

# Tennessee School Improvement Planning Process (TSIPP)

## **SIP Templates**



Tennessee Department of Education  
Commissioner Lana C. Seivers

August, 2007

# Tennessee School Improvement Planning Process (TSIPP)

## Assurances

with Signature of Principal

I certify that \_\_\_\_\_ 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>
<b>Debbie Anderton</b>	<b>Y</b>	<b>6<sup>th</sup> Grade Teacher</b>	<b>Leadership</b>
<b>Steve Giffin</b>	<b>Y</b>	<b>Principal</b>	<b>Co-leadership</b>
<b>Fredna McAlister</b>	<b>N</b>	<b>5<sup>th</sup> Grade Teacher</b>	<b>Component 1a</b>
<b>Cheryl Wiley</b>	<b>N</b>	<b>5<sup>th</sup> Grade Teacher</b>	<b>Component 1b</b>
<b>Barbara Guthrie</b>	<b>N</b>	<b>Librarian</b>	<b>Component 2</b>
<b>Brooke Bryan</b>	<b>N</b>	<b>4<sup>th</sup> Grade Teacher</b>	<b>Component 3</b>
<b>Andrea Brewer</b>	<b>N</b>	<b>School Counselor</b>	<b>Component 3</b>
<b>Carey Truesdale</b>	<b>N</b>	<b>6<sup>th</sup> Grade Teacher</b>	<b>Component 4</b>
<b>Lori Frame</b>	<b>N</b>	<b>Title 1 Teacher</b>	<b>Component 5</b>
<b>Dr. Janine Wilson</b>	<b>N</b>	<b>Supervisor of Curriculum and Instruction and Assistant Director of Schools</b>	
<b>Sandy Stout</b>	<b>N</b>	<b>Supervisor of Federal Programs, Attendance</b>	
<b>Alison Hoagland</b>	<b>N</b>	<b>School Secretary</b>	
<b>David Kidd</b>	<b>N</b>	<b>Community Leader/Parent</b>	
<b>Alice Palacio</b>	<b>N</b>	<b>Parent</b>	
<b>Gwen Shelton</b>	<b>N</b>	<b>Community Leader/Parent</b>	

## 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>
<b>Component 1a</b>		
<b>Fredna McAlister</b>	<b>Teacher</b>	<b>Y</b>
<b>Sherry Patton</b>	<b>Teacher</b>	<b>N</b>
<b>Tim Hobbs</b>	<b>Teacher</b>	<b>N</b>
<b>Steve Giffin</b>	<b>Principal</b>	<b>N</b>
<b>Tavis England</b>	<b>Teacher</b>	<b>N</b>
<b>Debbie Anderton</b>	<b>Teacher</b>	<b>N</b>
<b>Lance Evans</b>	<b>Assistant Principal</b>	<b>N</b>
<b>Pat Bean</b>	<b>Central Office Secretary, Bookkeeper and School Nutrition</b>	<b>N</b>
<b>Component 1b</b>		
<b>Cheryl Wiley</b>	<b>Teacher</b>	<b>Y</b>
<b>Julia Townsend</b>	<b>Teacher</b>	<b>N</b>
<b>Heather Bradley</b>	<b>Teacher</b>	<b>N</b>
<b>Ben King</b>	<b>Teacher</b>	<b>N</b>
<b>Carey Truesdale</b>	<b>Teacher</b>	<b>N</b>
<b>Brent Carter</b>	<b>Parent</b>	<b>N</b>
<b>Cary Sullivan</b>	<b>Community</b>	<b>N</b>
<b>Dorthea Thompson</b>	<b>Parent</b>	<b>N</b>

<b>Linda Griner</b>	<b>ISS (In-School Suspension Supervisor)</b>	<b>N</b>
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*Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.*

YES

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>
<b>Barbara Guthrie</b>	<b>Teacher</b>	<b>Y</b>
<b>Lisa Adams</b>	<b>Teacher</b>	<b>N</b>
<b>Judy Toon</b>	<b>Teacher</b>	<b>N</b>
<b>Becky Jones</b>	<b>Teacher</b>	<b>N</b>
<b>Jennifer Tittle</b>	<b>Parent</b>	<b>N</b>
<b>Ricky Shelton</b>	<b>Supervisor of Special Education and Transportation</b>	<b>N</b>
<b>Faye Hill</b>	<b>Teacher</b>	<b>N</b>
<b>George Brown</b>	<b>Custodian</b>	<b>N</b>
<b>Deborah McKinney</b>	<b>Custodian</b>	<b>N</b>

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

YES

NO

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*Subcommittee 2 Chair Signature*

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
<b>Brooke Bryan</b>	<b>Teacher</b>	<b>Y</b>
<b>Andrea Brewer</b>	<b>School Counselor</b>	<b>N</b>
<b>Dianne Wilson</b>	<b>Teacher</b>	<b>N</b>
<b>Bill Jenkins</b>	<b>Teacher</b>	<b>N</b>
<b>Lori Frame</b>	<b>Teacher</b>	<b>N</b>
<b>Cheryl Perrin</b>	<b>Teacher</b>	<b>N</b>
<b>Cheryl Reese</b>	<b>Parent</b>	<b>N</b>
<b>Jackie Harry</b>	<b>Community</b>	<b>N</b>
<b>Tracy Ho</b>	<b>Parent</b>	<b>N</b>
<b>Susan Miller</b>	<b>Teacher</b>	<b>N</b>
<b>Glen Belcher</b>	<b>Teacher</b>	<b>N</b>
<b>Terri Kerbo</b>	<b>Nurse</b>	<b>N</b>
<b>Lee Ann Dawkins</b>	<b>Teacher</b>	<b>N</b>

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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*Subcommittee 3 Chair Signature*

*Subcommittee for COMPONENT 4 Action Plan Development*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Carey Truesdale	Teacher	Y
Steve Giffin	Principal	N
Barbara Guthrie	Teacher	N
Sherry Patton	Teacher	N
Fredna McAlister	Teacher	N
Andrea Brewer	School Counselor	N
Ben King	Teacher	N
Brooke Bryan	Teacher	N
Flo Williams	Community	N
Elaine Barnes	Parent	N
Brad Luna	Technology Coordinator	N
Jill Storey	Technology Assistant	N
Brenda Posey	In-House Substitute	N
Sarah Rogers	Teacher's special education aid	N
Amy Osteen	Teacher	N

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

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

*Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
<b>Lori Frame</b>	<b>Teacher</b>	<b>Y</b>
<b>Debbie Anderton</b>	<b>Teacher</b>	<b>N</b>
<b>Dianne Wilson</b>	<b>Teacher</b>	<b>N</b>
<b>Cheryl Perrin</b>	<b>Teacher</b>	<b>N</b>
<b>Julia Townsend</b>	<b>Teacher</b>	<b>N</b>
<b>Cheryl Wiley</b>	<b>Teacher</b>	<b>N</b>
<b>Tavis England</b>	<b>Teacher</b>	<b>N</b>
<b>Bill Jenkins</b>	<b>Teacher</b>	<b>N</b>
<b>Debbie Broadway</b>	<b>Parent</b>	<b>N</b>
<b>Laurie Pearson</b>	<b>Community</b>	<b>N</b>
<b>Amenia Landers</b>	<b>Parent</b>	<b>N</b>
<b>Joann Scott</b>	<b>Central Office Secretary and Bookkeeper</b>	<b>N</b>
<b>Jeff Bryant</b>	<b>Maintenance Technician</b>	<b>N</b>

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

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

## Component 1a - School Profile and Collaborative Process

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

#### TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

#### TEMPLATE 1.3.1: Data Sources (including surveys)

*(Rubric Indicator 1.3)*

Data Source	Relevant Findings															
<b>School Climate Survey including faculty, students, parents, community leaders</b>	<b>The survey's results reveal that most of the students believe they are supported and encouraged in their educational experience.</b>															
<b>Survey of Beliefs based on NSSE's "Indicators of School Quality"</b>	<b>Determination of "beliefs" was prioritized using data collected. The top six beliefs are listed in template 1.8 of the TSIPP.</b>															
<b>Fayetteville Intermediate School's State Report Card</b>	<b>Criterion Referenced Academic Achievement:</b>															
	<table border="1"> <thead> <tr> <th>Subject</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>A</td> <td>A</td> </tr> <tr> <td>Reading</td> <td>A</td> <td>A</td> </tr> <tr> <td>Social Studies</td> <td>A</td> <td>A</td> </tr> <tr> <td>Science</td> <td>A</td> <td>A</td> </tr> </tbody> </table>	Subject	2006	2007	Math	A	A	Reading	A	A	Social Studies	A	A	Science	A	A
	Subject	2006	2007													
	Math	A	A													
	Reading	A	A													
Social Studies	A	A														
Science	A	A														
<b>Tennessee Value Added Assessment Systems (TVAAS)</b>	<b>Reports for 2007 show gains in all subject areas except sixth grade social studies, science, and math.</b>															
<b>2000 Census</b>	<b>Pertinent information was derived and is specified in template 1.3.2 of the TSIPP.</b>															
<b>Cafeteria Survey</b>	<b>The information derived from the supervisor of Federal Programs helped to determine how many students use the cafeteria services.</b>															
<b>Use of Technology Survey</b>	<b>The information collected gave administration an insight into the availability of the computer lab for teachers and the extent to which technology was used in the classroom. There</b>															

Data Source	Relevant Findings
	<b>was also a determination made as to confirmation of money well spent or the need for updated or additional technology.</b>
<b>School Nurse Health Survey</b>	<b>Each teacher was given a confidential list of those students who receive additional care. Included in this list were also students who had a specific condition which the teacher would need to be aware.</b>
<b>Chamber Of Commerce</b>	<b>Pertinent information was derived and is specified in template 1.3.2 of the TSIPP.</b>

**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:

### Student Characteristics

Presently (2007-2008), the student population at Fayetteville Intermediate School is 306. There are 103 fourth graders, 103 fifth graders, and 100 sixth graders. Caucasians represent 70.6%; African Americans, 26.1%; Hispanics, 0.1%; and 0.003% American Indian. The student population has 149 boys and 157 girls. In the student population 35% receive free lunches; and 9% receive reduced lunches for a total of 44% free and reduced lunches. The school is part of the Fayetteville City School System, yet 1/3 of the students live outside the city limits. These students are transported to and from school by their parent/guardian because the buses serve only those students who reside within the city limits. As of February 4, 2008, 49 students have transferred in to Fayetteville Intermediate School and 36 students have transferred out.

To include an accurate account, the 2007 state report card was used and reflected attendance of 95.2% for 2007, 95.9% for 2006, and 95.3% for 2005. The promotion rate as reflected by the 2007 state report card was 99.7% for 2007, 100% for 2006, and 99.6% for 2005. Fayetteville Intermediate School will strive to uphold this high percentage rate through the remainder of the school year.

For the 2006-2007 school year there were 18 incidents of in-school suspensions and 2 incidents for out-of-school suspensions. There were 12 incidents of bus suspensions. As of March 6, 2008, there have been 15 incidents of in-school suspensions and 0 incidents for out-of-school suspensions. There have been 10 incidents of bus suspensions.

### Staff Characteristics

The professional staff at Fayetteville Intermediate School currently consists of one principal, one assistant principal shared with Fayetteville Junior High School, one librarian, one full-time school counselor, one part-time music teacher, one part-time art teacher, one physical education teacher, one part-time special education teacher, one part-time speech/hearing teacher, one full time nurse, and fourteen classroom teachers. The staff is composed of six males and eighteen females; one African-American and twenty-five Caucasians.

The professional staff at Fayetteville Intermediate School consist of 16 white females (69.5%), one African-American female (.04%), and six white males (26%). 100% of the administrators and teachers have a Bachelor of Science or Arts degree and 43.4% have a Masters degree or higher. The average years of experience for the faculty are seventeen years. Fayetteville Intermediate School has zero teachers teaching outside of their area of endorsement. 100% of the teachers are highly qualified in their subject area. The combined total of years teaching experience is 396 years.

Support personnel are composed of one secretary, one full-time and one part-time educational assistant, and one half-time ESL instructor. There is one full-time custodian and one part-time custodian at this site. Two maintenance employees, one technology coordinator and one assistant for the system provide services to the students and staff of Fayetteville Intermediate School.

## **School Characteristics**

**Fayetteville Intermediate School is located at the junction of Highways 431, 231, and 64 in Lincoln County, Tennessee. The original structure housing Fayetteville Intermediate School was built as an addition to Fayetteville Junior High School in 1997 to accommodate the city school system's grades five and six. Another building program completed in August 2001 added thirty-two thousand square feet to the existing fifth- and sixth-grade facility to serve grades four, five, and six.**

**Presently, the facilities at Fayetteville Intermediate School include four fourth grade, five fifth grade, and five sixth grade classrooms. Fourth-grade classes are self-contained whereas the fifth and sixth grades are departmentalized. There are separate rooms for music, art, Title I, and special education. To provide privacy to our students, the school counselor and nurse each has an office. The teachers are provided with a lounge for the purpose of various types of meetings. The secretary's office is located near the entrance doors at Fayetteville Intermediate School with the principal's office being adjacent. Upon entering the building, visitors are welcomed by a nice seating area. A large workroom is stationed in a central location of the building to accommodate both the staff and volunteers. The media center is open each day to students and teachers and offers access on both a scheduled and flexible basis. The media center has approximately 10,023 books which provide the students great choices for the Accelerated Reader program. Various audio-visual collections that include videos, sound books, and CD-ROM programs are available. Newspaper subscriptions and periodicals are also provided. There are five computers located in the media center. Each classroom teacher has a minimum of three computers and access to a twenty-five station computer lab. Several classrooms are equipped with Blue-Tooth Technology enabling computer projection equipment and smartboards to enhance instruction.**

**Fayetteville Intermediate School has a large gymnasium with concession area. The students are provided with a playground to use during breaks. Although the 1100-seat football/soccer field and its regulation oval track belong to the Fayetteville Junior High, it is accessible.**

**Fayetteville Intermediate School's day for students begins at 7:55 a.m. and ends at 2:55 p.m. Faculty and staff are required to arrive by 7:35 a.m. and remain on site until 3:05 p.m. unless otherwise required to stay by the administrators. Supervision is provided from 7:00 a.m. to 4:00 p.m. each day. An extended school program, F.A.S.T. (Fayetteville After School Time) is provided by the Fayetteville City School system. This program is located at Ralph Askins Elementary School. Before and after school care is provided from 6:00 to 7:00 a.m. and from 3:00 to 6:00 p.m. Parents enroll their children and pay for these services. During the afternoon hours students are provided with a snack, homework assistance, and instruction in physical activities. This program continues through the summer with added enrichment programs. F.A.S.T. is also available during fall and spring intercessions. Services are provided from 6:00 a.m. to 6:00 p.m.**

**Fayetteville City Schools incorporate a "9-2" calendar. The regular school year is 200 days—a minimum of 178 student attendance days, a minimum of eight days of in-service for all certified personnel, ten sick days, and two personal/professional days.**

**Maintaining good environmental and safety conditions at Fayetteville Intermediate School is a high priority. Pride is taken in having a clean, safe, well-maintained building**

and campus. A well-defined school safety plan is incorporated by all staff and faculty. Several handicap parking spaces and ramps allow easy access to the building. There are security cameras monitoring all exterior doorways, hallways, gymnasium, and other key school areas both inside and out. The cameras are linked to televisions in the front office and principal's office. These cameras can also be monitored at the central office and at the principal's and school director's residence via their computers. All teachers have two-way communication radios which have a direct link to the front office. In addition, each classroom teacher has the ability to send "instant messages" via the computer to any person in the school system. This provides teachers with another direct link to the appropriate personnel in times of need. All exits except the front doors are kept locked at all times. Students and staff are instructed not to open locked entrances for non-school persons. Key members of the staff and faculty have received CPR and emergency procedure training. The school is regularly inspected by the fire marshal. Regular fire and other emergency drills are held unannounced to practice procedures for each. Cameras are installed on school buses to help eliminate or investigate behavior problems.

The curriculum at Fayetteville Intermediate School is aligned with the state standards and guided by the individual student needs. Physical education, art, and music classes are provided to the students on a weekly basis. Library and guidance classes are scheduled on a bi-weekly basis.

In compliance with IDEA (Individuals with Disabilities Act) Fayetteville Intermediate School provides a variety of services to students with disabilities and handicap conditions. Special education students are served in the least restrictive environment possible with emphasis on inclusion in the regular classroom. All special education students are included in the regular curriculum according to the Individual Education Plan (IEP) for the student. These classes consist of social studies, science, physical education, guidance, art, and music. Currently, twelve students are served part-time in special education classrooms for language arts/ reading, and/or math. Additionally, two students are served in the regular classroom under consultation. Another 10 students attend weekly speech classes. Gifted students' needs are addressed in the classroom through consultations with the special education teacher. As needed, students having limitations in English proficiency are served through our English Language Learner (ELL) program. The instructor of this program currently services all three district schools.

Fayetteville Intermediate School offers a variety of extracurricular activities designed to involve as many students as possible. Among these are a school paper, yearbook, band, chorus, drama, spelling bee, 4-H, basketball, soccer, golf, and cheerleading.

Parental support is evidenced by attendance on Parent-Student Orientation night, award ceremonies, athletic events, band concerts, dramatic productions, and other various activities. Many parents attend school-wide parent conferences and are encouraged to schedule individual conferences as needs arise. Parents are encouraged to volunteer.

Fayetteville Intermediate School strives to be a part of the community by involving students and staff in the participation of various food, toy, or money drives for the less fortunate. Also supported is the American Cancer Society during "Relay for Life."

Traditionally, Fayetteville Intermediate School has regularly scored in the top ten percent of all systems in Tennessee on standardized testing. Fayetteville Intermediate School students perform at very high academic levels as indicated in the state report card. Analyzing standardized test feedback regularly results in modifying and improving



**2007-2008 PROPOSED STUDENT FEE WAIVER BUDGET**

<b>Beginning Account Balance</b>	<b>\$ 1,432.23</b>
<b>Estimated Revenue</b>	<b>\$ 1,700.00</b>
<b>Estimated Expenses</b>	<b><u>(\$ 1,700.00)</u></b>
<b>Estimated Account Balance</b>	<b>\$ 1,432.23</b>

**2007-2008 PROPOSED TEACHER BEP BUDGET**

<b>Beginning Account Balance</b>	<b>\$ 798.93</b>
<b>Estimated Revenue</b>	<b>\$ 3,800.00</b>
<b>Estimated Expenses</b>	<b><u>(\$ 3,800.00)</u></b>
<b>Estimated Account Balance</b>	<b>\$ 798.93</b>

**2007-2008 PROPOSED ATHLETIC BUDGET**

<b>Beginning Account Balance</b>	<b>\$ 3,823.09</b>
<b>Estimated Revenue</b>	<b>\$ 3,200.00</b>
<b>Estimated Expenses</b>	<b><u>(\$ 3,200.00)</u></b>
<b>Estimated Account Balance</b>	<b>\$ 3,823.09</b>
<b>Field Trips</b>	<b>\$ 3,000.00</b>
<b>Items for Resale</b>	<b>\$ 2,000.00</b>
<b>Miscellaneous</b>	<b><u>\$ 500.00</u></b>
<b>Total Expenses</b>	<b><u>\$25,200.00</u></b>
<b>Estimated Account Balance</b>	<b>\$ 718.52</b>

**Parent or Guardian Demographics**

The estimated population for the city of Fayetteville according to the 2000 census was 6994 with an estimated population for 2006 of 7,092 (+1.4% change) with 71.0% Caucasian, 26.2% African American, 0.9% American Indian, 0.8% Hispanic, 1.4% two or more races. The median resident age is 43.1 years. The per capita income for 2000 was \$23,830.

The estimated education for the residents of Fayetteville was 65.1% having completed high school or higher, 12.1% bachelor's degree or higher, and 12.1% graduate or professional degree. The unemployment rate is 11.6%.

## Community Characteristics

Fayetteville, Tennessee, located in the southern middle Tennessee county of Lincoln, is approximately 78 miles south of Nashville and 30 miles north of Huntsville, Alabama. The county has an area of approximately 560 square miles. The city government of Fayetteville is composed of a part-time mayor and board of aldermen and a full-time city administrator and staff.

The estimated population for Lincoln County in 2003 was 31,340 with 89.6% Caucasian, 7.4% African American, 1.2% American Indian, 1.0% Hispanic, 1.2% bi-racial, and 0.3% of a race not listed in the most recent census. The per capita income for 2003 was \$23,897.

Lincoln County is both an agricultural and industrial community. Lincoln County's major industrial businesses include Averitt Express, C & S Plastics, Fushi-Copperweld Corporation, Franke, Frito-Lay, Genesco, Goodman, Hydro Aluminum, Lincoln Paving, Trilogy Pools, South Central Human Resources, and Wright Paving. Additionally, Lincoln County Health Facilities, Fayetteville Public Utilities, Lincoln County Board of Public Utilities, and the Lincoln County and Fayetteville City Departments of Education also employ numerous Lincoln County citizens.

The Fayetteville City School system includes Ralph Askins Elementary School (Pre K-3), Fayetteville Intermediate School (4-6), and Fayetteville Junior High School (7-9). After completion of grade nine students continue their education at Lincoln County High School, the only senior secondary school in Lincoln County which serves the students of both the Lincoln County and the Fayetteville City schools. There is one private school, Riverside Christian Academy, serving Fayetteville and Lincoln County. Fayetteville is home of Motlow State Community College and The Don Sundquist Center for Advanced Technologies.

Many public resources and programs such as the Fayetteville-Lincoln County Public Library, Fayetteville Lincoln County Museum, Fayetteville Lincoln Arts Center, and Fayetteville Parks and Recreation provide residents with a variety of activities throughout the year. Other community programs available are 4-H clubs, Boy and Girl Scouts, Carriage House Players, local churches as well as programs provided by various city departments (police, fire, etc.).

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

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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

#### Academic Data

- **Tennessee Comprehensive Assessment Performance (TCAP)**
- **Tennessee Value Added Assessment Systems (TVAAS)**
- **Report card data**
- **Progress reports**
- **Title I placement tests**
- **Diagnostic placement**
- **Accelerated Reading**
  - **Goals**
  - **Accuracy**
- **STAR Math**
- **Writing Assessments**
- **EduSoft Benchmarks**
- **BrainPop quizzes**
- **Internet4Classrooms**
- **Monitor usage of computers in classroom/lab**
- **Remediation/Intersession attendance logs**
- **Turnover of media center resources**
- **Attendance of**
  - **Parent-teacher conferences**
  - **Visitors**
  - **Speakers**
  - **Volunteers**
- **Honor rolls**
- **Recognitions**
- **Essay awards**
- **Spelling Bee awards**
- **Math contest awards**
- **4-H Awards**
- **Participation in local newspaper**
- **Teacher and school web pages**
- **Presidential Physical Fitness Awards**
- **Teacher assessments**
  - **Pretests/Posttests**
  - **Unit tests**
  - **Chapter tests**
  - **Teacher-made tests**
  - **Cumulative tests**

- **Observations**
- **On-line tests**
- **Oral presentations**
- **Projects**

## **Non-Academic Data**

- **School counselor referrals**
- **School nurse referrals**
- **Circulation of school health newsletters**
- **Participation in National Lunch and Breakfast Program**
- **Documentation of Lion's Club vision and screening**
- **Attendance Parent-Teacher Organizations**
- **Teacher web pages**
- **Usage of e-mail: teachers and stakeholders**
- **Surveys**
  - **Parent**
  - **Teacher**
  - **Student**
  - **Community**
- **Attendance of after school extra-curricular activities**
- **Mentoring programs**
- **Truancy reports**
- **Discipline logs**
- **Crisis management**
  - **Prevention plan**
  - **Drills for fire, tornado, and intruder**
  - **Sign-in dates and use of defibrillator(on premises)**
  - **CPR training certifications**
  - **Use of two-way communication radios**
  - **Surveillance videos/ school and school buses**
  - **Direct communication with Fayetteville City Police Department via two police radios**
- **Attendance of**
  - **Students/teachers**
  - **Suspensions**
  - **Parent-teacher conferences**
  - **Visitors**
  - **Speakers**
  - **Volunteers**

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**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.

***\*All synthesis refers to Component 1b, Template 1.4 of the TSIPP; Academic and Non-academic data, and "List of Sources".***

The Staff of Fayetteville Intermediate School has been diligent in the task of compiling and analyzing the academic data. The Tennessee State Report Card showed that our Criterion Referenced Achievement in math, language arts/reading, social studies and science received all A's in 2006 and 2007. This report indicates a maintained high level of performance.

The Tennessee Comprehensive Assessment Practice (TCAP) scores have been reviewed and analyzed to target those areas where additional intervention is needed. According to our findings in the area of math, fourth and fifth grade maintained a gain in each quintile, lowest, low, middle, high, and highest. The results indicate in the area of sixth grade math a significant decrease in gain in each quintile, lowest, low, middle, high, and highest. The lowest and middle quintiles were the most obvious with a decrease of 6.2 made up of 11.1% of the sixth grade population and 5.2 with 22.2% of the sixth-grade population. In the content area of reading/language arts fourth-grade dropped in the middle quintile with a decrease of 2.5 made up of 16% of the fourth grade population. Fifth-grade reading/language arts made gains in each quintile except the highest quintile with a 0.0 gain which was made up of 42.6% of the fifth grade population. In sixth grade reading/language arts a decrease in gain was made by 88.9% of the sixth-grade population in quintiles two through five. Fourth grade made significant gains in each quintile in the content area of social studies. For the same content area fifth grade decreased in both the third and fourth quintiles by 6.0 and 4.7 respectively. There were not enough students in the first and second quintile to report. A slight gain of 0.6 was made in the highest quintile. Sixth grade social studies dropped significantly in each reported quintile. Our findings indicate that fourth and fifth grade made adequate to excellent gains in all reported quintiles in the content area of science. Sixth grade science made a continuous decline in achievement in all reported quintiles with 93% of the sixth-grade population declining at least 5.0 from the reference line. The fifth grade is presently the only grade that participates in the state writing assessment. The TCAP writing score was 4.2 in 2005, 4.1 in 2006, and 4.1 in 2007. The average score for the last three years is 4.1. Currently fourth grade teachers are working in conjunction with the fifth grade language arts teachers to increase the scores in writing.

According to TCAP-CRT in reading, language, and math it has been determined that Fayetteville Intermediate School scores higher than the state average for low, middle, and high-achieving students. The data indicates fourth graders are currently being reached in all quintiles in the area of social studies, but there is a need to focus on improving the scores of all quintiles in fifth and sixth grade. Fourth-grade teachers should target those in quintiles 1 and 2 in science while fifth grade should target those in quintiles 3, 4, and 5. Sixth grade should concentrate on all quintiles 1, 2, 3, 4, and 5 in the area of science. For the subject of math, fourth grade should focus on improving quintile 5, fifth grade should focus on quintile 4, and

sixth grade should focus on quintiles 1, 2, 3, 4, and 5. In the area of reading/language arts fourth grade is successful in reaching quintiles 1 and 2 but should try to reach those students in quintiles 3, 4, and 5. In fifth grade quintiles 2, 3, and 4 are strengths, but teachers should focus on the highest quintile in the subject of reading/language arts. For sixth-grade reading/language arts an area of strength is quintile 1 or the lowest quintile. Sixth grade should focus on improving mastery of quintiles 2, 3, 4, and 5.

<b>Fayetteville Intermediate School</b>	<b>Strength According to Quintiles</b>	<b>Weakness According to Quintiles</b>
4 <sup>th</sup> Grade Social Studies	1, 2, 3, 4, 5	
4 <sup>th</sup> Grade Science	3, 4, 5	1, 2
4 <sup>th</sup> Grade Math	1, 2, 3, 4	5
4 <sup>th</sup> Grade Reading/Language Arts	1, 2	3, 4, 5
5 <sup>th</sup> Grade Social Studies		1, 2, 3, 4, 5
5 <sup>th</sup> Grade Science	1, 2	3, 4, 5
5 <sup>th</sup> Grade Math	1, 2, 3, 5	4
5 <sup>th</sup> Grade Reading/Language Arts	2, 3, 4	1, 5
6 <sup>th</sup> Grade Social Studies		1, 2, 3, 4, 5
6 <sup>th</sup> Grade Science		1, 2, 3, 4, 5
6 <sup>th</sup> Grade Math		1, 2, 3, 4, 5
6 <sup>th</sup> Grade Reading/Language Arts	1	2, 3, 4, 5

According to TVAAS reports for the year 2007 Fayetteville Intermediate School shows a three year average gain equal to or greater than the growth standard in the areas of 4<sup>th</sup> and 5<sup>th</sup> grade math; 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade reading/language arts; 4<sup>th</sup> and 5<sup>th</sup> grade science; and 4<sup>th</sup> and 5<sup>th</sup> grade social studies. In this report 6<sup>th</sup> grade math has a National Curve Equivalent (NCE) gain below the growth standard by at least one but less than two standard errors. This information also reports a NCE gain below the growth standard by at least two standard errors for the areas of 6<sup>th</sup> grade social studies and 6<sup>th</sup> grade science. This three year average indicates a downward trend in the areas of 6<sup>th</sup> grade social studies, 6<sup>th</sup> grade science, and 6<sup>th</sup> grade math. Although the three-year average shows a gain in the area of 6<sup>th</sup> grade reading/ language arts, in the year 2006-2007 this content area dropped below the standard growth by at least two standard errors.

<b>Fayetteville Intermediate School</b>	<b>Strength According to 3-Yr. Avg</b>	<b>Weakness According to 3-Yr. Avg</b>
4 <sup>th</sup> Grade Social Studies	6.9 G	
4 <sup>th</sup> Grade Science	6.7 G	
4 <sup>th</sup> Grade Math	3.5 G	
4 <sup>th</sup> Grade Reading/Language Arts	1.0 G	
5 <sup>th</sup> Grade Social Studies	5.6 G	
5 <sup>th</sup> Grade Science	7.6 G	
5 <sup>th</sup> Grade Math	4.5 G	
5 <sup>th</sup> Grade Reading/Language Arts	6.5G	
6 <sup>th</sup> Grade Social Studies		-7.4R
6 <sup>th</sup> Grade Science		-11.0 R
6 <sup>th</sup> Grade Math		-0.8R
6 <sup>th</sup> Grade Reading/Language Arts	4.3 G	

According to the Criterion Reference Test (CRT) as mandated by No Child Left Behind, Fayetteville Intermediate School's System quartiles, (25<sup>th</sup> percentile, 50<sup>th</sup> percentile, and 75<sup>th</sup> percentile) in fourth-, fifth- and sixth-grades reading/language arts scored higher than the state average. However, the system's high achievers are not progressing to the anticipated level in comparison to the significant difference at the 75<sup>th</sup> percentile for low and middle achievers. In 2005-06 less than 5% of special education's 4<sup>th</sup> grade students were proficient and advanced and less than 5% were below in reading and language Arts. The next school year this subgroup scored 75% proficient and advanced and 25% below proficient. For the 2005-06 school year special education's 5<sup>th</sup> grade students scored 37.5% proficient and advanced and 62.5% below proficient in reading and language arts. The following year there were not enough students in this reporting category to show AYP. The 6<sup>th</sup> grade students in special education scored less than 5% proficient and advanced and less than 5% below proficient for the 2005-06 school year in reading/language Arts. In 2006-2007 these students scored 55.6% proficient and advanced and 44.4% below proficient.

The Adequate Yearly Progress Report (AYP) indicates that Fayetteville Intermediate School met the Federal benchmark in all categories that are required by our student population. Fayetteville Intermediate School is responsible for meeting AYP in the following categories: economically disadvantaged, gender, ethnicity (black and white), and special education. This school does not have enough population in the following categories to report

for AYP: 504 service plan, gifted, ELL, migrant, non-special programs, Title 1, and ethnicity American Indian, Alaska Native, Pacific Islander, and Hispanic. In the reporting category of Hispanic Fayetteville Intermediate had three students and all were proficient or advanced in all subjects. Fayetteville Intermediate school had one student in the reporting category American Indian/Alaska Native and this student was advanced in all areas. Fayetteville Intermediate School had two students in the Pacific Islander reporting category and both were proficient or advanced in all areas.

In addition to state mandated testing various other types of assessments both formal and informal occur (Component 1b, template 1.4). Edusoft Benchmark testing is a software program that is used to collect, analyze, and use student performance data to guide instruction. Fayetteville Intermediate School gives a reading/language arts, science, and math benchmark test three times a year to assess the mastery of state standards. Teachers also use a variety of other formal and informal assessments for that objective. To communicate each student's performance to parents, progress reports are sent home every three weeks between report cards. Report cards go home at the end of each nine week period. Two school-wide parent conferences are scheduled each year. Individual parent teacher conferences occur as necessary throughout the year. Communication with parents via phone, email, or in person is encouraged at all levels. Honor students are listed in the local newspaper. News articles also appear to recognize achievements. Reporting a student's progress is beneficial to parents, students, and teachers. Teachers are able to target areas which need improvement and provide information for remediation. Parents receive concrete evidence as to their child's achievements.

Through extended contracts Fayetteville Intermediate School is able to provide an after-school remediation program. Remediation is offered each day after school until 4:15 p.m. Students attend fall and spring intersession from 8:00 a.m. to 11:00 a.m. during the first week of break. Bus transportation is provided. Remediation is offered for students who have low test scores in math and/or reading. This is optional for the students. If parents decide not to take advantage of this program, other students are then given the opportunity through teacher recommendation or parent requests. Students benefit from small group and one-on-one instruction and are able to complete assignments to help them reach the highest possible level of achievement. Confidence is enhanced by success. These programs have proven to be successful due to various academic and nonacademic measures listed in Template 1.4. In reviewing these measures the conclusion has been drawn that the remediation programs are beneficial to the students served.

At the beginning of the 2007-2008 school year Title I reading was re-implemented at Fayetteville Intermediate School. Title I reading serves students in fourth-, fifth-, and sixth-grades. According to state guidelines Title I is unable to serve special education students. Students qualify based on data from a combination of teacher evaluation, TCAP Reading/Language Arts scores, and the STAR Reading Test. Once students have qualified based on the above mentioned criteria, parental permission is required for student participation. Placement tests identify the needs of individual students. Results are used to drive instruction. The classroom teacher provides coordination sheets to the Title I teacher at the beginning of each nine-week grading period so that the skills being taught in the regular classroom are being reinforced in the Title I classroom. Title I provides students who are at risk extra support with reading in a small group setting allowing for one on one instruction. The small group setting also allows a safe environment for reluctant readers to practice reading

skills and to ask questions they might not ask otherwise in a whole group setting. Throughout the year benchmark assessments and STAR Reading tests are given to provide information as to areas of student need. These tests also show growth validating the effectiveness of a Title I reading program. The ultimate goal is to see an improvement in overall reading comprehension on state assessment.

All students at Fayetteville Intermediate School are assessed in reading through STAR testing. This assessment places each student on an appropriate reading level according to comprehension of vocabulary. The students are then given individualized goals. The students are encouraged and motivated using a school-wide reward system as well as classroom incentives to meet these goals. STAR tests are given at least three times a year to evaluate the students' progress.

The media center at Fayetteville Intermediate School has approximately 10,023 books. Of those, 6,739 are fiction and 3,284 are non-fiction. There are five computers with internet access in the media center. The media center has 774 learning videos, 20 magazine subscriptions, two newspapers, and 148 professional materials. In 2006-2007 the media center circulated an average of 7,714 books. With a student body of approximately 300 this equates to an average of 26 books checked out per child. In addition, our system has adopted a new reading series which is predicted to have a positive outcome. Additionally, Fayetteville Intermediate School hired a reading teacher for the 5<sup>th</sup> grade in an effort to improve reading scores. Collaboration is ongoing with stakeholders in order to strategically maximize all reading tests scores.

In accordance with our school technology survey Fayetteville Intermediate School is dedicated and committed to the integration of the appropriate technology to afford each student the ability to receive the highest quality education possible to compete in the 21<sup>st</sup> century. Every classroom has at least three computers. The school has a computer lab with 26 computers and a projector to enhance visual capabilities. Each student can watch the instruction of the teacher while he/she works from his/her primary computer. Every classroom teacher in the school has a smartboard and a projector mounted in the ceiling to enhance learning through technology. As technology advances and opportunities are provided for enhanced learning, our teachers are rapidly becoming accustomed to accessing computer-based learning activities. United Streaming is a digital video-on-demand service provided by Discovery Education. Videos from each curriculum area can be aligned to state standards. Other types of computer-based learning activities used at Fayetteville Intermediate School include: a yearly subscription to BrainPop, Edusoft Benchmark testing, Internet4Classrooms, and NetTrekker all of which provide various forms of assessments. Yearly technology training is provided through staff development activities.

## Technology Use Survey

Teacher: \_\_\_\_ Summary—20 total participants \_\_\_\_ (Raw #) \_\_\_\_\_

1. How many times a month do you use the computer lab?
 

one - two	three - four	five or more	N/A
65% (13)	15% (3)	5% (1)	15% (3)
  
2. Do you feel the computer lab is beneficial to instruction?
 

Yes	No	Somewhat
95% (19)	(0)	5% (1)
  
3. On average how often do you use the smartboard as part of instruction?
 

Daily	Weekly	Monthly	Rarely	N/A
10% (2)	45% (9)	0	15% (3)	30% (6)
  
4. On average, how often do you use the projector as part of instruction?
 

Daily	Weekly	Monthly	Rarely	N/A
40% (8)	10% (5)	0	15% (3)	20% (4)
  
5. Using a scale of 1-5 (5 being the highest and 1 being the lowest), rate the importance of computers as part of your instruction.
 

5	4	3	2	1
60% (12)	10% (2)	0	5% (1)	15% (3)
  
6. How do students use computers in your classes? (check all that apply)
  - to organize and store information 35% (7)
  - to collect data and perform measurements 30% (6)
  - to manipulate/analyze/interpret data 30% (6)
  - to communicate information as the result of investigations 30% (6)
  - to create visual displays of data/information (e.g., graphs, charts, maps) 10% (5)
  - to plan, draft, proofread, revise, and publish written text 35% (7)
  - to create graphics/visuals of non-data products (e.g., diagrams, pictures, figures) 20% (4)
  - to create visual presentations 30% (6)
  - to perform calculations 15% (3)
  - to create models or simulations 10% (2)
  - to support individualized learning 80% (16)
  - for remediation for basic skills 65% (13)
  - to compensate for a disability or limitation 50% (10)
  - other (please specify \_\_\_\_\_)
    1. Research 15% (3)
    2. View teacher instruction 5% (1)

The teachers at Fayetteville Intermediate School use their web pages as another tool for communicating with the parents. Each teacher’s web page is unique to that particular teacher, but all of them serve the purpose of communicating to the students and parents information about lessons being taught. Some web pages provide additional educational sites for the students to explore. The school offers a web page that provides educational websites which provide tutorials for learning applications in power point, word, etc. Other websites offer assistance in different subjects on various skill levels. Through informal channels it has been repeatedly expressed that the parents, students, and teachers consider this a very useful tool.

In assessing the strengths of our school climate approximately ninety percent of students feel that their teachers, principal, and families believe in their ability to learn and desire that they do their best. When assessing concerns, approximately forty percent of students responded that they do not have choices in what they learn. Only nineteen percent indicated that learning cannot be fun and that teachers do not listen to their ideas. In the area of student relations twenty-six percent do not feel respected, and nineteen percent reported classmates as unfriendly. Student disrespect and lack of friendliness appeared to be more of a concern for sixth graders than fourth and fifth graders. The survey’s results reveal that most of the students believe they are supported and encouraged in their educational experience.

<b>Strengths</b>
<b>292 – My teacher believes I can learn.</b>
<b>291 – My teacher wants me to do my best.</b>
<b>290 – My principal wants me to do my best.</b>
<b>290 – My family believes I can do well in school.</b>
<b>289 – My family wants me to do well in school.</b>
<b>Concerns</b>
<b>124 – I have choices in what I learn.</b>
<b>79 - Students treat me with respect.</b>
<b>58 – Students at my school are friendly.</b>
<b>58 – My teachers listen to my ideas.</b>
<b>57 – Learning can be fun.</b>

A classical education educates the mind, body, and soul. At Fayetteville Intermediate School our core academic classes address the mind, physical education addresses the body, and the art and music classes address the soul. The strengths of the related art programs include state-approved textbooks and audiovisual supplies for arts and music classes, cross-curricular activities bridging the gap between related arts and core subjects, and a variety of equipment for physical education classes. Weaknesses of the programs include a limited time in these subject areas, a lack of extracurricular opportunities to experience these subjects in real life applications, and a lack of personnel to rectify these issues. Potential changes would include creating state and federal standards that include a higher regard for the importance of related arts, hiring additional staff required to increase course offerings, receiving grants and other monetary support to enact these changes, and incorporating field trips and other instruction in alternate settings that would afford the students the opportunities to see these subjects in more than a theoretical nature.

**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							
<b>**The Fayetteville Intermediate School has only 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in the Fayetteville City School System.</b>							
<p><b>Growth differences between high, middle, and low achievers according to TVAAS in the Fayetteville City School System as compared with similar Tennessee students (TCAP-CRT in reading/language and math). See table below:</b></p>							
<b><u>Percentile Ranking within Tennessee</u></b>							
<b><u>Achievement Levels</u></b>	<b>Year</b>	<b>Reading/Language</b>			<b>Math</b>		
		<b>Grade</b>			<b>Grade</b>		
		4	5	6	4	5	6
<b>System 25<sup>th</sup> Percentile</b>	<b>2006</b>	55	41	39	52	36	32
	<b>2007</b>	41	45	31	50	51	31
	<b>Year</b>	<b>Reading/Language</b>			<b>Math</b>		
		<b>Grade</b>			<b>Grade</b>		
		4	5	6	4	5	6
<b>System 50<sup>th</sup> Percentile</b>	<b>2006</b>	77	60	61	74	59	53
	<b>2007</b>	65	71	52	71	73	49
	<b>Year</b>	<b>Reading/Language</b>			<b>Math</b>		
		<b>Grade</b>			<b>Grade</b>		
		4	5	6	4	5	6
<b>System 75<sup>th</sup> Percentile</b>	<b>2006</b>	91	86	80	85	80	83
	<b>2007</b>	85	88	79	91	89	74

## Report Card Data Disaggregation

According to this report the Fayetteville City School system's quartile (25<sup>th</sup> percentile) scored much better than the state average for low students in reading/language in our 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. The system's 50<sup>th</sup> percentile scored significantly better than the state average for middle students in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. The system's 75<sup>th</sup> percentile scored better than the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades' state average for high students in language arts and reading. It appears that our system's high achievers are not progressing to the anticipated level. The Fayetteville system scored higher than the state average in the 75<sup>th</sup> percentile; however, there was not as significant a difference at this percentile as the low and middle achievers.

The Fayetteville City School system's lowest quartile (25<sup>th</sup> percentile) scored significantly better than the state average for low-achieving students in math for 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders. The system's 50<sup>th</sup> percentile scored much better than the state average for middle-achieving students in math for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. The system's 75<sup>th</sup> percentile scored better than the state average for high-achieving students in math for the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. Although the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades' 75<sup>th</sup> percentile scores were above that of the state average, the discrepancy was not as significant as was the difference in the 25<sup>th</sup> and 50<sup>th</sup> percentile students at Fayetteville Intermediate School.

All disaggregated test data in this report are from the 2005-2006 and 2006-2007 school years and are based on criterion-referenced testing as mandated by No Child Left Behind. For the sake of consistency norm-referenced data has been omitted.

The reporting categories for Fayetteville Intermediate School are the following: ethnicity (black and white), economically disadvantaged, special education, and gender. We did not include Limited English Proficiency (LEP) and any other ethnic group because *there were not enough students in the reporting categories.*

### 4<sup>th</sup> Grade Math

#### Ethnicity

In 2005-2006, 100% of white students were proficient and advanced and less than 5% were below proficient. In 2006-2007 more than 95% were proficient and advanced and less than 5% were below proficient. In the African-American subgroup for the school year 2005-06, 91.3% were proficient and advanced and 8.7% were below proficient. For the 2006-2007 school year, 90.5% were advanced and proficient, and 9.5% were below proficient.

#### Economically Disadvantaged

In 2005-06, 96.4% of our economically disadvantaged students were proficient and advanced while less than 5% were below proficient. In 2006-2007, 90.6% were proficient and advanced, and 9.4% were below proficient.

#### Special Education

Of our special education students in 2005-2006, 97.7% were proficient and advanced while less than 5% were below proficient. In 2006-2007, 50% were proficient and advanced and 50% were below proficient.

## Report Card Data Disaggregation

### Gender

In this reporting category for the school year 2005-06, 97.7% of our 4<sup>th</sup> grade males were proficient and advanced while less than 5% were below proficient. In 2006-2007, 88.6% were proficient and advanced and 11.4% were below proficient. Of our 4<sup>th</sup> grade females for the school year 2005-06, 97.8% were proficient and advanced and less than 5% were below proficient. In 2006-2007, more that 95% were proficient and advanced and less than 5% were below proficient.

### 5<sup>th</sup> Grade Math

### Ethnicity

In 2005-06, 97.1% of the white students were proficient and advanced and less than 5% were below proficient. The following year more that 95% were proficient and advanced and less than 5% were below. In the African American subgroup for the year 2005-06, 89.3% were advanced and proficient, and 10.7% were below proficient. In 2006-2007, 92% of African-American students were proficient and advanced, while 8% were below proficient.

### Economically Disadvantaged

In this reporting category for the school year 2005-2006, 92.1% were proficient and advanced while 7.9 % were below proficient. In the 2006-2007 school year more that 95% were proficient and advanced, and less than 5% were below proficient.

### Special Education

For the school year 2005-06 less than 98.9% of special education students were proficient and advanced and less than 5% were below proficient. In 2006-2007 there were not enough students in this reporting category to determine AYP.

### Gender

In 2005-06, 94.2% of males were proficient and advanced, and 5.8% were below proficient. In 2006-2007 more than 95% were proficient and advanced, and less than 5% were below proficient. Of our female population in 2005-2006, 95.5% were proficient and advanced, and less than 5% were below proficient. In 2006-2007 more than 95% were proficient and advanced, and less than 5% were below proficient.

### 6<sup>th</sup> Grade Math

### Ethnicity

In 2005-06 white students scored 97.1% proficient and advanced, and less than 5% below proficient. In the school year 2006-2007, 87.9 % were proficient and advanced, and 12.1% were below proficient. Our African-American students for the year 2005-06 scored 89.3% were proficient and advanced and 10.7% below proficient. For the year 2006-2007 this subgroup scored 92.9% proficient and advanced, and 7.1% were below proficient.

## Report Card Data Disaggregation

### Economically Disadvantaged

In 2005-2006 the economically disadvantaged students scored 92.1% proficient and advanced and 7.9% below proficient. In 2006-2007 this subgroup scored 83.3% proficient and advanced and 16.7% below proficient.

### Special Education

For the 2005-2006 school year, special education students scored 50% proficient and advanced and 50% below proficient. In 2006-2007 special education 33.3% was proficient and advanced, and 66.7% were below proficient.

### Gender

In 2005-06 males scored 94.2% proficient and advanced and 5.8% below proficient. In 2006-2007 this group scored 84% proficient and advanced and 16% below proficient. Females for the school year 2005-06 scored 95.5% proficient and advanced and less than 5% below. During the 2006-2007 school year more than 95% were proficient and advanced, and less than 5 below proficient.

## 4<sup>th</sup> Grade Language Arts and Reading

### Ethnicity

In the 2005-06 school year 98.4% of white students were proficient and advanced, and less than 5% were below. In 2006-2007 this group scored 94.4% proficient and advanced and 5.6% below. African Americans scored 95.7% proficient and advanced and less than 5% below proficient during the 2005-2006 school year. The next year more than 95% were proficient and advanced, and less than 5% were below proficient.

### Economically Disadvantaged

For the school year 2005-06 our economically disadvantaged subgroup scored 92.9% proficient and advanced and 7.1% below. In 2006-2007 this subgroup scored 93.5% proficient and advanced and 6.5% below.

### Special Education

In 2005-06 less than 5% of special education students were proficient and advanced, and less than 5% were below. The next school year this subgroup scored 75% proficient and advanced and 25% below proficient.

### Gender

In the 2005-2006 school year males scored 95.4% proficient and advanced and less than 5% below proficient. The following year males scored 93% proficient and advanced and 7% below proficient. Females scored 100% proficient and advanced and less than 5% below proficient for the 2005-2006 school year. The next year females scored more than 95% proficient and advanced and less than 5% below.

## 5<sup>th</sup> Grade Language Arts and Reading

### Ethnicity

In 2005-2006, 94.1% of white students were proficient and advanced while 5.9% were below. In 2006-2007 more than 95% were proficient and advanced while less than 5% were below. American students scored 85.7% proficient and advanced and 14.3% were below for the school year 2005-06. The following year this subgroup scored more than 95% proficient and advanced and less than 5% below proficient.

### Economically Disadvantaged

The economically disadvantaged subgroup at Fayetteville Intermediate School scored 86.9% proficient and advanced and 13.2% below proficient for the 2005-2006 school year. The following year this group scored more than 95% proficient and advanced and less than 5% were below.

### Special Education

For the 2005-06 school year special education students scored 37.5% proficient and advanced and 62.5% below proficient. The following year there were not enough students in this reporting category to show AYP.

### Gender

Males in 2005-06 scored 86.6% proficient and advanced and 13.5% below proficient. In 2006-2007 this subgroup scored more than 95% proficient and advanced and less than 5% below. Females scored 97.7% proficient and advanced and less than 5% below in 2005-06. The following year females scored more than 95% proficient and advanced and less than 5% below.

## 6<sup>th</sup> Grade Language Arts and Reading

### Ethnicity

In 2005-2006 white students scored 98.2% proficient and advanced, and less than 5% below proficient. The following year this group scored 92.4% proficient and advanced and less than 7.6% below. Our African-American students scored 81.8% proficient and advanced and 18.2% below in 2005-2006. The following year this subgroup scored 89.3% proficient and advanced and 10.7% below proficient.

### Economically Disadvantaged

For the school year 2005-06 this subgroup scored 89.7% proficient and advanced and 10.3% below proficient. The following year they scored 86.1% proficient and advanced and 13.9% below.

### Special Education

Special education students scored less than 5% proficient and advanced and less than 5% below proficient for the 2005-06 school year. In 2006-2007 these students scored 55.6% proficient and advanced and 44.4% below proficient.

## Report Card Data Disaggregation

### Gender

Male students in 2005-2006 scored 93.6% proficient and advanced and less than 6.4% below proficient. The following year this subgroup scored 86% proficient and advanced and 14% below proficient. Females scored 94.1% proficient and advanced and 5.9% below in 2005-06. The next year females scored more than 95% proficient and advanced and less than 5 below proficient.

### 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

After gathering all academic and non-academic data committees have met to discuss and analyze data. This data has been cross referenced to examine and look for trends. Information was compiled and charted for each subgroup to identify strengths and weaknesses. Consultation with administrators further acknowledged the consistency of our findings.

### Areas of Need:

- In the year 2006-2007, 16.7% of economically disadvantaged students were below proficient in sixth-grade math.
- In the subgroup of economically disadvantaged in sixth-grade reading/language arts in 2006-2007, 13.9% were below proficient.
- Scores of the students receiving special education services need to be increased.
- The TCAP Writing Assessment is at state average. Fayetteville Intermediate should strive to be above the state average.
- Scheduling should allow time during the day for grade level meetings.
- Move 10% of 5<sup>th</sup> and 6<sup>th</sup> grade students in social studies from proficient to advanced.
- Innovative strategies to involve more stakeholders should be incorporated.

### Areas of strength:

- Fayetteville Intermediate School uses email, teacher web pages, newsletters, progress reports, parent-teacher conferences, and teacher email to communicate effectively with parents.
- After-school remediation programs target students in fourth, fifth, and sixth grade

## Narrative Synthesis of Data

**math and reading/language arts.**

- **Fayetteville Intermediate School received all A's on the 2006-2007 state report card.**
- **During fall and spring break a remediation program is offered for at-risk students.**
- **Achievement scores are consistently high in all grades and subject areas.**
- **According to TVAAS reports, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade surpassed the state 3 year average gain in reading and language arts.**
- **In the areas of science, social studies, and math, 4<sup>th</sup> and 5<sup>th</sup> grade had a higher 3-year average when compared to the state's NCE gain.**
- **Economically disadvantaged students score consistently high on achievement tests.**

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**TEMPLATE 1.8: Prioritized List of Goal Targets**

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

**TEMPLATE 1.8: Prioritized List of Goal Targets**

*(Rubric Indicator 1.8)*

**Prioritized List of Goal Targets**

- 1. The proficiency level for the economically disadvantaged subgroup in sixth grade reading/language arts and math will increase to 90% by 2010.**
- 2. Move 10% of 5<sup>th</sup> and 6<sup>th</sup> grade students in social studies from proficient to advanced by 2010.**
- 3. An increase of 3% will be shown in the areas of 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade special education math and reading/language arts by 2010.**

## Component 2 – Beliefs, Common Mission and Shared Vision

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### 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. A student's performance is enhanced by mutual respect among students and staff.**
- 2. Students learn best when they are actively engaged in the learning process.**
- 3. Students learn best when our staff maintains high expectations for learning.**
- 4. All students in our school need to have an equal opportunity to learn.**
- 5. A safe and physically comfortable environment promotes student learning.**
- 6. A successful student links new information with existing knowledge in meaningful ways.**

#### Common Mission

**The mission of Fayetteville Intermediate School is to ensure that each student receives a challenging education in a safe, caring environment.**

#### Shared Vision

**We will enable students to become productive, cooperative, and responsible citizens by preparing them with knowledge, skills, and attitudes necessary for success.**

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices  
(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Use of State approved Standards and provides appropriate training	Curriculum is prioritized and mapped	Established school wide student achievement benchmarks	Implemented a grade appropriate cohesive standards-based model for literacy	Implemented a grade appropriate cohesive standards-based model for mathematics	Implemented formative assessment aligned with school benchmarks	Support system enhances the quality of curriculum and instruction	Monitoring enhances the quality of curriculum and instruction	Teaching and learning materials are correlated to the state standards and distributed to the instructional staff.	School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.
Evidence of Practice (State in definitive/tangible terms)	Teachers have been trained and utilize the Tennessee Blueprint for Learning for lesson planning and post daily objectives in individual classrooms.	Professional development focuses on subject area mapping/ standards stated in lesson plans	Benchmark assessments are scheduled and given at regular intervals during the school year.	<ul style="list-style-type: none"> <li>• McMillan McGraw Hill reading series</li> <li>• Accelerated Reading</li> <li>• Title I reading program</li> </ul>	Harcourt math series	<ul style="list-style-type: none"> <li>• Benchmark tests</li> <li>• Unit tests</li> <li>• Teacher-made tests are aligned with school benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Availability and appropriated monies for meaningful workshops</li> <li>• Qualified staff to attend textbook adoptions</li> <li>• In-services provided to enhance quality instruction</li> <li>• Curriculum coordinator to provide assistance</li> <li>• Blue-print for learning to provide standards-based curriculum</li> <li>• Up-to-date textbooks</li> <li>• Accountability for standards-based lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluations</li> <li>• Classroom walk-through</li> <li>• Teacher mentor program</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook adoptions</li> <li>• Curriculum is based on and aligned with Tennessee Blueprint for Learning for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Mission statement posted throughout the building</li> <li>• Mission statement recited every morning during morning announcements</li> <li>• The mission and shared vision is posted on the school website</li> <li>• Parent-teacher conferences</li> <li>• S/M team meetings</li> <li>• Quarterly school-wide newspaper</li> <li>• <u>Student/Parent Handbook</u></li> <li>• Daily objectives visible in all classrooms</li> <li>• Daily objectives are stated in student agendas</li> </ul>

							<ul style="list-style-type: none"> <li>plans</li> <li>• Attendance logs for various clubs and activities.</li> <li>• Extended contracts for after school and intersession programs</li> </ul>			
Is the current practice research based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> <li>• Benchmark tests</li> <li>• TCAP tests</li> <li>• TCAP Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Benchmark tests</li> <li>• TCAP tests</li> <li>• TCAP Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark test scores</li> <li>• TCAP scores</li> </ul>	<ul style="list-style-type: none"> <li>• STAR Reading tests</li> <li>• Increased reading levels and accuracy</li> <li>• Benchmark tests</li> <li>• TCAP tests</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark tests</li> <li>• Classroom formative assessments</li> <li>• TCAP scores</li> </ul>	Results of all formative tests	<ul style="list-style-type: none"> <li>Results of:</li> <li>• Unit tests</li> <li>• Benchmark tests</li> <li>• TCAP</li> <li>• TCAP Writing Assessment</li> <li>• STAR reading tests</li> <li>• Attendance logs</li> <li>• Extended contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation documents</li> <li>• Notes on walk-through</li> <li>• Mentor and beginning teacher meeting log</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions regarding textbook adoptions are made based on curriculum standards</li> <li>• Standards and objectives are required in teachers' lesson plans and monitored by school administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Two pre-scheduled parent conferences per year.</li> <li>• Documentation of meetings</li> <li>• Use of daily agenda</li> <li>• Number of website visits</li> <li>• Parent-Teacher Organization shares school vision</li> <li>• Parent signatures stating <u>Student/Parent Handbook</u> has been read</li> </ul>
Evidence of effectiveness or ineffectiveness (State in terms of	Met or exceeded state average in all subject areas	Met or exceeded state average in all subject areas	Met or exceeded state average in all subject areas	Met or exceeded state average reading	Met or exceeded state average in math	TVAAS scores	Met or exceeded state average in all subject areas	Teacher evaluation documentation shows increased use of	<ul style="list-style-type: none"> <li>Results of:</li> <li>• Unit tests</li> <li>• Benchmark tests</li> <li>• TCAP tests</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at parent-teacher conferences</li> <li>• S/M team meeting</li> </ul>

quantifiable improvement)								differentiated learning techniques.	<ul style="list-style-type: none"> <li>• TCAP Writing Assessments</li> <li>• STAR Reading tests</li> </ul>	<ul style="list-style-type: none"> <li>• documentation</li> <li>• 1,600 school newspapers sent out per year</li> <li>• 41,933 website visits</li> <li>• (Jan. 2007-Dec. 2007)</li> </ul>
Evidence of equitable school support for this practice	Professional development	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Grade level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• All students are given benchmark</li> <li>• Assessments in all subjects and grade levels</li> </ul>	All students participate in the reading program.	All students participate in the math program.	Scheduled staff meetings to observe progress and needs for improvement, and to collaborate and share ideas	<ul style="list-style-type: none"> <li>• Accessibility for all programs</li> <li>• Attendance</li> <li>• Logs</li> <li>• Curriculum coordinator researches and provides opportunities to attend workshops related to both individual teacher needs and school areas of needs.</li> <li>• Examples of in-services provided to all faculty members related to enhancing the quality of curriculum and instruction are:</li> <li>• Classroom organization and management program</li> <li>• Brain-based teaching</li> <li>• Standards and test score analysis</li> <li>• <u>Tennessee Benchmarks and Standards</u></li> <li>• “Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are evaluated by the same rubric.</li> <li>• The timeline for teacher evaluations is mandated by the TDOE.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are held accountable for meeting state standards.</li> <li>• Principals held accountable for monitoring teacher practices</li> </ul>	<ul style="list-style-type: none"> <li>• All students are provided an agenda and <u>Student/Parent Handbook</u>.</li> <li>• The school website provides up-to-date information about class assignments and are linked to state standards.</li> </ul>

							<p><u>Don't Grow Dendrites</u>" by Dr. Marcia Tate</p> <ul style="list-style-type: none"> <li>• <u>A Practical Guide to Reciprocal Teaching</u></li> <li>• <u>"Succeeding with Standards-Linking Curriculum, Assessment and Action Planning"</u></li> <li>• <u>Curriculum Partners Academy: Becoming a Standards-Based District</u></li> <li>• Developing instructional blueprints</li> <li>• Advanced Reading Renaissance training</li> <li>• Understanding and planning for differentiated instruction</li> </ul>			
Next Step (changes or continuations)	Utilize standards/ track student performance levels	Regularly scheduled meetings for curriculum planning	Utilize student performance on benchmark tests to guide instruction	Utilize student performance on tests (data) to guide instruction	Utilize student performance on tests (data) to guide instruction	Schedule provided for grade-level meetings to occur during planning	Grade level meetings scheduled with curriculum coordinator to collaborate	Continued compliance with state monitoring guidelines.	Continue to monitor and adjust as curriculum standards change and student's needs surface	Continue to monitor and update when needed.

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### TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

### Template 3.1.b: Curriculum Gap Analysis

#### **Curriculum Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- **TIME**  
**Scheduling of fifth-and sixth-grade students allows teachers to specialize in one subject and provide continuity in curriculum instruction. Teachers receive scheduled daily planning to ensure quality instruction. Professional development days are available for educators to attend conferences and workshops. Educators are also required to attend system-wide in-service. Five days of required professional development trainings were devoted to differentiated instruction.**
- **MONEY**  
**Local funding is allocated each year for media center materials aligned with the curriculum. The board of education also provides \$200 to each teacher for professional development and/or materials aligned to the curriculum. Extended contract monies are made available for after-school and intersession remediation programs. Money is spent on curriculum-based supplemental materials as needed. The Wilson Reading System was purchased through special education funds to target students with severe reading disabilities. State and local funds are allocated for materials such as textbooks, software, and technology that support curriculum-based standards.**
- **PERSONNEL**  
**All personnel are engaged in adapting curriculum to meet individual student needs. The ELL teacher is available daily. The speech instructor works weekly with identified students. The system-wide technology coordinator and technology assistant are available to assist with any technological needs to adapt or enrich the curriculum. As of 2007 Fayetteville Intermediate School employs a full-time Title I teacher to provide intervention for low-performing students in reading. In order to meet the needs of all students, Fayetteville Intermediate school also employs a**

full time physical education teacher, a full-time school counselor, a part-time art instructor, and a part-time music teacher.

- OTHER RESOURCES

Through the University of Tennessee Extension Agency students are provided activities in the 4-H program. Other community professionals have donated time to present real-world application of subjects such as language arts, social studies, guidance, and science.

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

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

- TIME

Provide common grade level planning for 4<sup>th</sup> and 5<sup>th</sup> grade teachers, including special education, to enhance collaboration among teachers. Open Computer lab and monitor before and after school hours. In-service days or scheduled faculty meetings need to be allocated for the specific purpose of correlating subject area content in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades with related arts classes.

- MONEY

Provide Additional funding for acquiring technology based instructional resources.

- PERSONNEL

Provide a monitor for before-and after-school computer lab access.

- OTHER RESOURCES

Students could benefit from more low-level, high-interest reading materials. Fayetteville should increase the number of community leaders involved in content related activities. Technology should be increased in order to enhance more standard-based lessons. Funds are available for materials; therefore, research and collaboration must occur before purchases are made.

Equity and Adequacy:

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

**Yes, every teacher is provided with ample resources in order to effectively equip students for success. Teacher requests for justifiable resources are honored and funded.**

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

**Yes, funds, resources, and technology are effectively provided to meet the identified needs of the students.**

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

**Criterion-referenced scores in all subjects and grades are consistently above the state average. Though the three-year averages in TVAAS scores for 6<sup>th</sup> grade have declined,**

achievement data for all subgroups has remained outstanding over time. This indicates that the curriculum at our school is more than adequately meeting the needs of all students.

### 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?

**Fayetteville Intermediate School's curriculum strengths include research-based materials, daily planning for quality instruction, supplemental technology programs, fifth- and sixth- grade teachers who specialize in one subject, and enrichment programs (guidance, ELL, Title I, speech, music, art and physical education).**

#### 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.)

- 1. Fayetteville Intermediate School could benefit from a master school schedule that includes common grade-level planning time to address curriculum needs.**
- 2. Closely monitored curriculum mapping needs to be based on and aligned with findings from both academic and non-academic data sources. Scheduled meetings with the curriculum coordinator would provide both assistance and assurance that appropriate measures are being taken to effectively meet the needs of all students.**

## **Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

- 1. Fayetteville Intermediate School administrators will work towards school-wide scheduling to allow for common grade level planning.**
- 2. The implementation of grade-level planning times will allow for more opportunities to meet with the curriculum coordinators; in addition, faculty meeting should occur once per month to specifically address issues related to curriculum, instruction, assessment, and organization.**
- 3. Allot time during scheduled in-services and designate monthly faculty meetings for the specific purpose of reviewing and analyzing academic data in order to address and plan for identified challenges or to update as needs arise.**

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices  
(Rubric Indicators 3.3 and 3.4)

Current Instructional Practices	Classroom Instruction is aligned with the standards-based curriculum	Classroom instruction is aligned with the assessments	Teaching process is data driven	Students are actively engaged in high quality learning environments as supported by higher order thinking skills	Teachers incorporate a wide range of research-based student centered teaching strategies	Classroom organizational and management techniques support the learning process	Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> <li>• Blueprint for Learning</li> <li>• Use state vocabulary</li> <li>• EduSoft (benchmark testing)</li> <li>• Lesson plans are standards based.</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction based on analysis of</li> <li>• TCAP</li> <li>• Benchmark</li> <li>• STAR Reading</li> <li>• STAR Math</li> <li>• Curriculum aligned pretests and posttests</li> <li>• Writing assessments</li> <li>• Teacher-made tests</li> <li>• Diagnostic</li> <li>• Placement tests</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development days are used to analyze test results and plan for instruction.</li> <li>• Curriculum mapping is used to plan instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers incorporate higher-order thinking skills daily into lesson plans. These are implemented in various techniques such as posting on the white board, smartboard, and teacher web pages. This also occurs through oral and written venues.</li> <li>• Independent math groups formed in 5<sup>th</sup> and 6<sup>th</sup> grades</li> <li>• Essay competitions in 6<sup>th</sup> grade language arts</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based teaching strategies that are frequently used are but not limited to:</li> <li>• Marcia Tate’s <u>Worksheets Don’t Grow Dendrites: 20 Instructional Strategies That Engage the Brain.</u></li> <li>• Bloom’s taxonomy</li> <li>• Various strategies from Lee Canter</li> <li>• Differentiated instruction, Accelerated Reader, and textbooks.</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide discipline procedures</li> <li>• After- school detention</li> <li>• In-school suspension</li> <li>• Alternative school</li> <li>• Policies and procedures</li> <li>• Teachers refer to: <u>Creating Conditions for Learning (COMP), Differentiated Classroom, and Harry Wong’s First Days of School.</u></li> <li>• Various strategies from Lee Canter</li> </ul>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• ELL</li> <li>• ESL</li> <li>• After-school tutoring</li> <li>• Remediation during intersession</li> <li>• After-school tutoring, school posted websites such as Internet4 Classrooms, BrainPop</li> <li>• 5<sup>th</sup> and 6<sup>th</sup> grade independent math for advanced students</li> <li>• Extracurricular activities such as 6<sup>th</sup> grade math teams, 6<sup>th</sup> grade spelling teams, school play, chorus, band, 4-H</li> </ul>

Is the current practice research based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> <li>• EduSoft Benchmark tests</li> <li>• Monitor SPI, TPI, TCAP, TVAAS</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• IEP's</li> </ul>	<ul style="list-style-type: none"> <li>• State report card</li> <li>• TCAP scores</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tests</li> <li>• TCAP</li> <li>• Lesson plans(standard based)</li> <li>• Utilization of <u>Blueprint for Learning</u></li> </ul>	Positive feedback from: <ul style="list-style-type: none"> <li>• Evaluations</li> <li>• TCAP scores</li> <li>• Surveys</li> <li>• Communication from stakeholders.</li> <li>• Number of students in independent math</li> </ul>	Positive feedback from: <ul style="list-style-type: none"> <li>• Evaluations</li> <li>• Submitted lesson plans</li> <li>• TCAP scores</li> <li>• Surveys</li> <li>• Communication from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Accumulation of discipline referral data</li> <li>• Teacher documentation</li> <li>• Classrooms are monitored by administration</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance logs</li> <li>• Reading logs</li> </ul>
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Results are on file: <ul style="list-style-type: none"> <li>• EduSoft</li> <li>• Benchmark tests</li> <li>• Monitor SPI, TPI, TCAP, TVAAS</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• IEP's</li> </ul>	<ul style="list-style-type: none"> <li>• All A's on state report card</li> <li>• Writing assessment scores consistently meet state average (4.1).</li> <li>• TCAP achievement scores consistently above state average</li> </ul>	<ul style="list-style-type: none"> <li>• Reports of tests scores</li> <li>• Monitoring of standard-based lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• All A's on state report card</li> <li>• Writing assessment scores consistently meet state average</li> <li>• TCAP achievement scores consistently above state average</li> </ul>	Reports from: <ul style="list-style-type: none"> <li>• EduSoft</li> <li>• Benchmark tests</li> <li>• Monitor SPI, TPI, TCAP, TVAAS</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• IEP's</li> <li>• Surveys</li> <li>• Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• 99.7% promotion rate</li> <li>• Reductions of office referrals on file</li> <li>• Administration logs.</li> <li>• Discipline files</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Reports from:               <ul style="list-style-type: none"> <li>• EduSoft</li> <li>• benchmark tests</li> <li>• Monitor SPI, TPI, TCAP, TVAAS</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• IEP's</li> </ul> </li> </ul>
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> <li>• Money is spent on professional development to enhance educator knowledge. Funding is provided by BEP funds and local allocations</li> <li>• Favorable responses to teachers' requests for educational</li> </ul>	<ul style="list-style-type: none"> <li>• Edusoft Benchmark school testing each 9-week period</li> <li>• School-wide writing practice days</li> <li>• Practice TCAP throughout the year</li> <li>• STAR Reading</li> <li>• STAR Math</li> </ul>	<ul style="list-style-type: none"> <li>• Money spent on professional development days used to review test scores and evaluate strategies for improvement</li> <li>• Money appropriated for attending workshops</li> </ul>	Professional development which teaches effective questioning and student engagement activities as well as differentiated learning instruction	Money appropriated for in-services and workshops	<ul style="list-style-type: none"> <li>• Teacher-principal evaluation and observation reports</li> <li>• Surveys</li> <li>• Administration logs</li> </ul>	<ul style="list-style-type: none"> <li>• Continued money appropriated for various activities to provide multiple opportunities for students</li> <li>• Surveys</li> </ul>

	materials- technology						
Next Step (changes or continuations)	Continue to monitor and adjust as curriculum standards change and student needs surface	Continue process with ongoing research which addresses updating benchmark practices	Continue to correlate workshops with identified areas of need	Continue but also involve more stakeholders in process	Implement a program which allows teachers to visit other classes in the school to gather ideas and strategies	Continue positive reinforcement of enhancement in the classroom. Conduct a survey to address teacher input on in-services and staff development choices, example: focus on discipline strategies	Continue to monitor and adjust as needed

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### TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

### Template 3.2.b: Instructional Gap Analysis

#### **Instructional Gap Analysis - Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- **TIME**  
**Examples of time allocation include content mastery, technology and computer lab sessions, tutoring and remediation programs, individual classroom instruction, in-services and faculty meetings, workshops, and staff development.**
- **MONEY**  
**Funds are appropriated to enhance technology and computer lab utilization, provide teacher development (in-service), purchase a preliminary EduSoft benchmark testing program, adopt textbooks, and supply other instructional materials as deemed necessary.**  
**The \$200.00 provided by the system's central office along with BEP. monies can be used to purchase instructional materials.**
- **PERSONNEL**  
**The director of schools, supervisor of instruction, and principals collaborate on the best placement of professional personnel. Identified strengths and areas of need are taken into consideration when deciding upon the placement of each teacher. Past experience, content knowledge, and licensure are all evaluated to ensure the best placement possible. To supplement classroom teachers, the system employs an ELL teacher, an ESL translator/assistant, technology supervisor and assistant, an educational assistant, a Title I teacher, and a special education assistant.**
- **OTHER RESOURCES**  
**An after-school tutoring program as well as fall and spring remediation is provided to enhance instruction and raise mastery levels. Two professional development days per teacher are allotted to provide training in content area. Parents, community leaders, and volunteers often speak and make presentations to classrooms providing additional information on various units of study. Two field**

trips are allowed per grade to support activities which correlate to the curriculum. Fourth-grade students are invited to participate in a 4-H Farm Safety Day field trip which constitutes stakeholders working together for the betterment of our students.

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

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

- **TIME**  
**Scheduling should incorporate common grade-level planning allotted for teachers. Two in-service days at the start of the school year should be devoted solely to prioritizing and mapping the curriculum.**
  
- **MONEY**  
**Teachers and students would benefit greatly if the following instructional materials and/or programs were considered for purchase:**
  - **Study Island-an online program with activities, assessments, and review of non-mastered skills**
  - **Additional Wilson or Scholastic Reading and Language Arts Program materials**
  - **SPIRE program for special education students**
  - **TCAP coach books (if requested)**
  - **ThinkLink**
  
- **PERSONNEL**  
**At this time, the administration has met or exceeded state requirements for student/teacher ratio. Consideration for needs of the students, faculty and staff are continually evaluated and steps are taken when deemed necessary.**
  
- **OTHER RESOURCES**  
**Teachers would prefer to adopt textbooks school wide instead of system wide. It would benefit teachers and students if the school implemented a program which influenced greater participation of parent and community volunteers. These volunteers could assist teachers with tasks such as bulletin boards, filing, etc. which would allow teachers to spend time on instructionally based facets of the curriculum. The after-school remediation program offered through extended contract should specifically target reading/language arts and math for identified sixth grade students.**

Equity and Adequacy:

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

**Yes, all grade level and subject area teachers are receiving the resources listed.**

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

**Yes, the funds allocated are used effectively to educate students. Teachers receive BEP funds at the beginning of every school year. Additional funds are available from the central office but must be justified and budget approved. Programs are available to all students with special needs.**

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

**The Tennessee Report Card reveals that our school received all “A’s” in all subjects. Criterion Reference Testing (CRT) data shows that all subject areas are at or above the state average and an increase has occurred in most subgroups. Reviewing the data shows a gap is evident in the level of proficient versus advanced between some subgroups. Steps have been taken to focus on these students.**

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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?

**All of the teachers at Fayetteville Intermediate School are highly qualified. The fifth and sixth grades are departmentalized; therefore, teachers are able to focus all their attention to one set of standards and one subject. High test scores indicate that instruction is effective.**

**Another major strength is the use of a standardized based curriculum and assessment correlations. Teachers use curriculum mapping and have aligned their instruction with the state standards. Benchmark tests are used at the end of each quarter to identify strengths and weaknesses.**

**TCAP scores are evaluated at the beginning of the year to identify areas that need addressing. Writing scores are also studied. Writing prompts are used throughout the year to prepare for the TCAP writing assessment in February.**

**In-service training is based on research-based programs such as differentiated instruction, COMP training, and Marsh Tate's, Worksheets Don't Grow Dendrites. Teachers use cooperative groups, peer tutoring, math manipulatives, and subject matter games to reinforce their instruction.**

**Fayetteville Intermediate School has a computer lab and at least three computers in each classroom. Each room is equipped with a smartboard, projector, and large screen to enhance the instruction. Several websites are posted for students to access at home. These programs reinforce material that is being taught in the classrooms. The technology coordinator and assistant are available to help with any problems, questions, or needs, and are accessible through the e-mail and d-babble.**

**After school tutoring programs are available in all grades for students that need extra help. Remediation programs are offered during fall and spring intercession. Students that need reinforcement with skills in reading and math attend these week long programs that enhance achievement. This type of small group assistance provides the one-on-one support needed to improve. Independent math programs are provided for those fifth and sixth grade students performing above grade level.**

**The special education program monitors identified students who are in the full inclusion program through consultation. Those students with greater needs receive instruction from a full time special education teacher. Tutoring is offered each afternoon for these students. A CDC classroom is provided for students with severe disabilities.**

**BEP money is appropriated for each teacher to enrich instruction. Additional funds are allocated for technology or instructional materials when available and or justified.**

### **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.)

- **According to TVAAS scores the three year average indicates a downward trend in the areas of sixth grade math, social studies, and science. Although the three year average shows a gain in the area of sixth grade reading/language arts, in the year 2006-2007 this content area dropped below the growth standard by at least two standard errors.**
- **There is a significant drop in test scores for fourth, fifth and sixth grade special education in math and reading/languages arts.**
- **Test results show that target areas should be addressed for economically disadvantaged in sixth grade math and reading/language arts.**
- **Fifth grade writing assessments are a concern as well, even though the three year average was consistent with the state average of 4.1.**

## **Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

**Although areas of concern have been identified and actions have been taken, the following should also occur:**

- **Students not meeting benchmarks will be identified at the beginning of each year and progress monitoring will be enacted to show growth. Adjustments, interventions, or continuations will follow.**
- **Current needs will be assessed and evaluated. Determination as to better implementation of available resources will occur. Some requests have been recently made for additional resources. Continued research will lead to additional request. Once purchased, these resources will be implemented and closely monitored for effectiveness.**
- **Offer remediation through extended contracts to target areas.**
- **Re-establish relationship with Fayetteville Housing Authority for after school tutoring purposes.**
- **Professional development and in-services will continue to be conducive to needs of teachers, students; in addition teacher input will provide administration with insight into teacher viewpoints or needs.**
- **Strive to reiterate the open door policy for parents and community stakeholders to express or provide input into the keys for success of all students.**
- **Devise a method in which teachers can visit other classrooms at least once during the school year to gather new ideas and teaching strategies.**
- **Monitor writing practices, strategies and assessments in and below fifth grade level to ensure the continuous build of proficiency in order to raise student performance levels above the state average.**

**TEMPLATE 3.3.a: Assessment Practices**

**Template 3.3.a: Assessment Practices**

*(Rubric Indicators 3.5 and 3.6)*

<p><b>Current Assessment Practices</b></p>	<p>Uses student assessments that are aligned with the TDOE standards-based curriculum</p>	<p>Ensures that the appropriate assessments are used to guide decisions relative to student achievement</p>	<p>Uses a variety of data points for decision making relative to student achievement</p>	<p>Assesses all categories of students</p>	<p>Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc.</p>	<p>Provides professional development in the appropriate use of assessment</p>	<p>Provides support and technical assistance to teacher in developing and using assessments</p>	<p>Provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<ul style="list-style-type: none"> <li>• TCAP</li> <li>• Benchmark</li> <li>• Writing assessment</li> <li>• Teacher-made tests</li> <li>• Unit tests from standards-based textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• The results of the TCAP testing in language arts and mathematics are analyzed and remediation is offered to the students scoring in the below proficient quintile.</li> <li>• Instructional decisions guided by student achievement are discussed in all grade levels and subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• TCAP</li> <li>• Benchmark tests</li> <li>• STAR Math</li> <li>• STAR Reading</li> <li>• IEP's</li> <li>• Progress reports</li> <li>• Nine week reports</li> <li>• AR testing</li> <li>• Writing assessment</li> <li>• Title placement tests</li> <li>• Chapter / unit tests</li> </ul>	<p>Each student participates in assessments with appropriate accommodations and/or modifications given to students with special educational needs including English Language Learners.</p>	<ul style="list-style-type: none"> <li>• TCAP</li> <li>• Writing assessment</li> <li>• Benchmark tests</li> <li>• STAR Math</li> <li>• STAR Reading</li> <li>• AR tests</li> <li>• Chapter and unit tests</li> <li>• Title I placement testing</li> <li>• BrainPop software</li> </ul>	<ul style="list-style-type: none"> <li>• Edusoft assessment training</li> <li>• Faculty meetings to analyze and interpret scores</li> <li>• System-wide staff development related to analyzing test scores</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas for faculty meetings and system wide staff development</li> <li>• Purchase of software related to assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Parent-teacher conferences</li> <li>• 9-weeks report card</li> <li>• Two 3-week progress reports each 9 weeks</li> <li>• Website</li> <li>• School board meetings</li> <li>• Local newspaper articles</li> <li>• Award ceremonies</li> </ul>
<p>Is the current practice research based?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Is it a principle &amp; practice of high-performing schools?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Has the current practice been effective or ineffective?</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective Ineffective</p>	<p>Effective</p>	<p>Effective</p>

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Reports on above mentioned tests</p>	<ul style="list-style-type: none"> <li>• Documentation of scheduled meetings</li> <li>• Reports from the assessment data</li> </ul>	<p>Assessment results and student growth indicators</p>	<ul style="list-style-type: none"> <li>• Assessment results</li> <li>• Individual Education Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment results, reports</li> <li>• Testing schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of staff development</li> <li>• Regularly scheduled faculty meetings</li> <li>• Based on knowledge gained through training, teachers implement strategies to target areas of need as documented through lesson plans and evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide use of Edusoft software</li> <li>• All teachers have knowledge of and access to assessment result via state department website</li> <li>• Monies appropriated for the following technology based instructional tools: Brain-Pop, Internet4Classrooms, United Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• System-wide scheduled report dates</li> <li>• Meeting minutes</li> <li>• Newspaper article archives</li> <li>• Parental confirmation via signatures on reports sent home</li> <li>• 41,933 website visits (Jan. 2007-Dec. 2007)</li> </ul>
<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>State report card grades all A's</p>	<p>State report card grades all A's</p>	<p>State report card grades all A's</p>	<p>All TCAP results were at or above state average.</p>	<p>All TCAP results were at or above state average.</p>	<p>Effective as related to all TCAP results were at or above state average and state report card Grades all A's</p>	<ul style="list-style-type: none"> <li>• All TCAP results were at or above state average.</li> <li>• State report card grades all A's</li> <li>• Reports generated from all computer-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of conferences</li> <li>• Percentage of parental responses as noted by sign-in sheets</li> <li>• Website hits</li> </ul>
<p>Evidence of equitable school support for this practice</p>	<p>Scheduled testing occurs throughout the year</p>	<ul style="list-style-type: none"> <li>• Full faculty participation in meetings</li> <li>• Extended contract monies available to facilitate remediation programs</li> </ul>	<p>Data-driven decisions are used throughout the school consistently.</p>	<p>Individual student needs are addressed daily.</p>	<ul style="list-style-type: none"> <li>• Teachers are supplied with assessment tools and supplemental resources.</li> <li>• Along with standardized test, teachers use a variety of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are required to attend training/in-service</li> <li>• Administration provides financial support for the purchase of testing software</li> <li>• Teachers are provided additional opportunities for training in the areas of needs as indicated by the assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Money is allocated to facilitate the use of the assessment based software programs.</li> <li>• Technical assistance is available to faculty.</li> </ul>	<p>Teachers and administrators participate in the above mentioned activities.</p>

						results.		
Next Step (changes or continuations)	Continue and update as needed	A more consistent use of assessment results to guide instruction	Continue to improve benchmark testing strategies	<ul style="list-style-type: none"> <li>• Continuous student assessment</li> <li>• Faculty professional development</li> </ul>	Continue practice and update and needed	<ul style="list-style-type: none"> <li>• Use common grade level planning to delve deeper into deciphering test data</li> <li>• Offer additional guidance in how to extract test score data using the technology based approach</li> <li>• Continue and enhance the process of interpreting and cross-referencing test score data</li> </ul>	<ul style="list-style-type: none"> <li>• Offer additional guidance in how to extract test score data using the technology based approach</li> <li>• Continue and enhance the process of interpreting test score data</li> </ul>	<ul style="list-style-type: none"> <li>• The TSIPP document will be available to all stakeholders on the school website and on campus.</li> <li>• Continue to provide the above mentioned activities</li> </ul>

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**TEMPLATE 3.3.b: Assessment Gap Analysis**

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

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

## Template 3.3.b: Assessment Gap Analysis

### **Assessment Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- **TIME**  
**TCAP tests are conducted once per year for fourth, fifth, and sixth grades, along with the annual state mandated TCAP Writing Assessment for fifth grade. Data analysis is a focus for teachers and administrators; therefore, significant time is spent analyzing test scores and providing the appropriate interventions based on that data. Results are disaggregated in order to identify students who are scoring below proficiency. Data are used to understand and improve overall school effectiveness by providing evidences of the school's greatest area of need. Data are analyzed for trends and patterns. The school improvement plan is revised as needed for maximum effectiveness. Time allocated to data analysis guides teaching methods and the formulation of new strategies and programs that will improve or enhance student performance. Benchmark tests are scheduled and conducted throughout the year. These test results are used as a valuable tool with which to guide instruction. Teachers also continue to research and implement other valuable assessment methods. Benchmark tests are given three times per year and used as a tool to analyze mastery and non-mastery of standards. Time is spent and determinations are made by teachers as to additional assessments given throughout the year. Results are released based on each teacher's method of reporting.**
- **MONEY**  
**All assessment tools are researched before being purchased.**
- **PERSONNEL**  
**Fayetteville City School administrators closely analyze all state assessment data and in turn address this information with the faculty. Fayetteville Intermediate School is conscience of the need for data driven instructional practices and take advantage of the training sessions and technology support offered. The school**

**counselor coordinates all TCAP testing materials to ensure security compliance.**

- **OTHER RESOURCES**

**The Scantron system and computer lab/classroom computers enable us to assess students in various ways. Teachers and parents are given a schedule for assessments. Test results are given to parents as soon as they become available, which is usually before the first parent-teacher conferences. Teachers use this opportunity to explain the meaning of test results and provide information as to strategies that might be implemented at home as well as the strategies that will be implemented at school to improve student performance.**

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

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

- **TIME**

**Consistent progress monitoring would improve the overall effectiveness of the assessment program. Common grade level planning time would allow teachers to delve deeper into deciphering test data, and in turn collaborate on decisive ways to improve student achievement. More training should be allotted for teachers to exercise the process of interpreting and cross-referencing test score data.**

- **MONEY**

**The Fayetteville City School System is providing many reliable measures of student achievement. However, there is a need for more specific training on how to use these assessment results to guide instruction. Although the EduSoft benchmark program has been a beneficial tool, it would benefit the teachers even more if the next step of the program was purchased and implemented. This would enable teachers to more closely align assessments with standards taught.**

- **PERSONNEL**

**Fayetteville Intermediate School has sufficient personnel.**

- **OTHER RESOURCES**

**Fayetteville Intermediate School has sufficient appraisal tools however, we are striving to discover and enhance our options to improve our assessment methods.**

Equity and Adequacy:

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

**Yes, we provide equity and adequacy to all of our teachers in the area of assessment. Every teacher receives the same professional development opportunities.**

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

**Yes, The Fayetteville City School System is providing teachers with many reliable measures of student achievement. The Fayetteville City School System administration also financially supports teachers' requests for additional professional development, resources, and/or materials to enhance the effectiveness with all students.**

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

**Yes, Fayetteville Intermediate School uses assessments and the results to provide data driven instruction to the entire student body.**

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**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?

**Fayetteville Intermediate School uses assessment results to provide data driven instruction to the entire student body. Various assessment instruments are used throughout the year and student strengths and weakness are analyzed. Instruction is adapted to meet individual needs through various types of teaching strategies.**

**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.)

- 1. The Edusoft Benchmarck testing program in not specific to our school.**
- 2. More training should be allotted for teachers to exercise the process of interpreting and cross-referencing test score data.**

**Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

- 1. If the use of the EduSoft Benchmark program is to continue, Fayetteville Intermediate School will need to purchase the next step in order to align assessments with standards taught.**
- 2. Administration is aware of the need for additional training in interpretation of test score data and is currently researching staff development opportunities to enhance teacher knowledge in this area.**

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	Schools beliefs, mission, and shared vision define the purpose and direction for the school.	Organizational processes increase the opportunity for success in teaching and learning at all schools.	Organizational practices and processes promote the effective time on task for all students	School provides continuous professional development for school leaders	School is organized to be proactive in addressing issues that might impede teaching and learning	School is organized to support a diverse learning community through its programs and practices.	School is organized to engage the parents and community in providing extended learning opportunities for children.
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> <li>• Mission statement recited every morning with announcements and is posted in all classrooms and various other places</li> <li>• Posted on website and also in newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of various types of monitoring by principal and supervisors, including observations of lesson plan implementation</li> <li>• Planning time is scheduled for all faculty.</li> <li>• Staff and team meetings are held regularly.</li> <li>• New teachers are provided 2 mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled morning announcement</li> <li>• Bell schedules</li> <li>• Grade level procedures for locker changes</li> <li>• Discipline procedures and policies are defined</li> <li>• Late slips/ attendance records</li> <li>• Demerit records</li> </ul>	<p>Principal and Assistant Principal's attendance of scheduled workshops such as:</p> <ul style="list-style-type: none"> <li>• Beginning Principal's Academy</li> <li>• Beginning Assistant Principal's Academy</li> <li>• Tennessee Principals Association Annual Conference and Leadership Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Student/Parent Handbook provides policies and procedures.</li> <li>• Scheduled board meetings held to address issues</li> <li>• In-services provided to train staff in proactive procedures</li> <li>• Full-time counselor and nurse are provided</li> <li>• School wide discipline plan implemented.</li> <li>• Classroom discipline plans are approved by principal.</li> <li>• School cameras monitor hallways and building entry points</li> <li>• Faculty meetings</li> <li>• Board meetings</li> <li>• School-wide schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Staff which includes one ELL teacher and one ESL educational assistant reinforces classroom instruction</li> <li>• Differentiated Instruction</li> <li>• Peer –Tutoring</li> <li>• Accelerated Reading</li> <li>• Full-time special education teacher</li> <li>• One CDC teacher</li> <li>• Title I program</li> <li>• After school tutoring</li> <li>• Remediation during intersession</li> <li>• School posted web sites, such as Internet4Classrooms</li> <li>• 5<sup>th</sup> and 6<sup>th</sup> grade independent math for advanced students</li> <li>• Extracurricular activities such as 6<sup>th</sup> grade spelling teams, school play, chorus, band, 4-H, alternative school.</li> </ul>	<ul style="list-style-type: none"> <li>• Back-to-school night</li> <li>• PTO (Parent-Teacher Organization)</li> <li>• Parent-teacher conferences</li> <li>• Book fair</li> <li>• Field trips</li> <li>• Basketball games</li> <li>• Speakers and volunteers</li> <li>• Local newspaper lists honor rolls, student of the week, and other activities and accomplishments.</li> <li>• Board meetings are opened to anyone.</li> <li>• Upward basketball (community)</li> <li>• Yearly play presentations</li> </ul>

					implemented		
Is the current practice research based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Survey responses	<ul style="list-style-type: none"> <li>• Responses to surveys</li> <li>• Documentation of evaluations</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• TCAP and benchmark results</li> </ul>	<ul style="list-style-type: none"> <li>• Records of the student's attendance, tardy slips, parental contacts, discipline referrals</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• TCAP results</li> </ul>	<ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Meeting agendas</li> <li>• Meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to surveys</li> <li>• Parent signatures from <u>Student/ Parent Handbook</u></li> <li>• Documentation of discipline logs including ISS (in school suspension)</li> <li>• Parental contacts</li> <li>• Documentation of counselor interventions</li> <li>• Nurse's log</li> <li>• Minutes at board meetings</li> <li>• Recordings from cameras</li> <li>• Accountability attendance forms for in-services provided</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance logs of all programs offered</li> <li>• Responses to surveys</li> <li>• Evaluation of all tests scores</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to surveys</li> <li>• Attendance to activities</li> <li>• Newspaper articles.</li> <li>• Invitations and notifications</li> </ul>
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> <li>• Response to surveys</li> <li>• Comparative documentation of discipline, nurse's,</li> </ul>	Met or exceeded state average in all subject areas	<ul style="list-style-type: none"> <li>• Average attendance rate of 97.8% (as of March 6, 2008)</li> <li>• Number of contacts due to</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies learned are implemented.</li> <li>• Leader's knowledge and effectiveness increased</li> </ul>	<ul style="list-style-type: none"> <li>• Response to surveys</li> <li>• Comparative documentation of discipline, nurse's,</li> </ul>	<ul style="list-style-type: none"> <li>• Met or exceeded state average in all subject areas</li> <li>• Continued participation in programs and</li> </ul>	Continued participation

	counselor's, and principal's logs		tardiness <ul style="list-style-type: none"> <li>• Low retention rate</li> <li>• Decrease of in-school suspensions (ISS) (as of March 2008)</li> <li>• Met or exceeded state average in all subject areas</li> </ul>		counselor's, principal's logs, and parental contacts	activities	
Evidence of equitable school support for this practice	Participation of the student body is .posted in various venues	<ul style="list-style-type: none"> <li>• Documentation of in-services provided</li> <li>• Documentation from new teachers (mentors)</li> </ul>	Board-approved system-wide discipline practice	Central office staff provides leaders equal opportunities to attend professional development.	Time, money, and personnel provided to support these practices	Time, money, and personnel provided to support these practices	<ul style="list-style-type: none"> <li>• Time, money, and personnel to support these practices</li> </ul>
Next Step (changes or continuations)	Add to <a href="#">Student/Parent Handbook</a>	<ul style="list-style-type: none"> <li>• Grade chairperson assigned</li> <li>• Schedule to provide grade level meetings, minutes kept at all meetings</li> </ul>	School wide locker and hallway procedures defined	Continue with professional development for school leaders	Use of in-house electronic messaging to relay announcements instead of intercom interruptions.	<ul style="list-style-type: none"> <li>• Continue with programs and activities currently in place</li> <li>• Research the availability of re-instating Project Drop-In</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with current programs and activities</li> <li>• Enlist community resources for the "Partners in Education" program</li> </ul>

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**TEMPLATE 3.4.b: Organizational Gap Analysis**

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

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

## Template 3.4.b: Organizational Gap Analysis

### **Organizational Gap Analysis – Narrative Response Required**

#### **“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- **TIME**  
**Six 55 minute classes per day; 1 planning period per day per classroom teacher; time allotted for afterschool remediation programs and extra-curricular activities.**
- **MONEY**  
**Allocation of money to employ a full time school counselor to meet student needs. Money allocated for extended contracts for inter-sessions, afterschool programs and extra-curricular activities.**
- **PERSONNEL**  
**100% of the teachers are highly qualified in their subject area.**
- **OTHER RESOURCES**  
**Professional development is organized by our curriculum coordinator. School calendar (in-service, parent-teacher conferences, etc.)**

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

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

- **TIME**  
**Time is being utilized to have maximum time on task, however teachers could benefit from common grade level planning.**
- **MONEY**  
**A school set of quality headphones in the computer lab and a variety of supplemental materials for individual classrooms could help reduce the time spent toward “borrowing” these items.**

- **PERSONNEL**  
**Ongoing relevant staff development for Fayetteville Intermediate School’s highly qualified personnel can only help with the organizational practices of the school.**
- **OTHER RESOURCES**  
**More parental and community involvement in our school would be beneficial.**

Equity and Adequacy:

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

**Yes, all teachers are given planning time every day during school hours.**

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

**Yes, the funds and resources at Fayetteville Intermediate School meet the needs of students and teachers. Remediation, enrichment, tutoring, and extra-curricular activities support learning and development. Allocation of funds and resources for additional supplemental materials are provided when necessary in order to improve student learning.**

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

**Yes, the aligned curriculum plus additional programs such as remediation, tutoring, and independent studies meet the needs of the students at Fayetteville Intermediate School.**

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#### **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?

The strengths of Fayetteville Intermediate School influence the students, parents, teachers, administration of the school, and general members of the community. One specific positive factor is the extended learning opportunities that engage parents and community members with the school. Some of the extended learning opportunities include "Back to School Night", athletic events, field trips, Title I literacy night, and an open house/book fair.

Another strong aspect of Fayetteville Intermediate School is regularly scheduled professional staff development, such as Harry Wong's First Days of Schools, SIP workshops, future growth plans and team meetings. The organization of faculty development is communicated with announcements, emails, in-house electronic messaging, and sign-in logs.

Proactive programs address issues that impede teaching and learning. Multi-disciplinary (M-Team) and support teams (S-Team) involve students, teachers, parents, administrators, the school counselor, and other influential persons to keep students successful in school and school related activities. These meetings are documented with sign-in sheets and/or meeting agendas. Monthly faculty meetings keep faculty and staff informed of school activities.

The diverse learning community is served by several programs and practices; ELL instruction, various extra-curricular activities, after-school tutoring, Title I Reading, inclusion, and CDC are many of the implementations. The positive results are evident in AR tests, TCAP scores, and report cards. Every student has an equal opportunity to participate in appropriate activities.

The purpose of the school system correlates with the mission and vision of the school. Daily morning announcements include a recital of the school mission statement. This statement is visible throughout the school.

Overall school success is evaluated with faculty meetings, S/M team meetings, evaluations, lesson plans, progress reports, TCAP results and student grades. Consistency is maintained with correlated curriculum and individual student progress.

School-wide programs to promote time on task and attendance include: attendance board process for students with attendance issues (letter of warning when student has 5 unexcused absences; 10 days unexcused results in a citation to truancy court), daily oral subject specific activities and copying of daily objectives begin each class, and discipline and behavior systems and codes. Attendance records, student grades, and TCAP scores prove on task behavior. As of March 6, 2007, the school has an average attendance rate of 97.8%. On-task behavior is monitored with informal and formal visits to classrooms by the administration.

### **Organization Summary Questions- Narrative Response Required**

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

1. **Fayetteville Intermediate School’s organizational practices could benefit from common grade level planning.**
2. **Fayetteville Intermediate School needs more parental and community involvement to include the “Partners in Education” program.**

### **Organization Summary Questions- Narrative Response Required**

How will we address our challenges?

1. **Readjustment of the master schedule to help allow for grade level teachers to have common planning time.**
2. **Research the availability of “Partners in Education” and improve communication with parents to increase participation and involvement.**

## Component 4 – Action Plan Development

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### **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)*

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### **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)*

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### **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	The proficiency level for the economically disadvantaged subgroup in sixth grade Reading/Language Arts and Math will increase to 90% by 2010.
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Which need(s) does this Goal address?	Difference in proficiency levels of this subgroup when compared to other subgroups in sixth-grade reading/language arts and math
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How is this Goal linked to the system’s Five-Year Plan?	Refer to Goal 1 of the Fayetteville City Schools Tennessee Consolidated Systemwide Planning Process.
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**ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)**

**IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

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

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	August 2008- May 2009	Dr. Janine Wilson, Supervisor of Curriculum and Instruction  Extended contract teacher	<ul style="list-style-type: none"> <li>• Extended contract</li> <li>• Content area teacher</li> <li>• Volunteers</li> </ul>	Up to \$2000 extended contract funds	<ul style="list-style-type: none"> <li>• TVAAS reports</li> <li>• TCAP data</li> <li>• STAR Math/Reading</li> <li>• EduSoft Benchmark testing</li> <li>• Attendance log</li> <li>• Record of volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• An increase of proficiency levels to 90%</li> <li>• Levels of volunteer participation</li> </ul>
Action Step	August 2008- May 2009	Dr. Janine Wilson, Supervisor of Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Extended contract</li> <li>• Content area teachers</li> </ul>	Up to \$4,000 extended contract funds	<ul style="list-style-type: none"> <li>• TVAAS reports</li> <li>• TCAP data</li> <li>• STAR Math/Reading</li> <li>• EduSoft Benchmark testing</li> <li>• Attendance log</li> </ul>	An increase of proficiency levels to 90%
Action Step	August 2008- May 2010	Billy Joe Evans, Director of Schools	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Teacher salary</li> </ul>	Teacher salary from LEA funds	<ul style="list-style-type: none"> <li>• TVAAS reports</li> <li>• TCAP data</li> <li>• STAR Reading</li> <li>• EduSoft Benchmark testing</li> </ul>	An increase of proficiency levels to 90%

<p>Action Step</p>	<p>Provide a computer lab monitor/instructor before and after school</p> <p>Continue to provide educators with research-based professional development</p>	<p>August 2008-May 2009</p>	<p>Dr. Janine Wilson, Supervisor of Curriculum and Instruction</p>	<ul style="list-style-type: none"> <li>• Computer lab</li> <li>• Extended contract</li> </ul>	<ul style="list-style-type: none"> <li>• Up to \$2,000 extended contract funds</li> <li>• Up to \$6,000 professional development from LEA funds</li> </ul>	<ul style="list-style-type: none"> <li>• TVAAS reports</li> <li>• TCAP data</li> <li>• EduSoft Benchmark testing</li> <li>• Attendance log</li> </ul>	<p>An increase of proficiency levels to 90%</p>
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## GOAL 2 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**

Revised DATE: \_\_\_\_\_

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

**Goal** To move 10% of fifth- and sixth- grade students from proficient to advanced in social studies

**Which need(s) does this Goal address?** This need addresses the below- average 3-year TVAAS score and the fourth and fifth quintiles.

**How is this Goal linked to the system’s Five-Year Plan?** Refer to Goal 3 of the Fayetteville City Schools Tennessee Consolidated Systemwide Planning Process.

**ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)**

**IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2008- May 2009	Dr. Janine Wilson, Supervisor of Curriculum and Instruction	Allotted time	Up to \$6000 from LEA funds	<ul style="list-style-type: none"> <li>• TVASS</li> <li>• TCAP</li> </ul>	Results from TVAAS and TCAP
August 2008- May 2009	Dr. Janine Wilson, Supervisor of Curriculum and Instruction  Content area teachers	Allotted time	\$20,000 from state and LEA funds	<ul style="list-style-type: none"> <li>• TVASS</li> <li>• TCAP</li> </ul>	Results from TVAAS and TCAP
August 2008- May 2009	Dr. Janine Wilson, Supervisor of Curriculum	Allotted time	None	<ul style="list-style-type: none"> <li>• TVASS</li> <li>• TCAP</li> </ul>	Results from TVAAS and TCAP

			and Instruction  Content area teachers				
Action Step	Involve community and parents in activities to communicate real- world experiences.	August 2008- May 2009	Steve Giffin, Principal  Tim Hobbs, 5 <sup>th</sup> grade social studies teacher  Ben King, 6 <sup>th</sup> grade social studies teacher	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Letters of inquiry</li> </ul>	None	<ul style="list-style-type: none"> <li>• TVASS</li> <li>• TCAP</li> </ul>	Levels of participation

## 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** A 3% increase will be shown in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade special education math and reading/language arts by 2010.

**Which need(s) does this Goal address?** This goal addresses the need to increase scores of the students receiving special education services.

**How is this Goal linked to the system’s Five-Year Plan?** Refer to Goal 2 of the Fayetteville City Schools Tennessee Consolidated Systemwide Planning Process.

**ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)**

**IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2008- May 2009	Cheryl Perrin, special education teacher  Rickey Shelton, Supervisor of Special Education	<ul style="list-style-type: none"> <li>Wilson Reading Program</li> <li>SPIRE Reading Program</li> <li>MTSU Center for Dyslexic Studies</li> <li>Scottish Rights of Alabama</li> <li>Related trainings</li> </ul>	<ul style="list-style-type: none"> <li>Approximately \$600.00 for materials</li> <li>Approximately \$2,000.00 for trainings from LEA and IDEA part B</li> </ul>	<ul style="list-style-type: none"> <li>TVAAS reports</li> <li>TCAP data</li> <li>EduSoft Benchmark testing</li> <li>Programs’ pretests and posttests</li> <li>Psychological Evaluation Results</li> </ul>	An increase in reading/language arts with 4 <sup>th</sup> -6 <sup>th</sup> grade students who receive special education services
August 2008- May 2009	Cheryl Perrin, special education teacher  Rickey Shelton,	<ul style="list-style-type: none"> <li>“Succeed in Math” program</li> <li>Smartboard and projector</li> </ul>	<ul style="list-style-type: none"> <li>Approximately \$1,155 for the math program</li> <li>Approximately \$1,500 for the smartboard and projector</li> </ul>	<ul style="list-style-type: none"> <li>TVAAS reports</li> <li>TCAP data</li> <li>EduSoft Benchmark testing</li> <li>Programs’ pretests and posttests</li> </ul>	An increase in math scores for 4 <sup>th</sup> -6 <sup>th</sup> grade students who receive special education services

	differentiated learning strategies		Supervisor of Special Education  Steve Giffin, building Principal  Central office administration		from LEA and IDEA part B		
Action Step	<p>Implement incentive program to increase attendance in the after-school tutoring program specifically for students with special education needs</p> <p>Develop a quarterly newsletter for the purpose of informing and educating parents and stakeholders on various aspects of the special education program.</p>	August 2008- May 2009	Cheryl Perrin, special education teacher  Rickey Shelton, Supervisor of Special Education	<ul style="list-style-type: none"> <li>Extended contract instructor</li> <li>Incentives</li> </ul>	<ul style="list-style-type: none"> <li>Up to \$2,000 per 100 hours from extended contract funds</li> <li>\$500 for incentives from school funds</li> </ul>	<ul style="list-style-type: none"> <li>TVAAS reports</li> <li>TCAP data</li> <li>EduSoft Benchmark testing</li> <li>Attendance log</li> <li>Pre and post survey regarding value of newsletter</li> </ul>	<ul style="list-style-type: none"> <li>A 3% increase in math and reading/language arts scores for 4<sup>th</sup> - 6<sup>th</sup> grade students who receive special education services</li> <li>An increase in communication with parents and stakeholders</li> </ul>

## 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?

**\*\* All information below is substantiated through calendars and ledgers, and surveys.**

**In May 2007 Steve Giffin, the principal, appointed Debbie Anderton as our school's internal facilitator. The administration chose not to use an external facilitator. Mr. Giffin and Debbie Anderton served as co-chairs for the SIP leadership team composition.**

**Every effort was made to actively involve all stakeholders during the TSIPP process. In August of 2007 faculty members were assigned to committees. Most of the faculty served on two committees for the TSIPP and two committees for SACS. Chairs were designated to oversee data collection of each section. Each chair was given a folder with pertinent information regarding TSIPP. A timeline was provided to ensure completion of each section. During this meeting as well as others AYP, TCAP, and TVAAS data was distributed and discussed.**

**On October 8<sup>th</sup> an in-service was dedicated to collaboration of faculty members in response to the TSIPP. Teachers were given indicators from the SIP rubric in the areas of curriculum, instruction, assessment, and organization. They "brainstormed" as each practice was analyzed. On October 10<sup>th</sup> Mr. Giffin and Debbie Anderton as well as Dr. Janine Wilson, our assistant director of schools and curriculum coordinator, attended the SACS CASI school personnel QAR 2007-2008 work session. All relevant information was relayed to the faculty. Chairs continued to meet with subcommittees as needed to discuss and develop their portion of the plan. Staff meetings were held to collaborate on various issues included in the TSIPP. Surveys were conducted to seek input on the different aspects of the school environment. A beliefs survey was sent out to parents, community leaders, teachers, and staff in October.**

**In December and January faculty meetings were held each Wednesday to share, compare, compile, and critique information. In January a student climate survey was conducted. After an analysis of collected data and review of stakeholder feedback, Fayetteville Intermediate School received very positive results. The results were shared with stakeholders in order to culminate the continuation of positive teaching strategies.**

**On February 12<sup>th</sup> an in-service was held from 4:15 p.m. until 7:15 p.m. During this time teachers reviewed information gathered to form action plans. On February 22<sup>nd</sup> Debbie Anderton, Steve Giffin, Andrea Brewer, and Dr. Janine Wilson attended a workshop to enhance their understanding of the TSIPP. On March 4<sup>th</sup> another in-service was held from 3:30 p.m. until 6:30 p.m. Each faculty member was responsible for reviewing the tentative completion of the TSIPP. Notations and corrections were implemented. The improvement of our school is an ongoing process; hence, all stakeholders will continue to collaborate and make changes as new information becomes available. Fayetteville Intermediate School's web page will include the updated version of the TSIPP.**

**Evidence of Alignment of Data and Goals – Narrative response required**

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

**All goals were established with data and student performance in mind. Careful study of student progress on standardized testing such as TCAP, Writing Assessment, and EduSoft benchmark tests as well as other assessment tools revealed areas for improvement of student achievement. These areas are addressed in the Action Plan of the TSIPP. Scores are on file and available for review.**

**Evidence of Communication with All Stakeholders – Narrative response required**

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

**Stakeholders will have access to our TSIPP plan via the school website. Copies of the TSIPP plan will be available in the media center, the front office, and on the tables in the entrance area. Pertinent information regarding major points of the TSIPP will be communicated through the circulation of our school newspaper or newsletters.**

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

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

**The goals in component 4 incorporate student learning and growth through a variety of instructional strategies, stakeholder awareness, and teacher dedication. The beliefs, mission, and shared vision are congruent with our focus. The documents are dispersed throughout the school using various venues which continually motivate the faculty's vigilant effort to align goals accordingly.**

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

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

**The evidence of alignment is shown throughout the TSIPP. Cross referencing of all academic and non-academic data in conjunction with areas of strengths and weaknesses lead to the determinations stated in component 3. Noting effectiveness and ineffectiveness of practices and establishing the prioritized list of “goal targets” and “next steps” initiated the action steps in component 4. All action steps are tightly aligned with state standard requirements and will be implemented according to current information.**

**Suggestions for the Process – Narrative response required**

What suggestions do we have for improving our planning process?

**Fayetteville Intermediate School will improve the planning process by conducting more faculty meetings for the specific purpose of understanding and being able to cross-reference data. Administrators will supervise these meetings. In addition, the components that require more research will be assigned to a larger number of team members to dilute the workload.**

**There is a valid concern among the faculty about the enormous amount of time spent on the TSIPP document. Therefore, we suggest that the document's format stay the same in order for committees to make updates as needed instead of having to become familiar with or creating a new document.**

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### 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 have already begun the implementation of the action steps by identifying areas of need. Staff development will be closely aligned with goals and action steps to enhance the learning environment. Persons responsible for action steps will be accountable for initiating, monitoring, and completing of within the allotted time frame. Committees will be formed to research the programs identified in the plan.**

#### Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

**The data will be a guide to direct the alignment of components in the TSIPP. The data will also be used to monitor progress throughout the year. Results will indicate if action plans prove effective. The SIP leadership team will continue to meet throughout the year and review new data as it becomes available. This information will be used to make adjustments in the school improvement plan and will be communicated to the stakeholders.**

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### 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.

**In November and May each component chair will meet with their respective committees to discuss and evaluate current and available test data. At the December 2<sup>nd</sup> and May 12<sup>th</sup> school leadership team meetings they will make recommendations on their committee's findings. The principal and leadership team will evaluate these suggestions and make adjustments to the school improvement plan as necessary. All stakeholders will be notified of any changes made to the plan.**

**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 administration has reviewed the completed TSIPP plan. The principal and leadership team will review and examine new data as it becomes available. Appointed committees will disaggregate the new data and determine if prioritized goals were met. Strengths and weaknesses will also be revised as needed.**

**Evidence of a Process for Adjusting Plan – Narrative response required**

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

**The principal and leadership chair have tentative dates scheduled to review the new academic and non-academic data for the 2008-09 school year. Various surveys will be sent to all stakeholders to review the instructional and organizational programs and the overall school climate.**

**Faculty and grade-level meetings will be scheduled to discuss progress of the action plan. Committees will be formed to research programs requested in reference to the action plan. Additional committees will be assigned to evaluate the effectiveness of the action steps. As the information is dissected, adjustments will be made accordingly.**

**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?

**Information regarding the results of the TSIPP plan will be given to all stakeholders through various venues including the school website, school newsletter, local newspaper, parent conferences, Parent-Teacher Organization meetings, school board meetings, faculty meetings, and in the TSIPP folders (copies available in the front lobby and school media center for public view).**