

SAM HOUSTON ELEMENTARY SCHOOL

Lebanon Special School District



**Updated 2008-2009
School Year**

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Component 1a - School Profile and Collaborative Process

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>
Julie Beasley	Y	Principal	Components 1, 2, 3, 4, & 5
Julie Draper	N	Assistant Principal	Components 3, 4, & 5
Adrema Higgins	Y	Third grade teacher	Component 1 chair
Stephanie Smith	Y	Second grade teacher	Component 2 chair
Renee Hoffmeister	Y	First grade teacher	Component 3 chair
Andrea Lea	Y	Third grade teacher	Component 4 chair
Shay Wynne	Y	Fourth grade teacher	Component 5 chair
Vicki Glover	N	Parent	Component 5
Tuesday Hyatt	N	Special education teacher	Component 4
Margaret Garrett	N	Title 1 teacher	Component 3
Stan Blades	N	Special Programs Supervisor, LSSD	Component 1 & 4
Danielle Manning	N	Student, fourth grade 5 th gr	Component 2
Michelle Follis	N	Community Representative	Component 1

Meeting Date: August 31, 2007
January 4, 2008
May 2, 2008
May 9, 2008

Component 1a - School Profile and Collaborative Process

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>
Adrema Higgins	Third grade teacher	Yes
Sherrie Green	Title 1 teacher Retired	Co-chair
Becky Carson	Kindergarten teacher	
Erica Wilkins	Second grade teacher	
Cinda Naylor	Music education teacher	
Nancy Freundlich	ELL teacher Transferred	
Troy Gannon	Physical education teacher	
Nicole Davis	Special education teacher	
Deanna Rogers	Fourth grade teacher	
Abbey McCord	Pre-kindergarten teacher	
Jennifer Carter	First grade teacher Resigned	
Mary Owens	Sam Houston office staff, secretary	
Pam McPeak	Sam Houston cafeteria staff, cashier	
Pam Wilkerson	Educational assistant, kindergarten	
Patti Anderson	First grade teacher	
Lisa Gann	Kindergarten teacher	
Stan Blades	Special Programs Supervisor, LSSD	
Michelle Follis	Community Representative	
Julie Beasley	Principal	

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

X YES

NO

Subcommittee 1 Chair Signature

Meeting Dates:

August 31, 2007
September 12, 2007
September 26, 2007
November 5, 2007
December 3, 2007

January 4, 2008
January 14, 2008
January 28, 2008
March 25, 2008
April 2, 2008

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Stephanie Smith	Second grade teacher	Yes
Katie Holloway	Pre-kindergarten teacher	Co-chair
Alexis Hamnett	Art education teacher	
Vivian Krajewski	Fourth grade teacher Resigned	
Carol Greene	Title 1 teacher	
Michelle Randolph	Physical education teacher	
Kim King	Special education teacher	
Glenda Midgett	Educational assistant, third grade	
Kim Weiser	Parent	
Alyson Atchley	Third grade teacher	
Carol Dowell	Sam Houston custodial staff	
Danielle Manning	Student, fourth grade Promoted 5th	
Taunya Giampa	Sam Houston custodial staff	
Julie Beasley	Principal	

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

X YES

NO

Subcommittee 2 Chair Signature

Meeting Dates: August 31, 2007
September 11, 2007
October 23, 2007
November 13, 2007

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Renee Hoffmeister	First grade teacher	Yes
Rachel Rigsby Hardin	Fourth grade teacher	Co-chair
Julie Whitefield	First grade teacher	
Tina Starnes	Second grade teacher	
Becky Long	Third grade teacher	
Vicky Trice	Title 1 teacher	
Lynn Dedman	Computer lab teacher	
Margaret Garrett	Title 1 teacher	
Melissa Wright	Parent	
Linda Bradley	Educational assistant, second grade	
Jenni Mason	Kindergarten teacher	
Claudia Jett	Pre-kindergarten teacher	
Kathy Steinson	Sam Houston school nurse	
Julie Beasley	Principal	
Julie Draper	Assistant Principal	

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

X YES	NO
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Subcommittee 3 Chair Signature

Meeting Dates: August 31, 2007
 September 26, 2007
 October 24, 2007
 November 14, 2007
 December 5, 2007
 January 4, 2008
 January 23, 2008
 February 6, 2008
 February 19, 2008

Subcommittee for COMPONENT 4 Action Plan Development

Member Name	Position	Chair
Andrea Lea	Third grade teacher	Yes
Kellie Porter	First grade teacher	Co-chair
Pat Conatser	Library/Media teacher	
April Burress	Guidance Counselor	
Sherry Eskew	Fourth grade teacher	
Debbie Martin	Kindergarten teacher Title	
Lisa Puckett	ELL teacher	
Tuesday Hyatt	Special education teacher	
Stan Blades	Special Programs Supervisor, LSSD	
Kathy Watkins	Educational assistant, fourth grade	
Brandy Hays	Second grade teacher	
Laurel Key	Kindergarten teacher	
Jeri Ann Jones	Third grade teacher Resigned	
Renee Mason	Sam Houston office staff, bookkeeper	
Julie Beasley	Principal	
Julie Draper	Assistant Principal	

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

X YES

NO

Subcommittee 4 Chair Signature

Meeting Dates:
August 31, 2007
September 26, 2007
November 7, 2007
January 4, 2008

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Shay Wynne	Fourth grade teacher	Yes
Sandra Edwards	ELL teacher	Co-chair
Tricia Roberson	Kindergarten teacher	
Natalie Trice	First grade teacher	
Rachel East	Speech / Language Teacher	
Harriett Edwards	Second grade teacher	
Jan Fletcher	First grade teacher	
Jennifer Sewell	Second grade teacher	
Vicki Glover	Parent	
Kari Mullins	Kindergarten teacher	
Elizabeth Brady	First grade teacher	
Rachel Desimone	Third grade teacher	
Cindy Stypula	Sam Houston support staff	
Julie Beasley	Principal	
Julie Draper	Assistant Principal	

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

X YES

NO

Subcommittee 5 Chair Signature

**Meeting Dates: August 31, 2007
January 4, 2008**

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)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
NSSE surveys (National Study of School Evaluation) (Parent, Student, Teacher, School Effectiveness surveys)	Strengths of our school: <ol style="list-style-type: none"> 1) Ninety-five percent of all stakeholders agree there is exemplary performance in regards to the quality of instruction of our program at Sam Houston. 2) Ninety-five percent of teachers and parents agree our school offers diverse learning opportunities and uses a variety of resources to enhance student learning. 3) Ninety-six percent of students, parents, and teachers agree our school provides a safe, caring, and orderly environment for learning where all stakeholders feel welcome. 4) Ninety-four percent of our students and parents agree school rules are clearly communicated. 5) Ninety-eight percent of teachers agree the administration of our school provides teachers with adequate support through mutual respect and effective communication.
NSSE surveys (National Study of School Evaluation) (Parent, Student, Teacher, School Effectiveness surveys)	Areas for improvement for our school: <ol style="list-style-type: none"> 1) Nine-percent of parents and thirty-nine percent of teachers surveyed disagree class sizes are appropriate for effective student learning. 2) Seventeen percent of teachers agree that there is a need to involve families and the communities in supporting children as learners. 3) Twenty-two percent of teachers agree that there is a need to further develop technology and multimedia as a learning tool. 4) Twenty-percent of teachers agree that maximizing the use of time for instruction is emerging at Sam Houston Elementary. 5) Although only sixteen percent of parents and twenty-five percent of students believe that there are problems with bullying at Sam Houston Elementary, seventy percent of teachers view this as a problem.

TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

Sam Houston Elementary School Characteristics

The Lebanon Special School District (LSSD) is one of the two public school systems located in Wilson County, Tennessee. The system consists of 3 primary schools (grades Pre-K-4), an upper elementary school (grades 5 and 6), and a middle school (grades 7 and 8).

Sam Houston Elementary School was named after Statesman, Attorney, Texas Governor, and former Lebanon resident, Sam Houston. The school originally opened in 1964 with 6 teachers, one for each grade level, grades one through six. Mr. Roy Dowdy was principal as well as school superintendent. By 1968, there was a need for a library, gym, and additional classrooms. In 1986, our facility was expanded with the addition of a new wing of 12 classrooms. In 2000, another wing of 12 more classrooms was added. Sam Houston Elementary currently serves students grades pre-kindergarten through fourth grade.

SHE currently has 43 classrooms, 1 gymnasium w/stage, 1 library, 3 offices, 1 clinic, 2 teacher work areas, 1 bookroom, 1 Guidance Office, 1 SACC (School-Aged Childcare room), 1 Kroger Kids' Market, 1 Accelerated Reader Store, 1 Parent/Teacher Resource Room, 1 conference room (converted to 4th grade classroom), and 1 teacher lounge.

Sam Houston Elementary receives funds from the Lebanon Special School District, the Tennessee Department of Education, and Wilson County taxes. Per pupil expenditure per ADA funding from the state is \$7,537. Due to BEP 2.0 funding, our operating budget distribution equity allowed for raises of 3% for teachers with 16 years or less experience and 5% for teachers with 16 years or more experience, \$19,855 for Technology (repairs, hardware, software, upgrades), \$35,014 for ELL additional teacher/specialist, and \$110,504 for two additional teachers (1st & 3rd grades). The Sam Houston Title 1 Expenditures 2007-2008 as of 1/29/08 included \$9,653.40 for instructional materials, supplies and equipment, \$2,406 for Professional Development, and \$503.45 for parental involvement.

Sam Houston Elementary strives to provide a safe environment for our students and staff. This environment emphasizes an established Crisis Response Plan, an implementation of school procedures regarding fire, tornado, and other possible emergency situations. Security measures are in place at strategic entrances requiring verbal and visual identification through the use of a camera. Visitors are required to sign a visitor log and wear a visitor badge. Cameras are located in each hallway, our loading dock, and playground area. Administrators, office staff, bus drivers, and custodians are all equipped with two-way radios. There is a team of certified staff members trained in Professional Crisis Management to assist in responding to students who exhibit physical and/or emotional crisis behaviors.

Sam Houston has a full time school nurse who provides clinic staffing and aid to Sam Houston Elementary children, faculty, and staff. She provides CPR training, defibrillator training, classroom health lessons, and pertinent information regarding student, faculty, and staff health concerns during in-service and staff development sessions. In addition, she provides flu and Hepatitis B vaccinations for those faculty and staff members who choose to participate.

The instructional day at Sam Houston is from 7:50 a.m. until 2:50 p.m. Student instruction is based upon 180 days per school year.

Staff Characteristics

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

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

List Data Sources			
Academic	Grade	Non-Academic	Grade

TCAP	3-4	Attendance	Pre-K-4
9 Week Assessments	K-4	Discipline Referrals	Pre-K-4
Report Cards	K-4	Promotion/Retention	K-4
Unit Tests	K-4	Staff to Student Mentoring	Pre-K-4
STAR	1-4		
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	K-3	NSSE Survey (National Study of School of School Evaluation) Parent, Teacher, Student, & Community Surveys)	Pre-K - 4
TFAP (TN on-line Formative) Assessment Program	(Discontinued) 3-4	PIT (Professional Intervention Team) documentation	Pre-K-4
Writing Prompt	K-4	Parent Involvement participation documentation	Pre-K-4
LAP-D	Pre-K	RTI Rosters	K-4
ELDA (English Language Development Assessment)	K-4		
Learning Link (Pilot)	4 th		
Reading Curriculum Benchmark Tests	3-4		
Math Curriculum Benchmark Tests	1-4		

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.

Academic Data

TCAP results provide information about Reading, Math, Science, Social Studies, and Writing. These results are used to target students for remediation and advanced placement as determined by their proficiency levels. Necessary adjustments to the grade level curriculum are made as determined by the overall analysis of the core subtests.

9 Week Assessments/Report Cards/Unit Tests Teachers use a variety of other tests to assess student performance during the school year. Textbook tests, quizzes, and teacher made tests are used to determine each student's academic progress each grading period. In Kindergarten non-mastered skills are retested at the end of every grading period for mastery and/or progress.

STAR is given three times each year in grades 2-4 to determine the students' Zone of Proximal Development. First graders are tested upon teacher recommendation.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark Assessment is given in grades K-3 three times each year to identify students with potential reading problems. Progress monitoring occurs for students who require intensive or strategic interventions. We also utilize this data to provide flexible grouping for students in Kindergarten, first grade, and second grade.

TFAP (discontinued) (Tennessee on line Formative Assessment Program) is used as a tool for TCAP preparation and review for grades three and four in Reading and Math. We utilize the data obtained to program plan and provide flexible grouping for students in third and fourth grades.

Writing Prompts are administered district-wide four times each year in grades 1-4. Kindergarten writing prompts are administered three times a year. Writing levels are determined by a six level rubric. We also administer school-wide writing prompts bi-weekly to further enhance our writing program. **K-3 writing prompts have been adapted to a writing progress monitoring program.**

LAP-D (Learning Accomplishment Profile Diagnostic) is an academic assessment given two times a year by Pre-K in August and January.

ELDA (English Language Development Assessment) is a test given to all English Language Learners. It is administered to students in grades K-4. Four inventories are assessed which include: Listening, Reading, Speaking, and Writing.

Learning Link is a computer -based assessment used as a tool for TCAP preparation and review for fourth grade in Reading and Math. We utilize the data obtained to program plan and provide flexible grouping for students in fourth grade.

Reading Curriculum Benchmark Tests are used as a tool for monitoring student progress, Response to Intervention, TCAP preparation and review for grades three and four. We utilize the

TEMPLATE 1.6: Report Card Data Disaggregation
(Rubric Indicator 1.6)

Report Card Data Disaggregation

SHE met the federal benchmark for Proficient and Advanced levels on the 2007 Report Card in Reading and Math. According to the 2006-2007 Report Card, in Reading/Language, students have achieved a grade of “B” for two consecutive years that is the same as the state. Our Value Added status in Reading has improved from a “D” in 2006 to a grade of “A” in 2007. Students achieved a grade of “A” for three consecutive years in Math, which is the same as that of the state. In Science, student academic achievement increased from a “B” to an “A”, which is above the state grade of “B”. In Social Studies, student academic achievement remained a grade of “B” for the last three years; however, Value Added has increased from a “B” status to an “A” status.

Reading/Language Plus Writing

Subgroup	2006							2007							2007 State						
	Target 95%	Target % Proficient & Advanced 83%						Target 95%	Target % Proficient & Advanced 83%						Target 95%	Target % Proficient & Advanced 83%					
	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg
All Students	100	11	51	38	89	91	90	100	3	51	46	97	93	93	100	10	48	42	90	89	90
African American	100	22	62	16	78	81	75	100	3	64	33	97	88	86	100	15	60	25	85	83	84
Asian/Pacific Islander	0	-	-	-	-	-	-	100	*	*	*	*	*	*	100	5	35	60	95	95	94
Hispanic	100	28	36	36	72	-	0	100	17	33	50	83	78	-	100	18	54	28	82	80	80
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	100	8	51	41	92	90	90
White	100	5	48	47	95	96	95	100	2	48	50	98	97	97	100	7	44	49	93	93	93
Economically Disadvantaged	100	14	60	26	86	87	84	100	2	60	38	98	92	91	100	14	58	28	86	84	85
Students with Disabilities	100	37	50	13	63	-	-	100	10	76	14	90	77	-	99	30	56	14	70	67	68
Limited English Proficient	0	-	-	-	-	-	-	100	20	33	47	80	-	-	100	31	56	13	69	68	67

2007-2008

Reading/Language Plus Writing

Subgroup	2007							2008							2008 State						
	Target 95%	Target % Proficient & Advanced 83%						Target 95%	Target % Proficient & Advanced 89%						Target 95%	Target % Proficient & Advanced 89%					
	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg	% Tested	% Below Prof	% Prof	% Adv	% Prof & Adv	% P/A 2 Yr Avg	% P/A 3 Yr Avg
All Students	100	3	51	46	97	93	93	99	2	47	50.5	98	98	95	100	8	46.1	45.9	92	91	90
African American	100	3	64	33	97	88	86	100	5	65	30	95	96	90	100	13	59.2	27.7	87	86	84
Asian/Pacific Islander	100	*	*	*	*	*	*	100	*	*	*	*	*	*	100	4	31.3	64.5	96	96	95
Hispanic	100	17	33	50	83	78	-	95	9	52.4	38.1	91	87	82	100	15	52.5	32.8	85	84	82
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	8	46.7	44.8	92	92	91
White	100	2	48	50	98	97	97	99	0	41.6	58.4	100	99	98	100	6	41.3	52.9	94	94	93
Economically Disadvantaged	100	2	60	38	98	92	91	98	4	56.5	39.8	96	97	93	100	12	56.4	31.3	88	87	85
Students with Disabilities	100	10	76	14	90	77	-	100	10	70	20	90	90	81	99	26	57.3	16.6	74	72	69
Limited English Proficient	100	20	33	47	80	-	-	94	19	62.5	18.8	81	81	-	100	26	57.4	17	74	72	70

Math

	2006	2007	2007 State
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TEMPLATE 1.7: Narrative Synthesis of All Data
(Rubric Indicator 1.7)

Narrative Synthesis of Data

TCAP

Proficiency level analysis indicate the African American subgroup had a higher percentage of students scoring in the Proficient level in all subjects in grades three and four. Third grade African American students' weakest area is Language Arts. Fourth grade African American students' weakest area is Science. The percentage of African American students scoring in the Proficient level is greater than the White subgroup in all subjects. There is one exception in grade three. The two subgroups scored about the same in Science. A fourth grade exception shows the two subgroups scoring about the same in Social Studies. At the Advanced/ Proficient level, the White subgroup scored significantly higher in all four subjects in grades three and four. In grade three, this significant score is even higher in Math. In grade four, this significant score is higher in Math and Science. Our LEP students in fourth grade showed a significant percentage of students scoring below proficient in the areas of reading/language arts and math. Our Students with Disabilities in fourth grade also showed a significant percentage of students scoring below proficient in reading/language arts and math.

STAR

Data analysis from Aug. 2007-Dec. 2007, indicates students in grades 2-4 showed a gain on instructional reading levels.

DIBELS

The analysis of the past three years DIBELS results do not show a consistent problem in any one grade or on any one indicator. Kindergarten seems to fare better than grades 1, 2, and 3. This grade has the strongest percentages of low risk and established at the end of the year. These same students start out strong in first grade and by the end of the year sometimes fall down because of ORF (Oral Reading Fluency). As students progress to second grade, they begin to show a decline on ORF (Oral Reading Fluency) with more students becoming at risk. It appears to be the same in third grade. This would indicate an even stronger focus on the process of reading is needed than already exists.

Kindergarten- The Fall Benchmark indicators have declined for the past three years. This may be due to inconsistent calendar dates for administration. Each year it has been given earlier in the year. The mid-year Benchmark shows improvement in three of the four indicators with ISF showing a decline in 2007-2008. The Spring Benchmark from 2006-2007 shows a significant improvement in students scoring at Benchmark.

Kindergarten data as of January 2009:

At the mid-year benchmark, there appears to be improved scores.

Grade 1- The past three years Fall Benchmark scores from 2005 to 2007 show significant improvement in the number of students scoring at Benchmark on each of the three indicators. The past three years mid-year Benchmark scores from 2006 to 2008 also show significant improvement in the number of students scoring at Benchmark on each of the three indicators.

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

Reading: Based upon the NCLB benchmarks, Sam Houston Elementary will achieve 89% proficiency in the area of reading/language arts. SHE will strive to increase by 5% the number of Students with Disabilities and LEP scoring at the proficient level. (LSSD Goal 2 and Goal 3) SHE will strive to maintain the academic growth (Value Added) grade of “A”. SHE will strive to exceed the current academic growth standard 3-year MNCE average of 1.5.

Math: Based upon the NCLB benchmarks, Sam Houston Elementary will achieve 86% proficiency in the area of math. SHE students in the subgroups of LEP and Students with Disabilities will increase both proficient and advanced levels by 5% in Math. (LSSD Goal 2) The 2007 Report Card indicated an increase of 6.2 points in Value Added and an “A” status.

Writing: SHE will strive to increase the number of students scoring 4 or better in writing prompts by 5%. We will increase the number of students scoring proficient or advanced in writing assessments given four times a year in all grades. (LSSD Goal 1)

TCAP : Grade 3: Decrease the percentage of African American students scoring Below Proficient by 5% in Science and Social Studies. Grade 4: Decrease the percentage of African American students scoring Below Proficient by 5% in Social Studies.

DIBELS: SHE will strive to increase by 10% the number of students scoring at benchmark on the Spring DIBELS Benchmark assessment (K-3rd).

Component 2 – Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs
<p>At Sam Houston Elementary School, we believe that:</p> <ul style="list-style-type: none">• Each student is a valued individual with unique physical, social, emotional, and intellectual needs.• Teamwork and positive relationships between students, parents, teachers, and the community are an integral part of every child’s education.• Teachers should create and design challenging and engaging activities for students and lead, encourage, and motivate them in those activities.• Students learn best when they are actively engaged in the learning process and have appropriate opportunities for success.• Instructional decisions are made based on formal and informal assessment analysis.• Current and emerging technology will be used in adhering to the state curriculum in an engaging, relevant, and individualized manner.• By promoting good citizenship, stressing obedience, encouraging respect, and expecting cooperation and independence, we believe our students will develop the character traits necessary to become responsible citizens of our world.• Students should be challenged in the areas of fine arts and physical education.• Active involvement by parents and community members enhances the quality of the education that students receive.
Common Mission
<p>Sam Houston Elementary will inspire students to reach high academic goals while promoting a safe, positive, and caring learning community.</p>
Shared Vision
<p>Our commitment to preparing our students academically, socially, and technologically will drive our daily decisions to ensure that each student will achieve lifelong success.</p>

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

<p>Current Curricular Practices</p>	<p>Sam Houston uses the Tennessee Department of Education state approved standards and provides training to the staff in the use of the standards.</p>	<p>Curriculum is prioritized and paced according to time frame and Blue Book.</p>	<p>Sam Houston has established school-wide student achievement benchmarks.</p>	<p>Sam Houston has implemented a grade appropriate cohesive standards based model for literacy.</p>	<p>Sam Houston has implemented a grade appropriate cohesive standards based model for mathematics.</p>	<p>Sam Houston has implemented formative assessments aligned with school benchmarks.</p>	<p>Support system is in place for enhancing the quality of curriculum and instruction.</p>
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<p>Evidence of Practice (State in definitive/ tangible terms)</p>	<p>State standards for all subjects (tested and not tested) are used for the foundation of weekly grade level planning including SPI's.</p>	<p>Aligned K-4 State Standards</p> <p>Collaborative planning sessions address pacing and sequence of curriculum.</p>	<p>DIBELS Assessment's grades K-3</p> <p>TFAP testing for grades 3 & 4</p> <p>District Writing Prompts 4/year</p> <p>Beginning January '08</p> <p>Bi-weekly school writing prompts K-4</p> <p>Running Records</p> <p>Learning Link</p> <p>Reading/ Math Benchmark Assessments</p>	<p>Researched based reading program in Grades 1-4 with a literacy researched based model in Kindergarten</p> <p>Emphasis on students learning to read in K-3</p> <p>Intervention programs for struggling readers</p> <p>Tiger Time (additional 30 minute reading intervention group for all students) Grades 1-2</p>	<p>Researched based math program Grades PK-4</p> <p>Magic Math (flexible groups) Grades 2-4</p> <p>Financial Literacy Program in first and fourth grade</p>	<p>DIBELS Assessments K-3</p> <p>Guided Reading Anecdotal records</p> <p>Running Records</p> <p>TCAP COACH book pre/post tests for all subjects</p> <p>School-based writing prompt scores guide differentiated instruction in Language Arts and flexible groups.</p> <p>Flexible groupings are determined by benchmark testing.</p> <p>Instructional gaps are identified through benchmark testing in Language Arts, Math, Science, and Social Studies</p> <p>Learning Link</p>	<p>Professional Intervention Team with parent participation to provide individual planning for at risk students</p> <p>Mentoring program</p> <p>Uninterrupted weekly grade level planning</p> <p>Reading Coach for K-3</p> <p>Uninterrupted Language Arts Block Kindergarten intervention (additional 30 minutes of instruction for at risk K students)</p> <p>Special Teachers and EA's during Language Arts Block Collaborative planning for special needs students</p> <p>High Quality Staff Development with follow-up</p>
<p>Evidence of Practice (State in definitive/ tangible terms)</p> <p><i>CONTINUED</i></p>	<p>Blueprint for Learning is used in weekly planning to determine status of the skills (I, D, A)</p> <p>Textbook evaluations include alignment to state standards.</p>						

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)	Teacher Lesson Plans 2007 Report Card	2007 Report Card STAR reading results DIBELS Grade level Reports Running Records Writing Assessments Scores	DIBELS Benchmark Assessment Star Reports Writing Prompt Reports Learning Link Reading/ Math Benchmark Assessments	2007 Report Card STAR reports Running Records DIBELS Reports K-3 Struggling readers individual documentation kept by Reading Coach Intervention programs' student records Writing assessment results	2007 Report Card TFAP Magic Math (2nd-4 th)	2007 Report Card Running Records ongoing DIBELS 3 benchmarks per year DIBELS progress monitoring TFAP Writing Prompt 4/ year Learning Link Reading/ Math Benchmark Assessments	Teacher Mentor/ Protégé surveys 2007 Report Card Individual PIT folder documentation

<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>Above average test scores on SHE report card on all subjects.</p> <p>All subgroups making AYP</p> <p>Decrease in percent of students scoring at “Below Average”</p> <p>Increase in percent of students scoring at “Above Average”</p> <p>Value Added Growth : A’s in all areas</p>	<p>Above average test scores on SHE report card on all subjects.</p> <p>All subgroups making AYP</p> <p>Decrease in percent of students scoring at “Below Average”</p> <p>Increase in percent of students scoring at “Above Average”</p> <p>TCAP Reading scores show that SHE 4th graders exceeded the mean NCE gain in 2007, and the 3 yr. average gain</p>	<p>Above average test scores on SHE report card on all subjects.</p> <p>All subgroups making AYP</p> <p>Decrease in percent of students scoring at “Below Average”</p> <p>Increase in percent of students scoring at “Above Average”</p> <p>Value Added Growth : A’s in all areas</p>	<p>AYP indicates subgroups scored above targeted percentage for proficient and advanced students in math</p> <p>STAR reading levels have increased in one year</p>	<p>AYP indicates that 100% subgroups scored above the targeted percentage for proficient and advanced students in math</p>	<p>Academic Achievement t grades show Sam Houston is above and equal to State grades for 2006-2007</p> <p>Reading/ Language grades increased for 2006-2007</p> <p>Value Added Growth : A’s in all areas</p>	<p>Follow-up (Part B) documentation in PIT folders</p> <p>All subgroups making AYP</p> <p>Value Added Growth : A’s in all areas</p>
<p>Evidence of equitable school support for this practice</p>	<p>Practices Implemented School wide</p>	<p>Practices Implemented School wide</p>	<p>Practices Implemented School wide</p>	<p>Practices Implemented School wide</p>	<p>Practices implemented School wide</p>	<p>Practices Implemented School wide</p>	<p>Practices implemented School wide</p>

Next Step (changes or continuations)	Provide staff development for new staff on state standards Continue practices	Continue practices Implement cross-grade level alignment	Implement district Benchmark Program	Continue uninterrupted Language Arts Block Teachers to receive district mandated training for writing instruction	Provide training for teachers and students for new benchmark/formative assessment program Continue Practices	Continue Practices Implement district wide benchmark assessment program	Continue Practices
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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 – Classroom teachers support the curriculum by participating in appropriate professional development opportunities. Classroom teachers collaborate during summer pacing and weekly planning to align and pace the curriculum with TN State Standards.
- MONEY – Curriculum priorities are supported by the purchase of adequate textbooks, research based programs, and materials that are aligned with State Standards.
- PERSONNEL – Each grade level has trained mentors that provide support to progress in curriculum and instructional practices. Special Educations teachers, Title Specialists, and a System Reading Coach provide guidance in creating appropriate curricular practices for at risk students. SHE efficiently and appropriately uses Educational Assistants and volunteers to support curriculum. The Professional Intervention Team provides individual planning for at risk students and makes determinations in regard to personnel providing appropriate services based on student needs.
- OTHER RESOURCES – SHE website and individual teacher web pages provide communication regarding curriculum practices to all stakeholders. First and fourth grade are implementing “Financial Literacy” program. Sam Houston piloted Tennessee Formative Assessment Program, and then the Lebanon Special School District picked provided the assessment program for the entire system. District leaders plan to purchase a different benchmark/formative assessment program K-8 and provide training to staff for the 2008-2009 academic year. **Learning Link is being piloted for benchmark assessment in fourth grade.**

“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 – Although the curriculum is aligned and articulated within each grade level, efforts need to be made to articulate cross grade levels to avoid gaps and redundancy in student learning.
- MONEY – Funding is continually needed to provide technology upgrades to support the curriculum. Professional development is ongoing in the areas of reading/language arts and math. District leaders should continue to provide funding for professional development opportunities to support our writing goals as well.
- PERSONNEL – Educational assistants should continue to receive training on basic curriculum implementation. Personnel could benefit from additional training to better utilize the Professional Intervention Team process and/or procedures.
- OTHER RESOURCES – Continue to establish a variety of ways to communicate curriculum practices to parents and community stakeholders. Plan adequate and relevant extra curricular opportunities.

Equity and Adequacy:

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

- SHE does provide equity and adequacy among teachers by using the TN State Standards and provides training to the staff in the use of each standard.
- Research based Literacy and Math programs have been implemented at all grade levels.
- SHE has implemented a formative Literacy Assessment that is aligned with school benchmarks.
- Plans are underway to purchase a district formative assessment program.

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

- Appropriate funds and resources are allocated to target specific resources at Sam Houston Elementary.
- With the added instructional components in our newly adopted reading series, our LEP students and students with disabilities are receiving added curricular support. Two additional teachers were hired to support our growing LEP student population. Collaboration between classroom teachers, ELL support teachers, and special educators is in place.

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

- TCAP report card data indicates that all subgroups made adequate yearly progress; however, a significant percentage of fourth graders with limited English proficiency and students with disabilities are below proficient in the areas of reading/language arts and math.
- The percentage of African American students who scored at the advanced level on TCAP is lower than their counterparts in the White subgroup.
- Sam Houston Elementary School's value added assessment data has increased significantly from 2006-2007 with scoring all A's in all areas / subjects.
- Based on our district writing prompt student performance data, initiatives are in place to provide students with more consistent writing opportunities and teacher feedback.

Template 3.1.c: Curricular Summary Questions

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Upon review of our current curricular practices as compared to characteristics of high performing schools systems, we have determined that we have strong curricular practices in place.
- SHE teaches TN State Standards and has high expectations for students to master the curriculum as evidenced by TCAP results indicating that all subgroups made adequate yearly progress.
- The PIT (Professional Intervention Team) process is in place to provide individually planning for at risk students which, when appropriate, includes adapting the curriculum. **The PIT process has how expanded to include a more elaborate Response to Intervention.**
- Learning standards are clearly defined and there is a great effort to maintain effective staff and family collaboration throughout the school in regard to curricular issues.

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- SHE will continue to use flexible grouping practices to differentiate instruction for all subgroups in the areas of reading/language arts and math.
- TCAP preparatory books (COACH) will be utilized to support our curricular efforts and monitor our student progress toward achieving state standards.
- SHE will implement school wide writing prompts among all grade levels every two weeks to improve students' performance. **Write from the Beginning training for staff.**

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.)

- TCAP data indicates that our LEP students and students with disabilities need extra curricular support in order to be proficient in reading/language arts and math.
- Based on parent surveys, SHE needs to continue to establish more efficient ways to communicate curriculum practices to parents and stakeholders.
- Survey results suggest we need to incorporate a curriculum that teaches higher level thinking skills. Efforts need to be made to articulate the curriculum across grade levels to avoid gaps and redundancy in student learning.
- SHE needs to continue to focus on practices to improve student writing performance. **Our staff will become more familiar with Write from the Beginning.**

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>SHE classroom instruction is aligned with the standards based curriculum.</p>	<p>SHE classroom instruction is aligned with the standards based assessments .</p>	<p>The teaching process is data-driven.</p>	<p>Students are actively engaged in high quality learning environments supported by higher order thinking skills.</p>	<p>SHE teachers incorporate a wide range of research based, student centered teaching strategies.</p>	<p>Classroom organization and management techniques support the learning process.</p>	<p>SHE students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.</p>
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<p>Evidence of Practice (State in definitive/ tangible terms)</p> <p>Evidence of Practice (State in definitive/ tangible terms) <i>CONTINUED</i></p>	<p>State standards are cited in daily lesson plans as instructional goals.</p> <p>State standards for all subjects are used for the foundation of weekly grade level planning.</p> <p>Essential questions in lesson plans are standards based.</p> <p>Textbooks are aligned to state standards.</p>	<p>Literacy center/ Guided Reading activities are based on benchmark assessments.</p> <p>Reading intervention programs have built-in assessment components.</p> <p>SHE writing prompt evaluations guide instruction in Language Arts and remedial instruction groups.</p> <p>Flexible groupings are determined by benchmark testing.</p> <p>Instructional gaps are identified through benchmark testing in Language Arts, Math, Social Studies, and Science.</p>	<p>Guided reading groups are determined by assessment results.</p> <p>Collaborative teaching plans are determined by formal and informal assessments.</p> <p>Literacy centers are managed by appropriate data.</p> <p>Participation and pacing in reading and math intervention groups occur based on data.</p>	<p>Learning structure practices including implementation of Formal Language.</p> <p>Essential questions used daily in instruction.</p> <p>Instruction delivered to accommodate diverse learning styles and multiple intelligences</p> <p><i>Marzano's</i> instructional practices are in use.</p> <p>EXTEND/ Future problem solving activities and instruction for high achieving students. (grades 3 and 4)</p> <p>Thinking Maps are utilized school-wide</p> <p>Collaborative planning promotes creative activities.</p> <p>Classroom instruction utilizing Kroger Kid's Mart</p> <p>Participation in the Fourth grade Academic Bowl</p>	<p>Implementation of Thinking Maps.</p> <p>Learning Structures from Ruby Payne's <i>Framework of Poverty</i> correlates to SHE population.</p> <p>Training on Marzano's <i>Classroom Instruction That Works</i>.</p> <p>Collaborative planning and teaching activities keep the focus on student progress</p> <p>Instructional time includes cooperative learning activities</p> <p>Differentiated instruction and flexible grouping practices are utilized to accommodate for various learning styles and multiple intelligences.</p> <p>Staff development on brain research, and how it applies to learners.</p> <p>Staff development on <i>Learning Centered Schools</i>.</p>	<p>Utilization of thinking maps</p> <p>Flexible grouping is made possible by numerous assessments.</p> <p>An uninterrupted Language Arts block with support staff assisting instruction supports student learning.</p> <p>Literacy centers and reading intervention programs provide the structural format necessary for learning to occur.</p> <p>Classrooms are equitably stocked with instructional materials, supplies, and resources.</p>	<p>K-SMART</p> <p>Computer Lab flex time available for teachers to utilize in providing technology support to instruction</p> <p>Progress monitoring practices are implemented.</p> <p>Uninterrupted Language Arts block with support staff assistance.</p> <p>Literacy centers</p> <p>Related Arts classes correlated with curriculum.</p> <p>Magic Math for flexible grouping.</p> <p>Tiger Time for flexible grouping in Reading.</p> <p>Title I program provides for small group instruction.</p> <p>After school Intervention for Kindergarten Students</p> <p>Tutoring for at risk students after school.</p> <p>ELL program for emergent learners.</p> <p>Special Education Inclusion/ Speech</p>
<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>

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)	School report card TCAP scores Teacher Lesson Plans Text book Evaluation Form	Running Records-ongoing DIBELS 3/year Progress monitoring TFAP Writing prompts 4/year Learning Link Reading/ Math Benchmark Assessments	On-going assessments (DIBELS, Running Records, TCAP, STAR, TFAP) Referral process for special needs students. Attendance records, agendas TCAP prep books (COACH) pre / post tests Intervention programs' student data Writing assessment results Learning Link Reading/ Math Benchmark Assessments	Staff surveys Grade level planning evaluations TCAP scores SHE report card Staff development records.	Grade level planning evaluations. Collaborative planning records Lesson Plans SHE report card DIBELS/ Progress Monitoring Intervention program assessments PIT	SHE report card DIBELS 3/year District Writing prompts 4/year Bi-weekly school writing prompts	Grade level planning evaluations On-going assessments (DIBELS, TFAP, Running Records, TCAP, STAR) DIBELS Progress Monitoring SHE report card Learning Link Reading/ Math Benchmark Assessments

<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>Above average test scores on SHE report card on all subjects.</p> <p>All subgroups making AYP</p> <p>Decrease in percent of students scoring at "Below Average"</p> <p>Increase in percent of students scoring at "Above Average"</p> <p>95% of parent surveyed believe SHE uses a variety of teaching strategies</p>	<p>Above average grades in achievement on report card for all students</p> <p>All subgroups except Hispanic and Limited English Proficient made AYP</p> <p>Reading levels increased during school year</p> <p>Percent of students scoring proficient on writing prompts increasing during school year</p> <p>Decrease % of at risk in early literacy</p>	<p>Above average grades in Reading/ Language Arts on report card</p> <p>Above expected growth line in Reading Language Arts on report card</p> <p>AYP in Language Arts made by all subgroups except Hispanic and Limited English Proficient</p> <p>Increased reading levels during school year as indicated on STAR report and individual students' Running Record (Grades 1 &2)</p> <p>Majority of students improve on Writing Prompts from Sept. to May</p>	<p>95% of parents surveyed believe teachers challenge students to do their best</p> <p>Above average grades from report card</p>	<p>95% of parents surveyed believe that SHE uses a variety of teaching strategies</p> <p>Grade level evaluations report teacher strong satisfaction in student centered planning</p> <p>Gains above expected growth from report card on all subjects</p> <p>Staff development surveys</p>	<p>95% of parent surveyed feel teachers treat students fairly</p> <p>Above average grades in achievement on report card for all subjects</p> <p>Above expected growth in gains on report card for all subjects</p> <p>Reading levels increased during school year</p>	<p>85% of parents surveyed believe teachers give extra help after class time</p> <p>45% of parents surveyed believe teachers will give extra help outside of class time</p> <p>94% of teachers surveyed believe struggling students receive additional support</p> <p>Above average grades in achievement on report card for all subjects</p> <p>Above expected growth in gains on report card for all subjects</p> <p>Reading levels increased during school year</p>
<p>Evidence of equitable school support for this practice</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>	<p>Practices implemented school wide</p>
<p>Next Step (changes or continuations)</p>	<p>Continue current practices</p> <p>Implement a schoolwide writing program</p>	<p>Continue current practices</p> <p>Implement schoolwide writing program</p>	<p>Continue implementation of practices</p>	<p>Continue implementation of practices</p> <p>Continue to find ways to challenge top students</p>	<p>Continue practices</p>	<p>Continue implemented practices</p> <p>Restructure alternative placement for discipline issues</p>	<p>Continue practices</p>

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-** Master scheduling is in place to accommodate flexible grouping in reading for Kindergarten, first, and second grades.
Professional Intervention Teams provide instructional planning for individual at-risk students. **A more elaborate data collection is being utilized with Response to Intervention.**
Educators and personnel take part in both mandated and optional staff development and in-services to increase knowledge about high-quality instructional practices. Educators participate in weekly collaborative grade-level planning to interpret data, align instruction to state standards and map out differentiated instruction within each grade level.
Classroom teachers interpret and analyze appropriate assessments and use information to generate lesson plans.
Classroom teachers use data from a wide range of assessments to design flexible groups, promote student performance, remediation and enrichment.
- **MONEY-** BEP 2.0 and local funds provided additional classroom teachers and ELL teachers to reduce the teacher to student ratio.
Funds are allocated to provide staff development in order to promote professional growth and increase student achievement.
Funds are provided to purchase programs and materials to support instruction. A benchmark assessment program will be purchased with LSSD funds.
- **PERSONNEL-** Related Arts teachers and paraprofessionals are utilized during the uninterrupted language arts block to co-teach with classroom teachers. Training of educators as mentors which supports the instructional program. District-wide Reading Coach provides instructional support to teachers and students.
Special Educators, ELL teachers, Title specialists and paraprofessionals provide additional support to improve instruction of at-risk students. These staff members also provide assistance in the flexible grouping for differentiated instruction K-2 in reading and 2-4 in math.
Additional ELL educators have been hired to support classroom instruction.
School personnel participate in system-wide initiatives that support the instructional program. Examples of such practices are Learning Centered Schools, Thinking Maps, Mentor/Protégé program, etc...
- **OTHER RESOURCES-**Community/Parent volunteers are used in the classroom to support instruction of at-risk students.
Classrooms are equipped with technology to aid with instruction.
Our school has access to a computer lab to support instruction.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? SHE does provide equity and adequacy to our teachers in that our instruction is aligned with TN state standards. Teachers use a wide range of effective, student-centered instructional strategies to meet diverse student needs.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Sam Houston Elementary School's master schedule accommodates flexible grouping for additional reading intervention time separate from the uninterrupted language arts block (K-2) and flexible grouping for math instruction (2-4). Additional BEP 2.0 funds and local funds provided additional classroom teachers and ELL teachers. LSSD funds additional staff such as a district level K-4 reading coach and paraprofessionals to support our instructional program.

Based on the data, are we accurately meeting the needs of all students in our school? Analysis of our current instructional practices as compared to practices of high performing schools shows that we have sound instructional practices in place. We should continue to address instructional practices for high achieving students in order to provide more challenging educational opportunities. Not only do our at-risk students benefit from differentiated instruction, but our high achieving students also benefit from the flexible grouping activities. We need to continue incorporate more specific strategies to meet the instructional needs of at-risk students and ELL.

Template 3.2.c: Instructional Summary Questions

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Upon review of our current instructional practices as compared to characteristics of high performing schools systems, we have determined that we have strong curricular practices in place.
- SHE teaches TN State Standards and has high expectations for students to master the curriculum as evidenced by TCAP results indicating that all subgroups made adequate yearly progress.
- The PIT process provides instructional planning for individual at-risk students.
- Survey responses state that teachers challenge students to do his/her best work in positive and caring learning environment.
- Students are provided with multiple opportunities to receive additional assistance to improve learning beyond the initial classroom instruction.

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- LSSD has mandatory staff development planned in the area of writing instruction.
- Extend horizontal (same grade) collaborative planning to include vertical planning more than twice a year. Educators will continue to participate in professional development activities focused on utilizing data to plan differentiated instruction.
- Sam Houston Elementary will schedule to provide even better teacher – student ratios for additional reading intervention groups.

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.)

- TCAP data indicates that our LEP students and students with disabilities need extra instructional support in order to be proficient in reading/language arts and math.
- District writing prompt data suggests that even though student writing performance has improved, there is a need to continue to provide students with additional opportunities to practice writing skills and instructional feedback is needed.
- Survey results suggest our school does not prepare students to deal with issues /problems to face the future and we fail to challenge the top students.
- Teacher survey data indicates that staff members need more frequent opportunities for cross grade level collaboration to avoid overlapping of certain subject areas and to avoid redundancy of instruction.

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum.	Ensures the appropriate assessments are used to guide decisions relative to student achievement	Uses a variety of data points for decision making relative to student achievement	Assesses all categories of students	Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments	Provides professional development in the appropriate use of assessment	Provides support and technical assistance to teachers in developing and using assessments
Evidence of Practice (State in definitive/ tangible terms)	TCAP TFAP STAR DIBELS Learning Link Reading/ Math Benchmark Assessments Writing Prompts	TCAP TFAP STAR DIBELS Learning Link Reading/ Math Benchmark Assessments Writing Prompts Foundations Assessments	TCAP TFAP STAR DIBELS Learning Link Reading/ Math Benchmark Assessments Writing Prompts TCAP prep assessments (COACH) Foundations Assessments ELDA	TCAP TFAP STAR DIBELS Learning Link Reading/ Math Benchmark Assessments Writing Prompts TCAP prep assessments (COACH) Foundations Assessments ELDA	TCAP TFAP STAR DIBELS Learning Link Reading/ Math Benchmark Assessments Writing Prompts TCAP prep assessments (COACH) Foundations Assessments ELDA	TFAP training Foundations Training DIBELS training Collaborative planning sessions	TFAP training Foundations Training DIBELS training Collaborative planning sessions
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

Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08	Teacher survey shows 100% of teachers believe administration provides adequate support All subgroups made AYP All A's (Value Added) TFAP scores improved 06-07 to 07-08 STAR reading levels increased across subgroups DIBELS scores improved 06-07 to 07-08
Evidence of equitable school support for this practice	School-wide implementation of practice	School-wide implementation of practice	School-wide implementation of practice	School-wide implementation of practice	School-wide implementation of practice	School-wide implementation of practice	School-wide implementation of practice
Next Step (changes or continuations)	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments	Continue current practices. Implement district benchmarking program. Implement more frequent writing assessments

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

- Professional Intervention Team meetings occur to gather assessment data for individual at risk students to assist in program planning. **A more elaborate data collection is being utilized with Response to Intervention.**
- A school wide effort exists to modify schedules to accommodate formative school assessments at all grade levels.
- Classroom teachers interpret and analyze appropriate assessments and use information to drive instruction.
- Classroom teachers use data from a wide range of assessments to design flexible groups, promote student performance, remediation and enrichment.

MONEY

- Funds are allocated to provide adequate formative and benchmark assessments in reading/language arts. TFAP benchmark assessment materials and TCAP prep assessment materials are provided. **Reading and Math benchmark assessment materials and Learning Link assessment materials are provided.**

PERSONNEL

- Sam Houston Elementary allocates staff resources to allow teachers to collaboratively plan, conduct assessments, and monitor student progress.
- Staff resources are in place to support the assessment components of the PIT process.

OTHER RESOURCES

- Sam Houston Elementary utilizes technology to facilitate assessment practices.

“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

- Classroom teachers and SHE need to improve the communication of assessment results to parent/guardian and in an understandable form.
- Classroom teachers need to develop rubrics and assessments at grade level and cross grade level.

MONEY

- Funds should be allocated for a school wide benchmark assessment .
- Funds should continue to provide quality staff development to use various assessment tools in determining student needs.

PERSONNEL

Equity and Adequacy:

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

- Sam Houston Elementary has consistent assessment practices for determining practices in Language Arts.
- Strong staff development activities are in place to provide effective assessment practices across grade levels and subgroups.
- Collaborative planning is in place to facilitate efforts with subgroup specialists and classroom teachers.

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

- Appropriate training and professional development opportunities are provided to all staff to implement effective assessment practices.
- Adequate staff allocations are made to assist in assessment practices.
- Sam Houston Elementary allocates appropriate scheduling accommodations to implement benchmarking procedures.
- Funds need to be allocated for a school wide benchmark assessment.

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

- TCAP results indicate that all subgroups made adequate yearly progress and value added scores report A's in all areas.
- TCAP subgroup data indicates that Sam Houston Elementary needs to address assessment performance of student's with disabilities and LEP students in the areas of reading and math.
- STAR reading scores have improved from '06-'07 to '07-'08
- DIBELS assessment results have improved. TFAP scores have improved.

Template 3.3.c: Assessment Summary Questions

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Currently assessments at Sam Houston Elementary are aligned with Tennessee State standards. Research based reading assessments are in place (K-4) to identify struggling readers. Sam Houston Elementary uses a variety of other assessments to monitor student progress, develop flexible grouping and create lesson plans.

Evidence from our school report card and comparison to the characteristics of high performing schools show that we currently have a variety of reliable high quality assessment practices.

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Sam Houston Elementary should implement a school-wide benchmark program for core subject areas to assist in determining appropriate instruction.

Sam Houston Elementary should incorporate communicating appropriate assessment information in parent involvement activities.

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.)

A school wide benchmark assessment program is needed to address our lack of math benchmark assessment information in grades K-2.

TCAP subgroup information indicates that assessment performance for LEP students and students with disabilities should improve in the areas of reading and math.

Classroom teachers need to improve the communication of assessment results to parent/guardian in an understandable form.

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	School's beliefs, mission and shared vision define the purpose and direction of the school.	Organizational processes increase the opportunity for success in teaching and learning 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.
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Evidence of Practice (State in definitive/ tangible terms)	SHE website Agenda book Parent handbook TIGER NEWS TODAY – video announcements	Monthly Faculty meetings Weekly collaborative planning sessions Master schedule accommodate s uninterrupted language arts blocks, flexible grouping, and additional reading intervention blocks Weekly flex time in computer lab available to teachers for instructional support	Uninterrupted planning time produces focused lesson plans Additional 30 minute literacy intervention after school for at risk kindergarten students Modified schedules for special need/ PIT students Flexible groups for reading interventions (grades 1 & 2) and math instruction (grades 2-4)	Weekly collaborative planning sessions Weekly system wide <i>Frameworks of Poverty</i> memo ongoing Mentoring / Protégé Program Reading Coach available to assist in lesson modeling and providing / recommending student interventions <i>School-based Write from the Beginning Trainer</i>	Student transition cards (PK-3) to assist grade level placement process ; grade level spreadsheet for group disaggregation Cross grade level planning sessions for student placement Staff to student Buddy Program Weekly system wide <i>Frameworks of Poverty</i> memo and new trainings for staff new to school Grade level / school-wide discipline policies and procedures Character Counts Program Strong Pre-K Program	Uninterrupted 90 minute Language Arts Block Collaborative ELL practices including ELL kindergarten intervention program Tiger Time- additional 30 minute reading intervention session for grades 1 & 2 (small group) Magic Math- Flexible grouping for math instruction grades 2-4 Inclusion Weekly flex time in computer lab available to teachers for instructional support SMART for pre-K and K students Collaborative planning to provide Title and inclusion services PIT planning with parents for individual at- risk students	Grade level Family Nights PTO meetings Parent/ Teacher conferences Student performance information is shared with parents in understandable format (parent conferences, translated documentation, etc.) District Family Resource Center available to assist families with accessing support services Collaborative efforts with community tutoring programs (IKE & College Hills)
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

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**

Weekly collaborative planning is organized to ensure productive team performance and equality among team members. Cross grade level planning is in place to assist with curriculum development and student placement decisions. Building level specialists and educational assistants are appropriately used to support grade- level planning, Language Block, Tiger Time and Magic Math to increase student achievements.

Master scheduling provides opportunities for flexible grouping in reading and math instruction.

The Professional Intervention Team process is in place to provide individual planning with parents for at-risk students.

Veteran teachers are used as mentors for novice teachers to share methods of instruction and school procedures.

Monthly Faculty meetings and Stockpile days are well-guided and created to share communication and maintain a common focus among educators.

- **MONEY**

High-level staff development opportunities are provided to promote research-based strategies and practices.

- **PERSONNEL**

Sam Houston Elementary is organized to support a diverse population. Sophisticated programming practices are in place for our English language learners, students with disabilities, and at-risk students.

Staff resources are in place to support collaborative team planning and the uninterrupted Language Arts block.

- **OTHER RESOURCES**

Transition planning resources are in place to facilitate cross grade level planning and appropriate student placement determinations.

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

Equity and Adequacy:

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

Sam Houston Elementary supports several effective organizational practices. Weekly grade level planning and uninterrupted Language Block is in place at each grade level. Sam Houston Elementary utilizes a mentor/protégé program. Webpages, newsletters, mid-nine week reports and agendas are used by all grade levels to communicate with parents/guardians.

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

Sam Houston Elementary is efficient at using building level specialists and paraprofessionals to increase student achievement across grade-levels. We should continue to provide funds to be proactive in addressing issues that might impede teaching and learning. Funds should be allocated for a benchmark assessment system to assist teachers in effectively meeting student needs.

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

- Student performance data and perceptual data from students, parents, teachers, and community members indicate that Sam Houston Elementary has effective organizational practices to support families and students. Survey results indicate that our school provides a safe, caring and orderly environment for learning. Parent survey information suggests that Sam Houston Elementary needs to provide more extra-curricular activities to encourage student as well as parent involvement. TCAP report card data indicates that all subgroups made adequate yearly progress; however, a significant percentage of fourth graders with limited English proficiency and students with disabilities are below proficient in the areas of reading/language arts and math. Organizational efforts should continue to provide needed support for these students.

Template 3.4.c: Organization Summary Questions

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Sam Houston Elementary reviewed parent, teacher and student surveys and compared Sam Houston Elementary to organizational practices of high performing schools to determine our organizational practices.

Sam Houston Elementary organizational practices support an orderly, co-operative, learning environment that focuses on high student achievement. Personnel and resources are appropriately used to support classroom planning and instruction.

Student performance assessment information supports our claim that Sam Houston Elementary has strong organizational practices. 2007 Report Card data, STAR reading assessments, DIBELS assessments, and TFAP data indicates that our students are making steady progress across all subgroups. All subgroups made adequate yearly progress according to TCAP data. Value Added scores were all A's.

(Rubric Indicator 3.8)

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.)

Teacher and parent survey information indicates a need to improve communication with stakeholders. Sam Houston should continue current communication practices and improve efforts to communicate student achievement. Creative planning to encourage stronger parent/community involvement would assist in our educational efforts for students.

Based on disaggregated TCAP reports, organizational efforts should provide stronger support systems for our LEP students and students with disabilities.

TCAP subgroup scores and perceptual data indicate that Sam Houston Elementary should organize efforts to establish more collaboration across grade-levels.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

Sam Houston Elementary will continue to design a master schedule that provides appropriate emphasis on the uninterrupted language arts block, flexible grouping opportunities, implementation of the SMART curriculum, etc.

The Professional Intervention Team process will continue to provide individual planning for at risk students. Sam Houston Elementary will strive to improve these planning efforts as needed.

More frequent cross grade level planning opportunities will be provided to assist in establishing consistent and effective curriculum, instruction, assessment, and organizational practices.

Organizational efforts will assist in providing appropriate implementation of a district student formative assessment program.

TIGER NEWS TODAY will continue to provide innovative communication endeavors for sharing school goals and academic and non-academic achievement information.

Creative steps will be taken to solicit more parent involvement in school sponsored family activities.

COMPONENT 4 – Action Plan Development

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)
 Revised DATE: _____

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

Goal	Increase by 5% students in the subgroups of LEP and Special Ed. for Reading/LA scoring proficient.
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Which need(s) does this Goal address?	Reading/Language Arts
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How is this Goal linked to the system's Five-Year Plan?	The Lebanon Special School District holds high expectations for all students and meets the individual needs of students by striving for a quality education for all so that all students can achieve proficiency and beyond.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)	IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)
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Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and 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.)
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	Timeline	Person(s) Responsible	Required Resources	Projected Cost (s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step						
Incorporate state standards during collaborative grade level team planning.	Fall '07- Spring '10	Classroom Teachers, Jeanne Ray (Associate Director of Learning), Penny Thompson (Instructional Coordinator)	Weekly Grade Level Collaborative Planning Salaried Positions	LSSD	Appropriate and consistent instructional strategies and assessments within grade levels; pacing charts	Monthly visits by administration will occur; Review of quarterly pacing schedules Continuing
Action Step						
Tiger Time Reading (Intervention for grades 1 and 2)	Fall '07- Spring '10	Classroom Teachers, Title I Staff, Kim King (Inclusion Teacher), Rachel East (Speech/Language Teacher), Paraprofessionals	Salaried Positions	LSSD BEP 2.0	Improved reading levels and report card grades, and weekly test scores	Results will be reviewed as assessments are administered Continuing

Action Step	SMART Program (Kindergarten only)	Fall '07-Spring '10	Kindergarten Teachers, Troy Gannon and Michelle Randolph (PE Teachers), Julie Beasley and Julie Draper (Administration)	\$600.00	Physical Education Account	Kindergarten teacher observation/ anecdotal notes	Teachers report eager student participation, improved attention to task in classroom activities, and improved fine/gross motor skills. <u>Evaluation will be ongoing</u>
Action Step	Reading Assessments (TFAP Princeton Review), grades 3-4, STAR, grades 1-4, Running Records, grades 1-2, Treasures Benchmark Tests grades 3-4, Learning Link grade 4	Fall '07-Spring '10 (Aug/Jan/May)	Classroom Teachers 1-4, Julie Beasley and Julie Draper (Administration), Lynn Dedman (Technology Instructor)	\$400 Salaried Positions Grant Funding from State	LSSD BEP 2.0 State Grant	Improved benchmark test scores, weekly tests scores, improved report card grades, and TCAP scores	TFAP: 2 nd benchmark 3 rd gr.=61%, 4 th gr. =57%;STAR: increase in reading levels in grades 2-4 Assessments will continue to be reviewed at designated benchmark dates Continuing
Action Step	Reduce student/teacher ratio to support the instruction of students in grades 1 & 3 and our LEP students.	July 2007	Dr. Sharon Roberts (Director of Schools), Jeanne Ray (Associate Director of Learning), Stan Blades (Federal Programs Supervisor)	\$145, 518	BEP 2.0	Improved TCAP & ELDA scores, benchmark scores, and improved report card grades.	Improvement will be determined when TCAP results are received Implemented

Action Step	DIBELS Assessment (Grades K-3)	Fall '07- Spring '10 Aug/Jan/ May	Classroom Teachers, Title I Staff, Julie Beasley and Julie Draper (Administration), Diane Vantrease (Reading Coach) Sandra Edwards (ELL Teacher), Penny Thompson (Instructional Coordinator)	\$6,948.55 Salaried Positions	LSSD	Improved benchmark scores and report card grades	In Kind. Students improved in 3 of the 4 tested indicators at the middle (Jan.'08) benchmark. In grades 1-3, the percentage of at-risk students increased from the beginning (Aug '07) to middle (Jan. '08) benchmark in the area of Oral Reading Fluency. Results will continue to be reviewed as assessments are administered Continuing
Action Step	Family Nights	Fall '07- Spring '10 At least one event per grade level per academic year	Stan Blades (Sup. of Federal Programs), Julie Beasley and Julie Draper (Administration), Grade Level Teachers, Vicky Trice (Family Engagement Coordinator)	\$1,000	Federal Funds LSSD School Funds	Improved TCAP/ELDA scores, improved report card grades, and increased parent support	Improvement will be determined when TCAP results are received. Parent survey results will be reviewed Continuing
Action Step	Incorporate adopted reading series designed to align with TN state standards	Fall '07- Spring '10	Julie Beasley (Principal)	\$168,977.60	Federal Funds LSSD	Appropriate and consistent instructional strategies and assessments within grade levels	Principal observations of classrooms; Weekly collaborative planning Continuing

Action Step	Implementation of uninterrupted Language Arts Block	Fall '07-Spring '10	Julie Beasley (Principal)	Salaried Positions	Federal Funds LSSD	Improved TCAP/ELDA scores, report card grades, and levels of class participation as determined by teacher observation, checklists, and/or anecdotal notes	Improvement will be determined when TCAP results are received. Continuing
Action Step	Staff to student mentoring program	Fall '07-Spring '10	Entire School Staff	Salaried Positions	LSSD	Improved Report Card grades and discipline referral data	Improvement will be determined when TCAP results are received. Discipline referral information will be reviewed. Continuing
Action Step	Pre-K (Lap-D Assessment: Learning Accomplishment Profile Diagnostic)	Fall '07-Spring '10	Pre-K Teachers, Penny Thompson (Instructional Coordinator)	Salaried Positions	LSSD	Test results, teacher observations	Results will be reviewed as assessments are administered. Continuing
Action Step	Kindergarten Intervention	Fall '07-Spring '10	Kindergarten Teachers and ELL Teachers	\$300.00 Salaried Positions	School Funds BEP 2.0	DIBELS scores and teacher observations	Results will be reviewed as assessments are administered. Continuing
Action Step	After School Tutoring Expanded 08-09	Fall '07-Spring '10	Kellie Porter Emily Darnell Stephanie Smith Rachel Hardin	\$685	LSSD Extended Contract Funds	Pre-Post testing, teacher and parent evaluations	Results will be reviewed as assessments are administered. Continuing
Action Step	Implementation on Reading/ Language Arts Coach Books Grades 3-4	Fall '07-Spring '10	Classroom Teachers, ELL Teachers, Julie Beasley and Julie Draper (Administration)	\$1200	PTO School Funds BEP 2.0	Improved TCAP/ELDA scores	Improvement will be determined when TCAP/ELDA results are received. Continuing

Action Step	Fundations Literacy Curriculum	Fall '07-Spring '10	Kindergarten Teachers, Title I Staff, ELL Teachers, Paraprofessionals	\$4070	LSSD BEP 2.0	Fundations assessments, DIBELS scores, report card grades, teacher observation/ records	Improvement will be determined when TCAP results are received. Continuing
Action Step	Summer Transition Program for 2 nd and 3 rd grade selected students	Summers '08-'10	Rachel Hardin, Deanna Rogers, Stephanie Smith, and Erica Wilkins (Classroom Teachers)	\$2750	LSSD Extended Contract Funds	Report card grades, PIT process, teacher and parent evaluations	Surveys will be reviewed. Continuing
Action Step	Instructional support for students using interactive presentation board	Fall '07-Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor)	Salaried Positions	LSSD	Appropriate and consistent instructional strategies and assessments within grade levels.	Results will be reviewed as assessments are administered. Continuing
Action Step	Flex time set aside in computer lab for teacher whole group instruction	Fall '07-Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$19,855	LSSD BEP 2.0	Improved TCAP scores, report card grades, teacher observation	Improvement will be determined when TCAP results are received. Continuing
Action Step	Instructional support for 4 th grade students using LCD projection systems and Interwrite tablets	Winter '09-Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$9,000	PTO	Appropriate and consistent instructional strategies and assessments within grade levels.	Results will be reviewed as assessments are administered.

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	Increase by 5% students in the subgroups of students with Limited English Proficiency (LEP) and students with disabilities scoring proficient and advanced in math
Which need(s) does this Goal address?	Math
How is this Goal linked to the system's Five-Year Plan?	The Lebanon Special School District holds high expectations for all students and meets the individual needs of students by striving for a quality education for all so that all students can achieve proficiency and beyond.

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	Incorporate state standards during collaborative grade level team planning	Fall '07- Spring '10	Classroom Teachers, Jeanne Ray (Associate Director of Learning), Penny Thompson (Instructional Coordinator)	Weekly Grade Level Collaborative Planning Salaried Positions	LSSD	Appropriate and consistent instructional strategies and assessments within grade levels; pacing charts	Monthly visits by administration verify collaborative planning occurs; Review of quarterly pacing schedules Continuing
Action Step	Reduce student/teacher ratio to support the instruction of students in grades 1 & 3 and our LEP students.	July 2007	Dr. Sharon Roberts (Director of Schools), Jeanne Ray (Associate Director of Learning), Stan Blades (Federal Programs Supervisor)	\$145,518	BEP 2.0	Improved TCAP scores, benchmark scores, and improved report card grades	Improvement will be determined when TCAP results are received. Implemented
Action Step	Staff to student mentoring program	Fall '07- Spring '10	Entire School Staff	Salaried Positions	LSSD	Improved Report Card grades and discipline referral data	Improvement will be determined when TCAP results are received. Discipline referral information will reviewed. Continuing

Action Step	SMART Program (Kindergarten only)	Fall '07-Spring '10	Kindergarten Teachers, Troy Gannon and Michelle Randolph (PE Teachers), Julie Beasley and Julie Draper (Administration)	\$600	Physical Education Account	Teacher observation and anecdotal notes	Teachers report eager student participation, improved attention to task in classroom activities, and improved fine/gross motor skills. <u>Evaluation will be ongoing.</u>
Action Step	Incorporate adopted math series designed to align with TN state standards	Fall '07-Spring '10	Classroom Teachers, Paraprofessionals Kim King (Inclusion Teacher)	\$129,926.40	LSSD Funds Federal Funds	Appropriate/consistent instructional strategies/assessments within grade levels	Results will be reviewed as assessments are administered. Continuing
Action Step	Consistent use of daily review (comprehension games, 5-A-Day, Drops in the Bucket. Math centers, Kroger Store)	Fall '07-Spring '10	Classroom Teachers, Paraprofessionals Kim King (Inclusion Teacher), Parent Volunteers	Classroom Accounts	School Funds	Appropriate/consistent instructional strategies and assessments within grade levels	Results will be reviewed as assessments are administered. Continuing
Action Step	Incorporate TFAP Princeton Review (grades 3 and 4) TCAP Benchmark Tests grades 1-4, Learning Link grade 4	Fall '07-Spring '08	Grades 1-4 teachers, Technology, ELL, and Inclusion teachers	Grant funded by state	State funded	TFAP Benchmark scores	Results will be reviewed as assessments are administered. Continuing
Action Step	Instructional support for students using interactive presentation board	Fall '07-Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor)	Salaried Positions	LSSD	Appropriate/consistent instructional strategies and assessments within grade levels	Results will be reviewed as assessments are administered. Continuing
Action Step	Implementation of Math Coach Books Grades 3-4	Fall '07-Spring '10	Classroom Teachers, Julie Beasley and Julie Draper (Administration)	\$1200	PTO Funds School Funds	TFAP Benchmark Scores and TCAP Scores	Improvement will be determined when TCAP results are received. Continuing
Action Step	After School Tutoring Expanded 08-09	Fall '07-Spring '10	Kellie Porter Emily Darnell Stephanie Smith Rachel Hardin	\$685	LSSD Extended Contract Funds	Pre-Post testing, teacher and parent evaluations	Results will be reviewed as assessments are administered. Continuing

Action Step	Implementation of math block consisting of flexible grouping (grades 2-4)	Fall '07-Spring '10	Classroom Teachers (Grades 2-4), Kim King (Inclusion Teacher), Paraprofessionals Julie Beasley and Julie Draper (Administration)	Salaried Positions	LSSD	Appropriate and consistent instructional strategies and assessments within grade levels	Results will be reviewed in collaborative planning sessions as assessments are administered. Continuing
Action Step	Summer Transition Program for 2 nd and 3 rd grade selected students	Summers '08-'10	Rachel Hardin, Deanna Rogers, Stephanie Smith, and Erica Wilkins (Classroom Teachers)	\$2750	LSSD Extended Contract Funds	Report card grades, PIT process, teacher and parent evaluations	Results will be reviewed as assessments are administered. Parent survey results will be reviewed. Continuing

Action Step	Family Nights	Fall '07- Spring '10 At least one event per grade level per academic year	Stan Blades (Sup. of Federal Programs), Julie Beasley and Julie Draper (Administration), Grade Level Teachers, Vicky Trice (Family Engagement Coordinator)	\$1,000	Federal Funds LSSD School Funds	Improved TCAP scores, improved report card grades, and increased parent support	Improvement will be determined when TCAP results are received. Parent survey results will be reviewed. Continuing
Action Step	Flex time set aside in computer lab for teacher whole group instruction	Fall '07- Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$19,855	LSSD BEP 2.0	Improved TCAP scores, report card grades, teacher observation	Improvement will be determined when TCAP results are received. Continuing
Action Step	Instructional support for 4 th grade students using LCD projection systems and Interwrite tablets	Winter '09- Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$9,000	PTO	Appropriate and consistent instructional strategies and assessments within grade levels.	Results will be reviewed as assessments are administered.

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	Increase the number of students scoring 4 or better on the writing prompts by at least 5%
Which need(s) does this Goal address?	Writing
How is this Goal linked to the system's Five-Year Plan?	The Lebanon Special School District holds high expectations for all students and meets the individual needs of students by striving for a quality education for all so that all students can achieve proficiency and beyond.

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.)

	Action Step	Timeline	Person(s) Responsible	Required Resources	Projected Cost (s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
	Incorporate school wide practice writing prompts bi-weekly in regular classroom (all students write on topic (Monday)/T-F show examples on overhead of different scores).	Jan. '08-Spring '10	Classroom Teachers, Julie Beasley and Julie Draper (Administration)	Salaried Positions	LSSD	Analysis of 4/year district writing prompt scores; collaborative planning analysis	Improvement will be determined when prompts are scored in September, December, February, and May Continuing
	Reduce student/teacher ratio to support the instruction of students in grades 1 & 3 and our LEP students.	July 2007	Dr. Sharon Roberts (Director of Schools), Jeanne Ray (Associate Director of Learning), Stan Blades (Federal Programs Supervisor)	\$145,518	BEP 2.0	Improved TCAP & ELDA scores, benchmark scores, and improved report card grades.	Improvement will be determined when TCAP/ELDA results are received. Implemented

Action Step	Incorporate writing award to be handed out at Tiger Awards.	Spring '08-Spring '10	Classroom Teachers, Julie Beasley and Julie Draper (Administration), PTO	\$100	School Donations PTO	Analysis of 4/year district writing prompt scores	Nine week grading periods Continuing
Action Step	Tiger Time Block for Writing (Gr. 1 and 2)	Fall '07-Spring '10	Classroom Teachers, Title I Staff, Kim King (Inclusion Teacher), Rachel East (Speech/Language Teacher), Paraprofessionals	Salaried Positions	LSSD	Collaborative planning analysis; Analysis of 4/year district writing prompt scores	Improvement will be determined when prompts are scored in September, December, February, and May Continuing
Action Step	Staff to student mentoring program	Fall '07-Spring '10	Entire School Staff	Salaried Positions	LSSD	Improved Report Card grades and discipline referral data	Improvement will be determined when TCAP results are received. Discipline referral information will be reviewed. Continuing
Action Step	Professional development training for teaching writing and grading according to given rubric School level teacher trainer for <i>Write from the Beginning</i> instruction and assessment procedures provides training and teacher instruction for implementation.	Summer '08 -Spring '10	Jeanne Ray (Associate Director of Learning), Diane Vantrease (Reading Coach), Lorie Blackburn (Thinking Maps Trainer), JoEllen Grooms (Writing Maps Trainer), Bobbie Solley (Staff Development Facilitator) Rachel Desimone SH Teacher Trainer	\$1600	LSSD	Increased scores on district and school level writing prompts, teacher surveys	Professional development surveys results will be reviewed. Continuing
Action Step	Instructional support for students using interactive presentation board	Fall '07-Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor)	Salaried Positions	LSSD	Appropriate and consistent instructional strategies and assessments within grade levels.	Results will be reviewed as assessments are administered. Continuing

Action Step	Flex time set aside in computer lab for teacher whole group instruction	Fall '07- Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$19,855	LSSD BEP 2.0	Improved TCAP scores, report card grades, teacher observation	Improvement will be determined when TCAP results are received. Continuing
Action Step	Instructional support for 4 th grade students using LCD projection systems and Interwrite tablets	Winter '09- Spring '10	Classroom teachers, Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	Salaried Positions \$9,000	PTO	Appropriate and consistent instructional strategies and assessments within grade levels.	Results will be reviewed as assessments are administered.

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	To increase parent involvement in all school functions (i.e. PTO meetings, programs, parent nights, parent/teacher conferences)
Which need(s) does this Goal address?	Parent Involvement
How is this Goal linked to the system's Five-Year Plan?	The Lebanon Special School District forms family and community partnerships that extend the opportunities for learning. Our concept of "learner" includes students, parents, teachers, administrators, and other stakeholders in the educational process. Each stakeholder in the educational process is respected and valued.

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	Increase communication of classroom needs through weekly newsletters	Fall '07- Spring '10	Classroom Teachers	\$25	Classroom Teacher Accounts	Teacher and Parent response	Surveys reviewed in fall '07 show 84% of parents are satisfied with communication between school & home. Continuing
Action Step	Staff to student mentoring program	Fall '07- Spring '10	Entire School Staff	Salaried Positions	LSSD	Improved Report Card grades and discipline referral data	Improvement will be determined when TCAP results are received. Discipline referral information will be reviewed. Continuing
Action Step	Classroom/grade level spotlights/ Student of the Month	Fall '08- Spring '10	Classroom teachers, Julie Beasley and Julie Draper (Administration), Secretaries, PTO Board	\$300.00	PTO Funds (Presentation Board displayed in Hallway)	Teacher, student and parent response	Teacher, parent, and student survey results will be reviewed. Continuing

Action Step	PTO Meetings	Fall '07- Spring '10	Julie Beasley and Julie Draper (Administration), PTO	\$300	PTO Funds	Parent sign-in sheets, parent response	Parent participation will be compared from year to year. Continuing
Action Step	"Strive for Five" (Punch card incentive program to promote involvement) Club Family Club	Fall '08- Spring '10 Tiger	Classroom Teachers, Julie Beasley and Julie Draper (Administration), PTO	\$750	School Funds PTO Funds Donations	Parent sign-in sheets, parent and teacher response	Parent survey results will be reviewed. Continuing
Action Step	Family Nights	Fall '07- Spring '10 At least one event per grade level per academic year	Stan Blades (Sup. of Federal Programs), Julie Beasley and Julie Draper (Administration), Grade Level Teachers, Vicky Trice (Family Engagement Coordinator)	\$1,000	Federal Funds LSSD School Funds	Improved TCAP scores, improved report card grades, and increased parent support	Improvement will be determined when TCAP results are received. Parent surveys will be reviewed. Continuing
Action Step	Sam Houston Highlights DVD	Spring '08 - Spring '10	Lynn Dedman (Computer Instructor), Julie Beasley and Julie Draper (Administration)	\$250	School Funds PTO Funds	Parents/ Students' Responses	Survey results will be reviewed. Continuing

Component 5 – The School Improvement Plan and Process Evaluation

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?

On August 15, 2007, Sam Houston Elementary faculty members were assigned to a school improvement component team. Community members, non-certified staff members, district leaders, parents, and students were also invited to participate in our school improvement planning. Team members collaborated to determine assignments within groups and projected meetings dates. Members also discussed the progress and needs of their respective component. Faculty meetings and stockpile days were also set aside to specifically meet the need of collaboration on the School Improvement Plan. Teachers, students, parents, and community members were surveyed. The survey results allowed us to use their opinions as a part of the planning process. Minutes and rosters of the meetings, as well as the survey results, will serve as the evidence of our collaboration with outside stakeholders and the faculty.

Evidence of Alignment of Data and Goals – Narrative response required

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

Sam Houston Elementary's academic and non-academic data were collected and analyzed in component one. Data from a survey of the school's stakeholders was also collected. This group included students, parents, teachers, and outside community members. Component two used this data analysis to help guide the staff in developing Sam Houston Elementary School's mission, vision, and beliefs. The data and survey were also reviewed and utilized by components three and four. Component four team members then formulated the goals from the data analysis and knowledge they had of the school systems goals. The evidence of these interactions is documented in the minutes of the meetings in which the collaborations took place, as well as records of the data, survey, and school system goals.

Evidence of Communication with All Stakeholders – Narrative response required

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

Students, parents, teachers, and community members were included in a survey of the school practices. This survey was a part of the TSIPP data collected. The mission, vision and beliefs formulated in this process were posted on Sam Houston's website and were published in the school's agenda books. Upon completion, the entire plan will also be posted on the website. The survey and web site posting will be evidence of the communication of our TSIPP to our stakeholders.

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?

Component two and component four both used data, survey results, and the system plan to generate the beliefs, vision, mission, and goals for the school. The goals in component four were designed to increase student performance and parental involvement. Sam Houston Elementary's mission, vision, and beliefs incorporate high academic standards while promoting positive relationships between the school and home. By creating the beliefs, shared vision, mission, and goals using the same resources the two components show alignment. The evidence of the alignment is documented in the minutes of their meetings.

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?

Component three team members compiled extensive documentation of research based practices at Sam Houston Elementary in the areas of curriculum, instruction, assessment, and organization. They analyzed the effectiveness of these practices and provided component four team members with information to assist in formulating the goals and action steps. The action steps directly align with the areas outlined in Component 3 as well as the same practices supported by district initiatives. The research based practices in component three and the action steps in component four are directly linked to the school level and district level support measures.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The school improvement planning process provided an opportunity for strong collaboration among all stakeholders. As new student performance data becomes available, we will continue to analyze and adapt our goals and action steps to meet the needs of Sam Houston Elementary. We will also strive in continuing the leadership that we have built among our staff.

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?

Throughout the process valuable action steps have already begun to be put in place. The excitement and interest in the planning process initiated the action steps that are already in place. Some ways the implementation will continue and grow throughout the next two years are through academic data analysis (TCAP scores, ELDA results, DIBELS assessments, report card grades, LAP-D assessments, etc.), grade level goal sheets, schoolwide goal monitoring, and ongoing evaluation of teacher, student, parent, and community perceptual data.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Sam Houston Elementary will continuously use our data to determine if we are reaching high academic goals and providing a positive learning community. Student performance data will be analyzed at the school level, within subgroups, and individually to determine our strengths and areas of need. All stakeholders will be involved in this evaluation process.

Sam Houston Elementary – Executive Summary

Achievement

Math **A** (A)
Reading **B** (B)
Social Studies **A** (B)
Science **A** (A)

Value-Added

Math **A** (A)
Reading **C** (A)
Social Studies **A** (A)
Science **A** (A)

- Focus: Challenge top quintile students in all subjects; Address middle quintile students in reading and science; Non-economically disadvantaged students
- Strategies: Flexible grouping and structure, aligning teachers with appropriate groups; Writing emphasis (bi-weekly prompts); RTI; Expand EXTEND in reading/language blocks; ELL restructure (push-in/pull-out) and interventions; Learning Link; Use of Coach books; Tutoring Program (ROAR) Magic Math; Tiger Time

Requests: Instructional support with data trends; Collaboration opportunities with other reading leaders in district; Administrative support with Learning Link reporting process; support with increasing number of mobile 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.

Sam Houston Elementary's leadership team will meet on May 9, 2008 and again on December 5, 2008. The May meeting will be utilized to familiarize the school leadership team with the improvement plan in its entirety. The team members will develop a checklist for monitoring the plan. Prior to the December meeting, the principal and assistant principal will provide grade level teams with the checklists for monitoring goal attainment. Checklist responses will be reviewed at the December school leadership team meeting to determine effectiveness of action steps and adjustments that need to be 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?

Checklists will be aligned with the action steps and the action steps evaluation strategies that are outlined in the plan. These checklists will be distributed to teachers after the first nine week grading period. During collaborative planning, teachers will compare their student performance data (TCAP scores, TVAAS data, ELDA scores, DIBELS reports, nine week assessments, etc.) with the implementation of the action steps. Upon completion of the checklists, the school leadership team will evaluate the progress towards our goals, make adjustments if necessary, and communicate the results of this monitoring to all stakeholders.

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?

Sam Houston Elementary's principal and assistant principal will meet during grade level weekly collaborative planning sessions to discuss how each grade level is implementing the action steps to reach school goals. Teacher checklists and student performance data will be shared with the leadership team so that adjustments can be made as needed. The school leadership team will be responsible for communicating effective strategies to meet desired goals and produce positive results. In addition, the team will seek to obtain needed resources and communicate any ineffective strategies that need to be discontinued.

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?

Communication of progress will be conveyed through many avenues. Sam Houston Elementary's website will be one of these sources. Newspapers and other local media will be used if the opportunity arises. Schoolwide newsletters will continue to be a source for many stakeholders on the achievement of the school. If the leadership deems necessary, the school board and district leaders can also be notified through announcement in board meetings or memo. The survey used to collect input from stakeholders has become a valuable source of information and will be repeated in the future.

Required Components of a Schoolwide Program

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**Tennessee School Improvement Planning Process
(TSIPP)**

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed