areas grades 5-8, the following state specific strengths and weaknesses by grade and the extent of those strengths and weaknesses by specific School Value Added Scores.

Math scores of -3.0 overall compared to the states -2.0 with a standard error of 0.2 show **this subject to be an overall weakness**. However, the seventh grade 3 year average was 0.8 showing math as a strength in those grades. As for **fifth, sixth and eighth math is a weakness for those grades as the three year averages show negative growth** with -1.7, -3.5 and -4.4 respectively for each grade with standard error of 0.6, 0.5 and 0.6 respectively. Of our nine tested ESL students, 7 scored in the basic range and two scored below basic.

Math disaggregation by subgroups:**Fifth Grade**

The boys' quintiles had the following scores: -7.5, -7.0, -5.1, -1.0 and -5.9 and the girls' scores were 0.2, -2.2, -1.6, 2.9, 5.2, **with the girls showing gains**. The white students' scores were as follows: -5.0, -4.2, -2.7, 1.7, and 0.3, with gains only in the fourth subgroup. **Special education students showed negative growth**. There was no data given for Asian, Hispanic, Black and American Indian students.

Sixth Grade

The boys' math score **showed a slight difference in comparison to the girls' scores**. The boys' quintile scores were as follows: 10.3, -4.0, -6.0, -0.9, 1.3, with a **gain in the highest subgroup**. The girls' scores are as follows: (no data for the first subgroup), -0.7, -3.7, 3.2, and -2.2, with the highest gain in the fourth subgroup. The white students' scores were as follows: -6.3, -3.4, -2.8, 1.6, and -0.6, with gains only in the fourth subgroup. **Special education students showed negative growth**. There was no data given for Asian, Hispanic, Black and American Indian students.

Seventh Grade

The boys' quintiles scored as follows: -4.2, -3.1, -4.4, -3.0, and 5.2, with **gains in the highest subgroup**. The girls scored as follows: -6.9, 0.6, -1.1, 2.4, 2.3, with **gains in the second and highest subgroups**. The white students' scores were -5.3, -2.8, -2.8, 2.7, and 4.2 with gains in the highest subgroup. **Special education students showed negative growth**. There was no data given for Asian, Hispanic, Black and American Indian students.

Eighth Grade

Report Card Data Disaggregation

The boys' quintile scores were as follows: -9.9, -9.6, -8.6, -7.4, -4.5. The girls' scores were as follows: (no data given for the first subgroup), -3.9, -9.4, (no data given for the fourth subgroup), -3.9. **All quintiles experienced losses; boys' losses were more significant than the girls' losses.** The white students' scores were -8.8, -6.9, -9.1, -8.6, -4.0. **Special education students demonstrated negative growth.** There was no data given for Asian, Hispanic, Black and American Indian students.

Science scores of -0.3 overall compared to the states 1.3 with a standard error of 0.2 show this subject to be an overall weakness. However, the fifth grade 3 year average was 4.8 and the eighth grade average was 3.2 with a standard error of 0.6 showing science as a strength in those grades. As for **sixth and seventh grades, science is a weakness** as their three year averages show negative growth with a -0.9 in sixth and -5.0 in seventh with a standard error of 0.6. Of our nine tested ESL students, one scored advanced, one scored proficient, five scored basic, and two scored below basic.

Science disaggregation by subgroups:

Fifth Grade:

The boys and girls show no data given for the first subgroup. The **girls showed gains in every subgroup** with scores of 2.1, 3.0, 8.9 and 7.1. The **boys showed gains in two highest quintiles** with scores of -8.9, -0.8, 0.8 and 5.0. The white students showed no data for the first subgroup. The rest of the subgroup scores were: -1.9, 1.3, 4.0 and 7.4 respectively. **Special education students showed negative gains.**

Sixth Grade:

The boys and girls show no data given for the first subgroup. The boys' scores for subgroups two through five are as follows: -5.6, -8.1, -2.5, and -0.3. The girls' scores for subgroups two through five are as follows -1.0, -4.2, -2.2, -5.1. The white students also showed no significant data for the first subgroup. The rest of the scores were as follows: -3.1, -7.6, -3.0, and -2.7, **indicating the greatest area of need being the second quintile.** Special education students showed negative growth but experienced less loss than the second quintile.

Seventh Grade:

The boys showed no data given for the first two subgroups. The following subgroup scores were as follows: -7.1, -4.5, and -1.5. The girls showed no data given for the first subgroup. The following subgroup scores were as follows: -1.6, 0.8, -0.9 and 0.5, showing **slight gains in the third and fifth subgroup.** The white students showed significant gains in the first subgroup with a score of 3.7. The second through fifth subgroup scores were as follows: -2.5, -4.2, 3.0, and -0.7. **The fourth quintile was the only quintile reporting gains.** Special education students showed negative growth, but the second quintile demonstrated a greater loss.

Eighth Grade:

The boys showed no data given for the first subgroup. The following data was given for the subgroups: -3.2, 1.4, -0.3 and -4.5 with a gain shown in the third subgroup. **The girls showed**

Report Card Data Disaggregation

gains in every area except one. The scores are as follows: 5.6, 0.7, 1.6, -2.5 and 1.8. The white students showed gains in the first and third subgroups. The scores are: 3.3, -1.1, 1.1, 0.0, and 1.7. **All quintiles except the fourth quintile reported gains. Special education students showed the greatest gains out of all subgroups and quintiles.**

There was no data reported for Hispanic, Asian, Black, and American Indian students in any grade level.

Reading/Language scores of -0.7 overall compared to the states 0.6 with a standard error of 0.2 show this subject to be a **slight weakness**. However, the **fifth and seventh grades show a 3 year average of 0.5 and 0.2 respectively indicating strength for this subject in these grades**. However, **sixth and eighth grades show negative growth** with -1.2 and -1.3 respectively indicating this subject to be a weakness in these grades. Of the nine tested ESL students, eight tested at the Basic level and one tested Below Basic.

Reading/Language Disaggregation by subgroups:

Fifth Grade

The fifth grade boys showed a significant area of need in the lowest subgroup. The scores were: -18.6, 2.0, 2.1, 0.7 and 2.1. The girls showed no data given for the lowest subgroup. The scores for subgroups two through five are: -7.5, -1.3, -0.5 and 6.6 with the **highest gains being made in the highest subgroup**. The white students showed gains in the highest subgroup and a significant area of need in the lowest subgroup. The scores are as follows: -15.1, -4.3, -2.7, -0.7 and 5.0. **The special education subgroup demonstrated significant losses. Our nine tested**

Sixth Grade

There was no data given for either boys or girls for the first subgroup. The boys' scores for subgroups two through five were as follows: -10.0, -0.9, -12.6, and -3.8. The girls' scores were: -3.1, -3.1, -3.0, and -0.1. No data was given in the first subgroup for the white students. The scores for these students in subgroups two through five are: -7.9, -2.5, -5.8 and -1.9. Once again, **boys in the first quintile showed a significant area of need. Special education students demonstrated negative growth.**

Seventh Grade

The scores for the boys were: -7.8, -10.3, -4.2, -0.1, and 5.1. Scores for the girls were: (no data given for the first subgroup), -6.9, -3.1, 1.2, and 7.4, with the **girls showing slightly higher gains than the boys in the fourth and fifth quintiles**. The white students' scores are; -5.4, -8.9, -3.8, 0.5, and 6.7. **Special education students demonstrated negative growth.**

Eighth Grade

Scores for the boys were: -6.7, -4.9, -4.5, -3.3, and 6.8 with **significant gains made in the highest subgroup**. No data was given for the first subgroup for the girls. In the following four subgroups, the girls' scores are: -6.3, -7.3, -2.5, and 2.8, showing **gains in the fifth quintile**. The white students scored as follows: -12.2, -5.5, -5.1, -3.5 and 3.7, also showing gains in the

Report Card Data Disaggregation

last subgroup. **Special education students demonstrated notable negative growth.**

There was no data given for Hispanic, Asian, Black, and American Indian students in any grade level.

Social Studies scores of 0.1 overall compared to the states -0.2 with a standard error of 0.2 reveal that **this subject is a strength for the school**. This strength is supported in grades sixth, seventh and eighth with scores of 0.0, 1.6 and 1.9 with a standard error of 0.6 for these grades respectively. In **fifth grade a score of -2.1 with a standard error of 0.6 indicates the subject is a weakness for this grade only**. Of the nine ESL students who participated in TCAP testing, eight tested Proficient, and one student tested Below Proficient.

Social Studies results disaggregated:

Fifth Grade

Scores for **the boys** are: -1.1, -5.1, -4.9, -4.6 and 4.9 with a **gain in the fifth quintile**. The **girls had gains in the highest three subgroups**. No data was given for the first quintile. Quintiles two through five scores were as follows: -2.7, 1.9, 4.3 and 1.9. The white students' scores were: 0.7, -4.8, 0.0, -0.7, and 3.0.

Sixth Grade

For the boys, no data was given in the first quintile. Scores for the second through fifth quintiles were: -4.3, 5.3, -1.8 and 4.8, with gains being made in the third and fifth subgroups. The girls had no data given in the first subgroup. Gains were made in every subgroup except one. The scores for subgroups two through five are as follows: -0.9, 3.9, 2.2, and 7.6. The white students also had no data given for the first subgroup. The scores for quintiles two through five were presented: -2.2, 3.8, 0.8 and 5.8, showing **gains in all quintiles except the second**.

Seventh Grade

No data was given in either the boys' or the girls' first quintiles. The scores for the boys are as follows: 3.6, -2, 9.6 and 2.8, with the most significant gains being made in the fourth subgroup. Scores for the girls are: 3.1, 5.0, 8.7 and 10.2, showing gains in every subgroup with the highest gain being in the fifth subgroup. The white students' scores are: 8.0, 3.3, 1.1, 8.8 and 5.2, showing **gains in all quintiles, respectively**.

Eighth Grade

The eighth grade boys had no significant data shown for the first subgroup. The rest of the scores are: 4.0, 8.3, -0.4, and 7.0, showing gains in every quintile except the fourth. The girls' scores are: 4.5, -3.7, 0.2, 6.1 and 6.3, showing gains in every quintile except the second. The white students showed overall **gains in every quintile** with scores of 2.3, 0.7, 5.5, 2.1, and 6.4.

There was no data given for Hispanic, Asian, Black, and American Indian students in any grade level.

TEMPLATE 1.7: Narrative Synthesis of All Data

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

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

Our 2009-2010 Parent Survey indicated parents feel Algood Middle School's strengths include school safety, approachable administrators and teachers, and relationships with staff. According to parents, areas to improve on would be directional signs around campus, a designated parent center, and more training for parents on educational issues.

Our 2010 TCAP Writing scores were above the system and state average in both 5th and 8th grades, thus indicating writing as an area of strength at Algood Middle School.

One of our strengths according to prior years' benchmark testing is students' at Algood Middle School average growth has shown improvement overall.

The End of Course scores for our Algebra I students were exemplary, with eleven out of twelve students advanced and one student scoring proficient.

Another strength for AMS is our 97% attendance rate per 2009-2010 attendance data.

On the Explore test, our school average in all subtest and composite scores shows no discernable difference from the state average. We have demonstrated a gradual decline over the last three years. This is an area of concern.

**Regarding TCAP data from the last three years, we have identified the following strengths:
*In reading/ language, our 4th and 5th quintiles have made significant gains across all grades.**

***Eighth grade science is strong across all subgroups and quintiles.**

***Social Studies is an area of strength across all grades and quintiles.**

The following areas have surfaced as areas to improve:

***Special education students have had negative growth in all areas except 8th grade math and social studies.**

***Math is an overall weakness across grades and quintiles. In 5th grade the losses were from quintiles one through three. Sixth grade showed negative growth in every quintile except the fourth. Seventh grade demonstrated negative growth in the first through third quintiles. Eight grade reported negative growth in all quintiles.**

***Reading/ language is a weakness in the first quintile across all grade levels.**

TEMPLATE 1.8: Prioritized List of Goal Targets

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

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets
<p>1. Meet growth standard in all grades and all quintiles in math. (Seventh grade math is included due to having 2 years out of 3 in the red.)</p> <p>2. Meet the growth standards for Special Education students in math and reading across all grade levels.</p> <p>3. Meet the growth standard for the first quintiles students in all subject in all grades 5-8.</p>

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

1. Our purpose is to educate all students, regardless of race, religion, ethnic origin, or socio-economic status.
2. Every classroom must have highly qualified teachers.
3. Analysis of academic data is an important component in developing differentiated instructional techniques to reach and teach students with varying potentials, characteristics, needs, and interests.
4. Every student should be given equal opportunities to succeed while developing a life-long love of learning through positive educational experiences.
5. It is our job to secure a safe place for all students to develop character, integrity, and empathy for others.

Common Mission

Our mission is to inspire all students at Algood Middle School to become leaders of learning and responsible citizenship through rigorous and relevant instruction in a safe school environment.

Shared Vision

1. We will partner with parents and the community to ensure that all students gain and use knowledge and skills to meet current and future challenges.
2. We believe that education must encompass life skills education, promote effective communication skills, promote positive self-concept and a sense of responsibility as a citizen of their community, state, and country.
3. We believe that all students can and will learn to be successful in an advanced worldwide economy.
4. We envision that Algood Middle School will be a supportive and collaborative environment that develops a love of learning in all children.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Vertical Alignment	Standard Development	Inclusion	Response to Intervention	Textbook and Supplemental Material
Evidence of Practice (State in definitive/tangible terms)	*Grade Level meetings *Standards Calendar *Benchmark/R TI Testing *Vertical Alignment Chart	*Professional Development *Grade level benchmarks *Student achievement through RTI *Parent accessibility to standards *Curriculum mapping *Grade level “beginning of the year” parent meetings to explain standards expectations	*IEP goals and objectives are in line with state standards *Modified course agreements *Inclusion instructor	*Appropriate placement of students *30 minute enhancement instruction	*Textbook adoption meetings *Teaching and learning materials are correlated to state standards
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Standards being aligned at each grade level with vertical	*Curriculum maps *Standards calendar	*TCAP scores *RTI benchmark testing	Benchmark scores probes data will not be available until 2010	*High TCAP scores on average *Textbooks *RTI

	alignment			TCAPs are scored.	Benchmark
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	See Component one for data	See Component one for data	See Component one for data	See component one for data	Improved scores on state report card.
Evidence of equitable school support for this practice	*Coordination has occurred at all levels *Supported by administrators	*98% participation school wide *RTI *Standards calendar	School wide participation	*Training at all levels *Professional development for all teachers	*Distribution of textbooks. *School committee members for adoption
Next Step (changes or continuations)	Continue the current practices	*Meet on new standards being implemented in 2010. *Curriculum maps via websites	Continue current practices	*Maintaining data Increase usage of Distance Learning	Maintain new adoptions and build technology usage to implement effectively

TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time and building capacity around understanding and implementing high quality curricular practices?)

Teams meet monthly, weekly or as needed. This allows for horizontal planning and pacing of material (tests, quizzes, homework).

Professional development is scheduled as needed by teachers and the county offers subject related in-service to help with core areas of teaching.

PD360 is available to teachers.

Thirty minutes is allotted per day for all students for RTI.

“What Ought to Be” – How Should we be Using Our: TIME (How should we be allocating our time and building capacity around understanding and implementing high quality curricular practices?)

- Due to our expanding population, we need more resources to meet student's needs.
- Teachers should be allowed more time for In-school vertical alignment time.
- Teachers would like to have more time in their school building for all development and needs assessment.
- Due to the new TCAP standards, teachers need more training to meet the needs of students

Equity and Adequacy:

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

Yes, more equity now especially with RTI.

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

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

“What is” The Current Use of: MONEY

(How are we currently allocating our money and building capacity around understanding and implementing high quality curricular practices?)

Textbooks/Supply/Materials are funded by the general county school budget. Purchases are made as needed. We are able to get material not supplied by the county due to our PTO.

School money has been used to purchase some middle school TCAP coach books.

Outdated coach books are not replaced due to lack of funds.

Due to fundraisers and PTO funds decreasing, money for supplies is less.

“What Ought to Be” – How Should we be Using Our: MONEY (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

Money should be spent on identified areas of need based on Component 3 data. Especially Social Studies.

Each core subject has its own unique set of needs, we are not improving in uniform spending (by this we mean across the vertical team for the subject area).

All teachers should have updated technology and TCAP coach books.

Equity and Adequacy:

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

PTO does a wonderful job of providing funds for each teacher, however; needs are different for each teacher.

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

All core subject teachers have access to PTO funds.

Social Studies is not funded as a priority in the county, however; if an individual teacher has a need the administration does what they can through on-sit monies to meet the need.

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

We are meeting the needs of the entire school overall according to data. However we see a trend of High performing students not meeting TVAAS due to ceiling cap. There is a total decrease in funds.

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating our personnel and building capacity around understanding and implementing high quality curricular practices?)

6th – 8th grade VITAL – lab facilitation

RTI administrator

Spanish teacher

Pacing of curriculum in Reading/Language, Math, Social Studies, and Science has been implemented, guides have been completed, and updates are to be periodically made.

Curriculum maps are being developed in all content areas.

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

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

We need to partner more with local universities to implement more hands-on and one-on-one learning experience.

We need more support (assistance with standards and terminology for the new TCAP tests the state will be using) for all core subjects especially with new state implemented strategies i.e. tiers and new standards by 2010-2011.

Equity and Adequacy:

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

Yes

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

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

Curriculum Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating our time and building capacity around understanding and implementing high quality curricular practices?)

Curriculum guides are being used for implementing standards in the classroom.

State has a homepage with standards for each content area.

Adopters and community support is prevalent in our school.

School website is informational and up to date.

RTI use their own benchmarks to record student progress with noting when and how many times the SPI is taught.

Electronic newsletters sent out weekly

Family engagement – Parents have the opportunity to participate in family engagement activities.

Power School

Auto-dialer system

RTI

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

(How should we be allocating our other resources and building capacity around understanding and implementing high quality curricular practices?)

MORE VERTICAL ALIGNMENT IN CORE SUBJECT AREAS TO DEVELOP SOME MAINSTREAM CONCEPTS.

Value added gains are not equal due to discrepancy in the levels of proficiency per grade level and subjects

Curriculum maps need to be accessible countywide for consistency.

TEMPLATE 3.1.c: Curricular Summary Questions

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

Template 3.1.c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Core areas of Math and Language Arts are assessed at all grade levels. Evidence shown in TCAP scores and value added gain levels.

Math and reading are benchmarked for RTI at all grade levels. We are able to record improvement through evaluation and restructuring of our RTI program.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

New standards and how to meet students' needs website established for all teachers to be able to access curriculum related resources.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Vertical alignment involving all teachers in all subject areas. Prioritize goals for each grade level, and regularly check on progress of goal mastery. Address the new state standards with a school plan that will insure mastery of standards at each grade level.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Graphic Organizers	Computer & Web-based Learning	Intervention & Remediation Programs	Enrichment Programs
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Quantum Learning • Sequence charts • KWL charts • Flowcharts • Venn Diagrams • Story Maps • T-Charts • Rubrics • Thinking maps • Professional Development • SIP • Teacher Lesson Plans • Standards Lesson Plans 	<p>* Benchmark Testing *Teacher Web Sites *Google Docs *DEA</p>	<ul style="list-style-type: none"> • After school tutoring • Summer school • Student Performance data • Use encore teachers for tier work • Focused meetings • CARE • LEAPS • RTI 	<p>*Use encore teachers for tier work *Odyssey of the Mind *Book Clubs *High school for credit classes offered in middle school. *Gifted classes *Leveled classes (not in all grades) *Project Citizen *PEAK *LEAPS</p>

Is the current practice research-based?	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Ineffective without updated technology & proper training Effective with updated technology	Effective Implementation RTI is very effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	*TCAP scores *Component #1 Data *Textbooks / Teacher Manuals	<ul style="list-style-type: none"> • Benchmark Testing Data 	RTI Benchmarks	Participation rates RTI Benchmarks
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	*TCAP Scores *Component #1 Data	<ul style="list-style-type: none"> • Benchmark Testing Data 	TCAP Scores Comp 1 Data	RTI Benchmarks
Evidence of equitable school support for this practice	Smart Boards Technology Overhead Projectors DLP Projectors Inservice Available books	Availability <ul style="list-style-type: none"> • Computer Lab for 5/6 • Computer 	Not provided for Science and social studies LEAPS provides science &	Lack of support for Social studies is evident throughout county and state level.

		Lab for 7/8	social studies	
Next Step (changes or continuations)	Provide Smart Boards for all teachers Interactive white boards	Distance Learning Implementation of computer lab	Offer support through vertical meetings for ALL teachers.	Continue afternoon assistance (LEAPS) for social studies and science

TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- Time is allocated to our adopted curriculum.
- Teachers are motivated to incorporate graphic organizers into daily classroom lessons.
- Time is spent on cooperative learning and group discussions.
- Teachers are encouraged to have movement used daily in the classrooms to meet the needs of state mandated physical movement.
- DEA probe testing weekly DEA benchmarks are quarterly.
- Teachers go above and beyond their planning time for creating lesson plans and for updating teacher websites.
- Time is also spent on parent communication with newsletters, coordinating parent volunteers, teacher conferences, and managing teacher websites.
- Time is spent to create hands-on and meaningful lessons to establish “real world” experiences as part of meeting the state curriculum requirements.
- Time is spent on grade level meetings to allow teachers to plan by collaborating ideas and experiences so that they may better meet the needs of their students.
- Time is spent on standards lesson plans.
- Time is spent on grade level curriculum mapping
- Time is spent on professional development focus group meetings.

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

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

- After School Tutoring: A committee needs to be formed to organize a tutoring program. We would like to use retired teachers, volunteers, and school adopters.
- Teachers want to utilize retired teachers to work with exceptional students to provide the opportunity for the top 10% of our students to excel and make gains.
- The school needs to update with classroom computers, interactive white boards, promethean boards / projectors, and science materials

- Social Studies: More time needs to be devoted to incorporating social studies standards into daily reading and mathematics activities.
- LEAPS more devoted to science and social studies.

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- Our school currently has money allocated from the central office to provide a uniform curriculum in all subject areas.
- Copy machines are provided by the school for newsletters, notes home, etc.
- New computers purchased for lab

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

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

- When funding becomes available, it would be beneficial to provide the necessary equipment / materials needed to reinforce grade level standards.
- The school should provide funds for a computer lab with a technology instructor. The funds should be made available from the county to supplement the instructor.
- Classroom computers need updating.
- Funds should be made available to provide needed supplemental materials to enhance the social studies and science curriculum.

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- Personnel at Algood Middle School is allocated in the following ways:
- Administrators: one principal and two assistant principals
- There are 31 core teachers, 2 teacher assistants, 2 counselors, 1 librarian, 2 art teachers, 2 music specialists, 2 ½ physical education specialists, 6 resource teachers, 9 resource teacher assistants, ½ school nurse (who is important to school instruction through administering medications), ½ RTI coordinator, 4/5 Spanish teacher, and ½ physical / occupational therapists. These positions are vital components for the effectiveness of instructional programs at Algood School.
- We have 3 office personnel who are instrumental in assuring student attendance, records, and instructional materials that are readily available for learning to take place.
- Encore teachers provide RTI work in small groups.

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

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

- Retired teachers / volunteers can work with exceptional students to help them to excel and to make gains.
- A computer lab instructor can help to enhance technology growth.
- Full-time foreign language teacher.

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- A technology supplement is available for a staff member at Algood School to update and maintain a current school website. This person is also responsible for troubleshooting problems within our school.
- Our community stakeholders / adopters are beneficial not only with financial support, but for community awareness and promotion of school learning and ideas.
- Algood School has many community resources to enhance learning: Tennessee Technological University (practicum students, student teachers, and presenters), 4-H, local veterans are honored at our Veterans’ Day Program, D.A.R.E., Family Engagement, and Eyes of Diversity

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

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

- We need evidence that our school is supported with current technology practices (smart boards, computers, promethean boards, etc.)
- Community workers who are highly qualified and skilled in technology practices could be beneficial to our school wanting to update in technology.
- Field trips to social studies and science curriculum based areas (Windows of the World, cultural music, etc.) would aid in raising test scores.
- Contacts within our community should be made within our community to establish resources for standard based learning.
- ALL teachers should maintain a current website.
- Algood School should utilize community / retired teachers for tutoring purposes.

TEMPLATE 3.2.c: Instructional Summary Questions

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

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- **Algood School uses the Tennessee State Standards. Middle School teachers have been trained to teach using these standards in all lesson planning.**
- **Algood School paces the curriculum and teachers align their lesson plans according to the school calendar.**
- **A current school website and several teacher websites provide curriculum and instructional information for parents.**
- **A developed Family Engagement / Involvement Plan involves parents and students in literacy and math nights (instructional programs).**
- **Grade level meetings at Algood School allow teachers to plan by collaborating ideas and experiences.**

Community Resources are used throughout the school year to promote real life instructional practices.

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

- **Algood School is challenged with the lack of technology and with outdated technology equipment.**
- **Continue vertical alignment to be incorporated into the curriculum so all grade levels can be successful in mastering standards.**
- **Increased training for encore teachers at Algood School who will be engaged in RTI activities.**

Algood needs to implement instruction to advance our highest achieving students.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- **Better organize time and use of technology labs.**
- **By vertically aligning our grade level standards, Algood teachers and staff will see gains in test scores, and they will see that students will better retain their knowledge and understanding of grade level standards.**
- **Administration and committees will work to plan annual parent nights to enhance our instructional goals with increased parent attendance.**
- **Through RTI, higher achieving students are being academically enriched.**

Allow more professional development for encore teachers involved in RTI instruction.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Formative Assessment	Summative Assessment	Communication of Assessment Results	Professional Development in Assessment Use
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Observations • Class discussions • Homework • Textbook Assessments • Benchmark Testing Hands-on Projects 	<ul style="list-style-type: none"> • Chapter tests • Unit tests • State assessment • Writing Assessment 5th/8th • Kuder • Mid-year and end of year teacher tests • Woodcock/Johnson Achievement • Explorer • DEA 	<ul style="list-style-type: none"> • Progress reports • Report cards • TCAP score results • E-mail and/or notes to parents • Teacher and School Websites • Annual Parent Meetings • IEP Meetings • Parent/Teacher Conferences • Vertical / Horizontal Grade Level Meetings • Annual State Report cards • Google Docs 	<ul style="list-style-type: none"> • Inservice opportunities posted on school system website • Educator workshops • Inservice Logs
Is the current practice research-based?	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective

What data source(s) do you have that support your answer? (identify all applicable sources)	TVASS 3 year comparison	TCAP Scores Benchmark Scores RTI Data Explorer	<ul style="list-style-type: none"> • Communication records in school office • E-mail archives • Signed reports/notes • Family survey results 	30 hour in-service required of all teachers
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • See Component One for data 	*See Component One for data	<ul style="list-style-type: none"> • As published in state, county, and school reports to parents 	Teachers attending professional development trainings
Evidence of equitable school support for this practice	Vertical Alignment	Vertical Alignment	Report from State	Teacher evaluations of in-service opportunities through MLP
Next Step (changes or continuations)	Continue to use formative assessment to guide instruction needs *Continuation Emphasis on Content Reading. *Use RTI data to guide instruction.	Teachers utilize TCAP data and DEA data to prioritize content standards.	Parental involvement in curriculum development *Continue meetings to explain data from TCAP	Continue in-service opportunities that align with state standards.

TEMPLATE 3.3.b: Assessment Gap Analysis

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

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

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

Current Use of Time

Teachers spend a minimum of thirty hours in professional development each year. Some of this professional development is focused upon each teacher's particular subject area. Assessment and data are major components of the various training opportunities within specific subject areas.

Within the allotted class time, individual teachers use a variety of assessment techniques including the following: skills check lists, observation, class discussions, homework, adopted textbook assessments, web-based assessments, benchmark testing, mid-year teacher generated tests, end-of-the-year teacher tests.

Additionally, time is set aside for summative assessments including RTI testing, TCAP Writing Assessment for fifth and eighth grades, TCAP achievement tests for grades 3-8, PSAT/ACT, chapter tests, and unit tests.

Teachers also analyze data from student assessments to determine areas of strengths and weaknesses among students, as well as what the student's gains are compared to his/her cohort.

How We Should Use Our Time

We need to continue to research appropriate assessment tools to determine most effective and cost efficient means of formative assessment.

We need to continue to monitor our AYP results.

We need to continue to train teachers in methods of how to interpret summative and formative test results.

We need to increase our knowledge of assessment data and how to appropriately use the data.

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

Current Use of Money

PTO has purchased 20 new desktop computers for student use. Students use these computers for web-based assessments.

How We Should Be Using Our Money

With web-based assessments, we run into the dilemma of not having enough working computers for student use. The purchase of additional computers would allow students the opportunity for more web-based assessments, along with the immediate communication of assessment results.

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

Current Use of Other Resources

Volunteers help in monitoring classrooms during standardized assessments.

The local newspaper prints articles about testing near the times of the state-mandated assessments. Additionally, the school sends publications to help parents prepare their child(ren) for standardized testing, along with giving testing strategies and anti-anxiety strategies.

Teachers also communicate with and rely upon parents to provide healthy snacks during state-mandated testing times.

How We Should Be Using Other Resources

We are working on becoming a professional development school.

We are using some of our resources effectively. However, an area that we would like to see improved is the utilization of students and faculty from Tennessee Tech University in

meaningful, hands-on experiences, in the form of authentic assessments. We would like to include members from our community who have expertise in standards-based areas, which could be shared with our students.

We also need to increase our knowledge of using assessment results and acting upon those results.

Are we providing equity and adequacy to all our teachers?

Yes. Teachers identified with needs are provided assistance from the administrators and/or PTO.

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

We are targeting funds for more technology in the classroom to better meet the assessment needs of students. With what is currently available, we are using these resources effectively; however, with additional funding, we could improve student assessments.

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

Based on AYP, we are not meeting the needs of the top tier of students. The use of RTI throughout the school will improve student performance because all groups will be leveled according to ability and challenged at their level.

Equity and Adequacy:

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

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

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

TEMPLATE 3.3.c: Assessment Summary Questions

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

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Algood Middle School uses student assessments that are aligned with the Tennessee Department of Education curriculum standards to evaluate areas of student strengths and weaknesses.

All categories of students are assessed. All students are tested at all levels using a variety of formative and summative assessment tools such as DEA and RTI.

We evaluate the standard-based assessments to know how we need to improve areas of weaknesses.

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

The major challenge is being able to fund the technology needed for student assessment.

Enriching top tiered students to show gains.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

We need to concentrate funds in technology so that all teachers will have an equal opportunity to utilize these tools in student assessment. With technology, we can improve and track the assessment results of both high and low achieving students.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Beliefs, Mission and Vision of Algood School	Resource Collaboration and Allocation	Student Collaboration	Professional Development	Communication with Staff
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • School website • Faculty Meetings • SIP • Student Handbook 	<ul style="list-style-type: none"> • PTO • School Newsletter • Websites • Weekly Newsletters • School and Teacher websites 	<ul style="list-style-type: none"> • Beta Club • Project Citizen • Community Service project 	<ul style="list-style-type: none"> • New Teacher orientation • Suicide prevention • Sexual Harassment • Bullying • Focus Groups • Bloodborne Pathogens • PD 360 	<ul style="list-style-type: none"> • Faculty Mtgs. • System-wide development days • County and school website • Afternoon announcements • E-mail • Morning Announcements • Grade level meetings • Google Docs • Care Team
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Family surveys	Parent sign in for family engagement	Projects Playground improvement	PD tracked by MLP	Attendance Logs for faculty meetings Website Use data E-mails

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	See SIP Component 1 for data	See Family Survey results	See Family Survey results	See Family Survey results	Administration & Staff evaluations
Evidence of equitable school support for this practice	Committee that formulated beliefs, mission statement, and vision consisted of school personnel, parents, and community members	Community members have access to newsletters & websites	All students can participate in Project Citizen	Professional development is provided to all teachers, administrators, faculty, & staff.	All have access.
Next Step (changes or continuations)	Continue	Continue	Continue and increase community involvement	Continue	Continue

TEMPLATE 3.4.b: Organizational Gap Analysis

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

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

Template 3.4.b: Organizational Gap Analysis**Organizational Gap Analysis – Narrative Response Required**

“What is” The Current Use of: TIME (How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

Faculty Meetings
Team Meetings
PO
Testing - RTI

“What Ought to Be” – How Should we be Using Our: TIME (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

Time is currently being well spent.

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

Computers for testing
Computer Labs
(2) General Education Aides

“What Ought to Be” – How Should we be Using Our: MONEY (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

What money we have is currently being well spent
More curriculum related books
More computers and technology
(Promethean Boards)

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

RTI Teacher
General Education Aides
Encore Teachers

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

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

Technology Instructor/Keyboarding
Teen Living Instructor/Life Skills
Full time language teacher

Equity and Adequacy:

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

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

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

Instructional Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

PTO

Family Engagement/Parent Involvement

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

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

More community involvement

More field trips/off-site learning

Equity and Adequacy:

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

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

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

TEMPLATE 3.4.c: Organization Summary Questions

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

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

What are our major strengths and how do we know?

Correctly administering RTI program – data shows evidence

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component
Broader access to technology, along with an instructor
Family Engagement lacking

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

Raise funds for technology

Provide access to established computer labs

Component 4 – Action Plan Development

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

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

(Rubric Indicator 4.1)

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

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

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE:					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	Meet growth standard in all grades and all quintiles in math. (Seventh grade math is included due to having 2 years out of 3 in the red.)						
Which need(s) does this Goal address?	Math is an overall weakness in all grades and all quintiles.						
How is this Goal linked to the system’s Five-Year Plan?	Goal #1 Student Achievement – The % of students scoring proficient/advanced in grades 3-8 and AYP EOC areas will meet or exceed the annual measurable objectives. Goal #2 Academic Growth – Students in all subgroups in all subjects in grades k-12 will meet or exceed predicted growth on all state measures.						
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>				Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)			
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will receive training on newly adopted math text aligned to state-assessed standards to enable them to better prepare students for state assessments	Immediate and ongoing	All math teachers	New math texts and state standards	\$0	Teachers will document training in MLP and/or provide a synopsis of training results	Students will improve their performance on TCAP tests in turn meeting the growth standards
Action Step	Teachers will be provided with and participate in additional training and support for standards not covered by new math texts	immediate and ongoing	All math teachers			Teachers will document training in MLP and/or provide a synopsis of training results	Students will improve their performance on TCAP tests in turn meeting the growth standards
Action Step	Teachers will receive updated Math TCAP COACH books for use in the classroom and RTI to reinforce and assess student performance on state standards	Fall 2011	AMS administration	TCAP Coach books	\$10.99 each 70 per grade level (2 class sets) total \$3,100.00	Teachers will target deficit areas and document performance and progress	Students will improve their performance on TCAP tests in turn meeting the growth standards
Action Step	Teachers will receive data training for new Pearson system.	2011/2012 school year	All teachers	Pearson TCAP Data		Teachers will be more equipped to identify deficit areas	Students will improve their performance on

						in their current plans and in their current students and target those areas in their teaching	TCAP tests in turn meeting the growth standards
Action Step	EXCEL math program will be purchased and utilized as a reinforcement	2011/2012 school year	AMS administration	EXCEL Math	\$3,500.00	Teachers will supplement math programs and RTI programs with EXCEL and document student performance and progress	Students will increase their scores on TCAP tests in turn meeting the growth standards

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		Meet the growth standards for Special Education students in math and reading across all grade levels.					
Which need(s) does this Goal address?		Special Educations students have negative growth in almost all areas.					
How is this Goal linked to the system's Five-Year Plan?		Goal #1 Student Achievement – The % of students scoring proficient/advanced in grades 3-8 and AYP EOC areas will meet or exceed the annual measurable objectives. Goal #2 Academic Growth – Students in all subgroups in all subjects in grades k-12 will meet or exceed predicted growth on all state measures.					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Provide a minimum of one SPED teacher per grade level and two true inclusion classes in both math and reading per grade.	By start of 2011/2012 school year	central office	Minimum of one additional SPED teacher	\$60,000		SPED students will receive a more authentic education in the assessed and on grade level standards in turn improving scores on TCAP tests
Action Step	Inclusion teachers will utilize weekly DEA probes for on-grade-level progress monitoring on state assessed standards.	Beginning fall of 2011 and ongoing	Inclusion teachers	DEA – Discovery Education Assessment Program	\$0 (DEA is a program purchased for school-wide use with benchmark assessments)	Charting performance and progress on standards assessments	All SPED students will show growth and proficiency on standards and improve performance on TCAP tests
Action Step	SPED students will receive assistance from peer tutors who are part of the mixed ability inclusion classes.	Beginning Fall of 2011 and ongoing	Inclusion teachers and classroom teachers	Willing students	\$0	Teacher monitoring	SPED students will show growth in class participation and performance as well as on assessments
Action Step	SPED students will be encouraged to participate in the LEAPS after-school program and enroll in classes that target academics as well as those that provide homework assistance	Immediate and ongoing	LEAPS teachers	LEAPS classes	\$0 (LEAPS is funded through a grant supplied to the	Documentation of SPED student participation in LEAPS	Students receiving supplemental strategies will show growth in performance on

					county)		TCAP tests
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GOAL 3 – Action Plan Development	
Template 4.1 – (Rubric Indicator 4.1)	Revised DATE:
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)	
Goal	Meet the growth standard for the first quintile students in all subject in all grades 5-8.
Which need(s) does this Goal address?	RLA is a weakness in the first quintile in all grade levels.

How is this Goal linked to the system's Five-Year Plan?		Goal #1 Student Achievement – The % of students scoring proficient/advanced in grades 3-8 and AYP EOC areas will meet or exceed the annual measurable objectives. Goal #2 Academic Growth - Students in all subgroups in all subjects in grades k-12 will meet or exceed predicted growth on all state measures.					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	All subject area teachers will participate in vertical teaming once a month to address: Teaching strategies Deficits in data areas Gaps between grades levels Using RTI to make gains-	Beginning fall of 2011 and ongoing	All subject area teachers		\$0	Teachers will document training in MLP and/or provide a synopsis of training results	Teachers will improve strategies and assessments and students will progress and improve performance on TCAP tests
Action Step	All subject area teachers will turn in weekly lesson plans to administration which illustrate effective methods and strategies as well as coverage of assessed standards	Immediate and ongoing	All subject area teachers		\$0	Administration will evaluate lesson plans and teachers in action	Teachers will improve strategies and assessments and students will progress and improve performance on TCAP tests
Action Step	Subject area teachers will be given access to previous year's TCAP scores which reflect the performance of their previous and CURRENT students	Immediate and ongoing	All subject area teachers	TCAP data	\$0	Teachers will be more equipped to identify deficit areas in their current plans and in their current students and target those areas in their teaching	Students will improve their performance on TCAP tests in turn meeting the growth standards
Action Step	Teachers will receive updated Reading TCAP COACH books for use in the classroom and RTI to reinforce and assess student performance on state standards	Fall 2011	AMS administration	TCAP Coach books	\$10.99 each 70 per grade level (2 class sets) total \$3,100.00	Teachers will target deficit areas and document performance and progress	Students will improve their performance on TCAP tests in turn meeting the growth standards

Action Step	EXCEL math program will be purchased and utilized as a reinforcement	2011/2012 school year	AMS administration	EXCEL Math	\$3,500.00	Teachers will supplement math programs and RTI programs with EXCEL and document student performance and progress	Students will increase their scores on TCAP tests in turn meeting the growth standards
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Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

What evidence do we have that shows that a collaborative process was used throughout the entire planning process? The collaborative process at Algood Middle School for 2010-2011 began in the Fall when Component committees were organized by our principal, Tim Martin. Each component then selected a leader. Then, meetings were set up and a timeline laid out. The members of each team visualized how data and other resources could be beneficial to helping our institution improve. Each chairperson was instructed to find personnel from outside the school building to assist in this process when applicable.

Evidence of Alignment of Data and Goals – Narrative response required

What evidence do we have that proves alignment between our data and our goals? The data, as outlined in Component 1, displays our areas of strengths and weaknesses. Algood Middle School is striving to overcome recent mediocrity in tests scores and teacher effect when compared to the rest of Putnam County. Recent Writing scores suggest an improving trend in this category. However, this committee suggests interventions to help improve Math scores. Continuing to improve scores in Math and Reading is always going to be a high priority. Science and Social Studies, particularly Social Studies, appear to be above the curve.

Evidence of Communication with All Stakeholders – Narrative response required

What evidence do we have of our communication of the TSIPP to all stakeholders?
We have had the cooperation and assistance of many parents, school adopters and community members in the TSIPP process.
A final draft of the SIP will be submitted to each faculty member via e-mail.
A copy of the SIP will be submitted to the Director of Schools, as well as the deputy director and any other interested party at our Central Office.
A final draft will be available for download on our school website.

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?
Our beliefs acknowledge the importance of academic data in developing differentiated instructional techniques to reach and teach students with varying potentials, characteristics, needs, and interests.
Our mission is to "...inspire all students..." . All requires the study and analysis of sub-groups as addressed in our goals.
Our Shared Vision again reiterates our commitment all students can be successful.

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

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

Suggestions for the Process – Narrative response required

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

Future SIP meetings need to be more closely monitored with each Component having a more concrete deadline.

Committee leaders should stay in close communication to ensure a tight package is completed well in advance of the county deadline. Comprehensive emails should be submitted to all faculty updating them on the current progress of the School Improvement Plan.

TEMPLATE 5.2: Implementation Evaluation

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

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

We will begin immediately as we budget current funding and plan fundraising efforts to fund our objectives. We will also begin immediately to work on a schedule for the upcoming year that will allow the placement of Human and other resources to accomplish our goals. We have a meeting planned in May to meet with parents and other stakeholders to discuss our objectives and our action plan.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

All data will be utilized in terms of subject area. Grade level teachers will analyze the scores of the grade level below to better understand and decipher how to teach an upcoming class. TVAAS scores will be the most instrumental data source available in this process. Grade level teams will meet and discuss this data to collaborate about teaching strategies to better suit the need of our at-risk students, and how to reduce the achievement gap. Any discrepancy in average to above average learners will also be addressed.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The School Leadership team will meet quarterly, at minimum from August 2011- May 2012. Tim Martin, executive principal, will coordinate these meetings. Data results from benchmarking will be submitted to each faculty member so they can ensure progress is being made. Lack of progress, as well as progress, will addressed as well. Email will be used to communicate the time and location of these meetings.

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?
The School Leadership Team will meet as stated. After prioritizing which outcomes need to be addressed the most, the decision or action steps to be implemented by the faculty.

Evidence of a Process for Adjusting Plan – Narrative response required

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?
After data is received, the first of which will be TVAAS, the School Leadership Team will meet to discuss appropriate actions to be taken based on the data. Once benchmarking is completed, the School Leadership Team will determine whether the school's goals are being met. The plan will be adjusted accordingly by the principal in the event that progress towards our goal is not being achieved. All stakeholders will be informed of any progress or lack thereof at every interval.

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?
Stakeholders will not only updated copies of the updated SIPS, but will be informed of any adjustments in the ongoing process to improve our schools. Parents and students will utilize opportunities such as Open House and parent teacher conferences to ensure that feedback is provided from the faculty. It will be the responsibility of the School Leadership Team to provide feedback to stakeholders