

## Component 1 – School Profile and Collaborative Process

### 1.1: SIP Leadership Team Composition

<b>SIP Leadership Team Member Name</b>	<b>Position</b>
Jamie Sipes	Chairperson
Jennifer Lowe	K-1 Teacher
Teresa Kirk	3 <sup>rd</sup> Grade teacher
Deana Sain	5 <sup>th</sup> Grade Teacher
Bobby Doyle	Administrator
Doris Keller	Administrator
Shantrell Pirtle	Administrator
Karen Nuckolls	Central Office-Special Education
Michelle Johnson	Central Office-Technology
Joyce Smith	Community Representative
Christy Lumpkins	Parent
Faye Tomlinson	Cafeteria Employee
Lou Fields	Parent
Pam Foote	Pre-School Teacher
Irene Herron	Auxiliary Teacher

### 1.2: Subcommittee Formation and Operation

#### Component 1 School Profile and Data Analysis

<b>Member Name</b>	<b>Position</b>
Teresa Kirk	3 <sup>rd</sup> Grade Teacher, Chairperson
Doris Keller	Administrator, Chairperson
Helen Henning	5 <sup>th</sup> Grade Teacher
Lawanda Beasley	Music Teacher
Robin Stebbins	4 <sup>th</sup> Grade Teacher
Christy Carmack	1 <sup>st</sup> Grade Teacher
Shirley Crowder	Kindergarten Teacher
Shobek Dethrow	4 <sup>th</sup> Grade Teacher
Jammie Gilliam	3 <sup>rd</sup> Grade Teacher
Alison Hazelwood	5 <sup>th</sup> Grade Teacher
Sandra Armstrong	Kindergarten Teacher
Rebecca Moore	CDC K-2
Suzy Mullins	2 <sup>nd</sup> Grade Teacher
Joyce Smith	Community Representative
Robin Majors	3 <sup>rd</sup> Grade Resource
Rachel Ross	3 <sup>rd</sup> Grade Teacher

<b>Sherman Sain</b>	<b>2<sup>nd</sup> Grade Teacher</b>
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*Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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*Subcommittee 1 Chair Signature*

**Component 2 Beliefs, Missions, Vision**

<b>Member Name</b>	<b>Position</b>
<b>Jennifer Lowe</b>	<b>K-1 Grade Teacher, Chairperson</b>
<b>Rosemary Cabanaw</b>	<b>Kindergarten Teacher</b>
<b>Ann Cherry</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Melissa Denton</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Clara Flowers</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Jennifer Goodrum</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Tracy Lindsey</b>	<b>3rd Grade Teacher</b>
<b>Christy Lumpkins</b>	<b>Parent</b>
<b>Linda Rivers</b>	<b>3<sup>rd</sup> Grade Teacher</b>
<b>Amy Sain</b>	<b>Guidance</b>
<b>Joyce Spight</b>	<b>5<sup>th</sup> Grade Teacher</b>
<b>Faye Tomlinson</b>	<b>Cafeteria</b>
<b>Shelia Wiggins</b>	<b>2<sup>nd</sup> Grade Resource</b>
<b>Fannie Williamson</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Carol Yates</b>	<b>5<sup>th</sup> Grade Teacher</b>

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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*Subcommittee 2 Chair Signature*

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

<b>Member Name</b>	<b>Position</b>
<b>Deana Sain</b>	<b>5<sup>th</sup> Grade Teacher, Chairperson</b>
<b>Louis Bucud</b>	<b>Art Teacher</b>
<b>Janice Davidson</b>	<b>Kindergarten Teacher</b>
<b>Brenda Gray</b>	<b>5<sup>th</sup> Grade Teacher</b>
<b>Jean Greer</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Cindy Henderson</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Ginger Hillman</b>	<b>4<sup>th</sup> Grade Teacher</b>

<b>Linda Johnson</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Susan Monk</b>	<b>PreK Teacher</b>
<b>Karen Nuckolls</b>	<b>Central Office-Special Education</b>
<b>Hym Sain</b>	<b>Guidance</b>
<b>Shantrell Pirtle</b>	<b>Administrator</b>
<b>Betty Spencer</b>	<b>K-1 Resource Teacher</b>
<b>Cecilia Wilson</b>	<b>Kindergarten Teacher</b>
<b>Martha Lewis</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Jennifer Marcum</b>	<b>4<sup>th</sup> Grade Teacher</b>

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

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

**Component 4 Action Plan Development**

<b>Member Name</b>	<b>Position</b>
<b>Irene Herron</b>	<b>Auxiliary Teacher, Chairperson</b>
<b>Patricia Anthony</b>	<b>Kindergarten Teacher</b>
<b>Lori Arnold</b>	<b>4<sup>th</sup> Grade Resource</b>
<b>Leah Beaver</b>	<b>3<sup>rd</sup> Grade Teacher</b>
<b>Connie Bishop</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Kathy Black</b>	<b>Pre K Teacher</b>
<b>Shawanda Cheairs</b>	<b>5<sup>th</sup> Grade Resource</b>
<b>Bobby Doyle</b>	<b>Administrator</b>
<b>Lou Fields</b>	<b>Parent</b>
<b>Beth Fortune</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Debra Griffin</b>	<b>3<sup>rd</sup> Grade Teacher</b>
<b>Clint Higgs</b>	<b>Art Teacher</b>
<b>Michelle Johnson</b>	<b>Central Office</b>
<b>Gail Kessler</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Elizabeth Stevens</b>	<b>1<sup>st</sup> Grade teacher</b>
<b>Carol Taylor</b>	<b>5<sup>th</sup> Grade Teacher</b>
<b>Christy Wilhite</b>	<b>3<sup>rd</sup> Grade Teacher</b>

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

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

### Component 5 Process Evaluation

Member Name	Position
Pam Foote	Preschool Teacher, Chairperson
Jessie Boyle	2 <sup>nd</sup> Grade Teacher
Christy Koonce	PreK Teacher
Cindy Doyle	1 <sup>st</sup> Grade Teacher
Debra Fuller	2 <sup>nd</sup> Grade Teacher
Angela Galloway	C D C Teacher
Patricia Kessler	2 <sup>nd</sup> Grade Teacher
Leslie Morris	Preschool Teacher
Kristy Price	3 <sup>rd</sup> Grade Teacher
Kim Sain	5 <sup>th</sup> Grade Teacher
April Pulliam	3 <sup>rd</sup> Grade Teacher
Janna Vaughan	PreK Teacher
Shelley Taylor	Kindergarten Teacher
Amanda Wellons	4 <sup>th</sup> Grade Teacher
Julie Walton	4 <sup>th</sup> Grade Teacher

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

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

### 1.3 Collection of Demographic Data and Analysis

The administration, faculty and staff of Bolivar Elementary School, in collaboration with student, parent, and community stakeholders, compiled and reviewed profile information and data in order to present a complete picture of the school. Data to determine student, staff, school, parent/guardian, and community characteristics at Bolivar Elementary School was obtained from the student attendance and records management database, surveys, local and state web sites, and the local Chamber of Commerce. After the component was completed, all members of the committee reviewed the information and presented the component to the SIP Leadership Team for approval. It was then presented to the faculty and staff for approval with copies distributed to students, parents, and community representatives for review and input.

## Data Sources

In order to identify the areas of growth and the areas where growth is needed, surveys were administered to all shareholders. The following surveys were included in the process: Community Opinion Inventory, Promoting School Improvement teacher survey, Assessment of the School's Program and Services for parental input, Elementary Student School Climate Questionnaire for student input in grades three-five, and Primary Student School Climate Questionnaire for student input in kindergarten, first, and second grades. The findings are as follows:

<b>Data Source</b>	<b>Relative Findings</b>
Community Opinion Inventory	The school's mission is clear in the community. (Strength)
Community Opinion Inventory	The school encourages students to put forth their best effort. (Strength)
Community Opinion Inventory	The school should hold all students to high expectations. (Area for growth)
Teacher Opinion Inventory	Teachers feel the responsibility to succeed. (Strength)
Teacher Opinion Inventory	Lifelong learning is for everyone. (Strength)
Teacher Opinion Inventory	Administrators and teachers should be more supportive of each other. (Area of growth)
Teacher Opinion Inventory	Faculty should be more open to discuss differences. (Area of growth)
Parent Opinion Inventory	The school provides sufficient opportunities for parent involvement. (Strength)
Parent Opinion Inventory	Reports of students' progress are adequate. (Strength)
Parent Opinion Inventory	The concern of parents should be reflected in decisions affecting the school. (Area of growth)
Parent Opinion Inventory	Many parents were unsure if setting up a conference with teachers or administrators is an easy process. (Area of growth)
Parent Opinion Inventory	Programs that are effective listed from least to greatest: (1) Preparing for Terra Nova Night (2) Reading and Math Night (3) Family Fun Science Night (4) NASA Explorer School (5) Meet the Teacher Night
Student Opinion Inventory Grades 3-5	Students report that they know how to study and learn. (Strength)
Student Opinion Inventory Grades 3-5	Students report that teachers help them learn new things. (Strength)

Student Opinion Inventory Grades 3-5	Students report that students are not nice to each other. (Area of growth)
Student Opinion Inventory Grades 3-5	Students report that other students do not follow the teachers' directions. (Area of growth)
Student Opinion Inventory Grades K-2	Students report that the teachers are nice to students. (Strength)
Student Opinion Inventory Grades K-2	Students report that teachers help students learn new things. (Strength)
Student Opinion Inventory Grades K-2	Students could behave better. (Area of growth)
Student Opinion Inventory Combined Grades K-5	Students could be nicer to each other. (Area of growth)

## School Characteristics

Bolivar Elementary was built in 1962 on a twenty-one acre tract of land on Nuckolls Road. The 60,000 square foot building was the second of its kind in the southeast with a thermal environment. Desegregation of county schools soon resulted in Bolivar Elementary outgrowing its new facility. In 1972, a new building, affectionately referred to as the ABC Building, was constructed on the west side of the original structure to house kindergarten and grades one and two. In 1979, eight additional classrooms were added to the northwest wing and the Comprehensive Development Center (CDC) was added to the southwest wing. Eight additional classrooms were built on the north end of the ABC Building that year. The mandate to reduce the teacher pupil ratio became effective in 1990. At that point, Bolivar Elementary had more teachers than classrooms. In 1999, a new wing consisting of fifteen classrooms, a guidance office, and an administrator's office was added to the original building, and four classrooms were added to the north end of the ABC Building. In 2005, a gymnasium was added to the facilities. The building includes nurses' stations, a multipurpose room, and a basketball court with six goals. There is also a stage area located at the north end of the basketball court. The gymnasium was attached to the building housing grades four and five; however, it is easily accessible for all other grades as well.

One of the highest priorities of Bolivar Elementary is safety for students. To attain a safe environment, all visitors must check in at the office before entering the halls of the school. Each entrance is visible from the office area. Also, cameras have been placed in the halls, which can be viewed from the administrators' offices. Outside doors are locked during the day to assure all visitors enter through the visible entrances. Inside each classroom, there is a map of the building indicating the exit to take during an evacuation. Fire and storm drills are practiced on a regular basis within the classroom and school wide. Because of the number of students riding buses, careful consideration is given to the loading and unloading of the buses. For example, the buses are divided into waves and are loaded intermittently. This prevents a traffic jam of students trying to load the buses and also allows for better supervision. Walking students are not allowed to leave campus until the first wave of buses has departed. This protects students from getting caught in the blind spot of a bus driver. For added safety, each car rider is issued a number that

is attached to his/her backpack. The person picking that child up from school must have the matching number on his/her vehicle. If there is not a matching number, the student is not allowed to leave until he/she is checked out through the office. Only persons on the approved parent/guardian list will be allowed to sign out a student.

The Hardeman County Board of Education has established a school year of 180 days for all schools in the system. School begins at 8:00 a.m. and dismisses at 3:00 p.m. each day. The county property tax is \$2.26 per \$100 of assessed value with \$1.36 of this going to education. \$8,010 dollars is the expenditure per pupil. The preschool program averages 19 students per teacher. Kindergarten students and students in grades one thru three average 15 per teacher. Students in grades four and five average 18 students per teacher.

Bolivar Elementary provides a variety of teaching strategies, incentive programs, and auxiliary classes to insure each student has an opportunity for success. The school is in its eleventh year as a Title I school improvement project school. The school has also been fully accredited by Southern Association of Colleges and Schools since 1983. Students are rewarded each six weeks for achieving honor roll or exemplifying good behavior with a Principal's Party. For students leaving fourth grade and maintaining honor roll status, there is an opportunity to join the Junior Beta Club during their fifth grade year. Students in fifth grade are also given the opportunity to join the Science Club where they are offered afternoons of exploring the science principles they have discussed in the classroom. The school takes pride in being a NASA Explorer School, which benefits students in all grades. The teachers have access to science information and NASA scientists. The Science Fair is an annual event that allows students to demonstrate their knowledge of the scientific process. To convey the importance of reading to the students, the first hour and a half of instructional time each day is blocked off solely for reading skills and objectives. The D.E.A.R. program is also utilized and provides 15 minutes each day for students to "Drop Everything and Read." All students in grades 1-5 have a minimum of 30 minutes per week to practice reading skills/objectives in the Reading Lab. Accelerated Reading is also highly encouraged throughout the school. Students are rewarded within the classroom. The principal rewards those with the highest number of points in each grade at the end of the year. Each grade recognizes those students who excel in spelling with a spelling bee. Special Education programs focus on the needs of the exceptional child from pre-school through fifth grade. These services include resource classes, speech/language therapy, academically gifted, emotionally disturbed, occupational therapy, physical therapy, and comprehensive development classes. For those students in grades three, four, and five needing extra help to achieve in the regular classroom, there is an after school tutoring program. The Agriculture Extension Office provides 4-H Club for grades four and five. At this point, Bolivar Elementary has not experienced drug, alcohol, or tobacco related incidents in the school. English as a Second Language (ESL) instruction is provided in grades K-5 for English Limited Learners (ELL). The Foster Grandparent Program is a program for students in kindergarten and first grade. Grandmothers come into the classroom and assist the teacher with students needing individualized instruction. During the summer, classes are offered to students entering kindergarten in the fall. These classes are taught by Bolivar Elementary teachers and are designed to help the student enter school with skills to foster success. Each spring, Headstart pre-school students who will enter kindergarten in the fall visit Bolivar Elementary kindergarten classes. The students, along with parents, are given a tour through each class getting to meet each teacher and observe kindergartners in action. Parents are

given information explaining to them what documentation they must have to enroll their child, a school supply list and a checklist to help parents know if their child is ready for kindergarten. Lunch is enjoyed by all before they leave.

Bolivar Elementary School has made great strides in parental/community involvement. Parents can be seen throughout the school reading to students, helping students pick out items in the Book Fair, manning a station at Family Fun Science Night, or just eating lunch with their child and friends. Some parents have helped teachers during Field Day by providing refreshments for the students or being an extra set of hands for the teachers. Others come in to tutor students in reading and math. The parents who are unable to give of their time during the day support the school by selling tickets for Pancake Day, a highly anticipated event, or by providing materials for the classrooms. The school is supported by an active parent organization (P.I.E.) which meets the second Monday of each month. This organization helps make plans for events that take place during the school year. It also serves to help keep parents informed about things that are taking place in their child's education. They plan ways to raise money for our school. P.I.E. helps purchase treats for the Principal's Parties, incentives for good test takers, supplies for students entering Kindergarten, among other things. The community recognizes a strong school is needed for the city to experience economic growth. The Hardeman County Arts Council works with the school to provide cultural diversity. Students are given the opportunity to participate and perform in the plays presented. Every year our students participate in the following community sponsored arts shows: Fur, Fin, and Feathers, Hardeman County Fair, Forest Festival, and Bird Dog Museum. The Hardeman County Regional Library is an asset to Bolivar Elementary School. It collaborates with the school to shelve books listed on the Accelerated Reader list. A weekly pre-school reading program is maintained during the school year, and a summer reading program is provided for school aged children during the summer months. Two Head Start Programs work cooperatively with Bolivar Elementary kindergarten teachers. The teachers establish skills that should be taught to make sure each student enters kindergarten ready to learn. The Hardeman County Chamber of Commerce is sponsoring Junior Achievement in our school. Volunteers receive training and come into the classrooms to teach students such topics as city government, city planning/zoning, good citizenship, and business/economics. Carl Perkins Child Abuse and Prevention Center provides a tutoring program called Super Friends. Various groups may refer participants. In March, we celebrate with Dr. Seuss Read Across America. Approximately sixty community volunteers come into the school and read in every classroom. Farmers and Merchants Bank gives monetary rewards for fifth grade readers based on the points they earn in the Accelerated Reading Program. The Boys and Girls Club provides after-school tutoring and physical education activities. The city of Bolivar helps promote the physical education of Bolivar Elementary School's students by sponsoring tee-ball teams, coach pitch teams, and softball/baseball teams. They also have four tennis courts, three divisions of soccer, a swimming pool, and several basketball teams. A group of parents began a youth football program for interested individuals. One church sponsors Upward Basketball for youth in the county, while some of the other churches offer after school tutoring.

### **Staff Characteristics**

Bolivar Elementary personnel consists of 3 administrators, 74 teachers, 1 reading facilitator, 2 school nurses, 28 teacher assistants, and 3 office staff members. The faculty and staff are comprised of 101 females and 7 males (34 Black, 73 White, and 1 Hawaiian-Pacific Islander).

The faculty consists mostly of experienced teachers with an average of 17.38 years of teaching experience. 51% of the teachers and administrators have a bachelor's degree, 34% have a master's degree, 6% has completed work on thirty and above hours of credit, 8% have completed work on forty-five and above hours of credit, and 1% has completed work on a doctorate's degree. 99% of teachers who are teaching at Bolivar Elementary are highly qualified. Two full-time registered nurses at the school provide school health services. Also 2 part-time speech therapists, a full-time guidance teacher, one part-time guidance teacher, and a part-time gifted teacher enhance the educational program at Bolivar Elementary.

## **Student Characteristics**

There are 958 students enrolled at Bolivar Elementary. 518 males and 440 females make up the student body. Of these students, 68.65% are Black, 28.65% are White, 1.67% are Hispanic, 0.83% is Asian, and 0.21% is Native Hawaiian-Pacific Islander. The mobility rate of students is 7%. Because of the age of Bolivar Elementary School's students, the dropout rate does not apply. The percentage of students participating in the free/reduced meal program has steadily increased from 73% in 2001 to 83.5% presently. All students are scheduled in classes with a licensed teacher. The attendance rate of students is 95.2%. For the school year of 2006-2007, Bolivar Elementary experienced 235 discipline referrals. Of those referrals, 24 were suspended from classes. Most suspensions involved Black males (63%). The school recommended 17 retentions at the end of the 2006-2007 school year. Most retention took place in the lower grades with 7 from kindergarten and 5 from first grade.

## **Parent or Guardian Demographics**

According to the 2000 census, 56% of parents are Black, 42% of parents are White, and 2% are other (Hispanic and Asian). 39% of parents are married, 33% of parents have never been married, 3% are separated, 14% are divorced, and 11% are widowed. 37% of Bolivar's residents are high school graduates or have the equivalent diploma, 15% have some college, 7% have Bachelor's degrees, and 5% have Master's, professional or doctorate degrees. 33.5% of the county's population over the age of twenty-five is functionally illiterate based on the 2000 census report. The census also states that 20% of the households in Bolivar have an annual income of less than \$10,000, with an additional 11.3% making less than \$15,000. The median household income is \$28,651. 83.5% of Bolivar Elementary students qualify for the free/reduced meal program, which indicates families' incomes are not sufficient to meet the needs of the family. Hardeman County has an unemployment rate of 6.9% compared to the state rate of 5.3%. The school's attendance records indicate that this information continues to be accurate.

## **Community Characteristics**

Bolivar is located sixty-five miles east of Memphis in rural southwestern Tennessee. With a population of 5,802, Bolivar is the county seat and largest town in Hardeman County, which has a total population of 28,105. The population of Bolivar is recorded as 42.3% white, 56.4% black, and 1.3% other (Asian, Indian, Hawaiian-Pacific Islander, Hispanic). The county continues to experience high unemployment rates. The major employers of the city of Bolivar

are Western Mental Health Institute, which employs approximately 500 people and I.C.E., the manufacturers of industrial heaters, employs 65 people. Due to the community's inability to attract new industry and/or keep existing ones, most citizens must travel to other parts of the county or outside the county to find employment. The major employers for the county are Thyssen Krupp and the Hardeman County Board of Education. Both employ approximately 750 employees. Corrections Corporation of America is also a leading employer in the county. It is divided into two facilities. The Hardeman County facility employs 480 people and the Whiteville facility employs 370 people. Both facilities are located in Whiteville, Tennessee. The median household income for Hardeman County is \$29,111 compared to \$36,360 for the state and \$41,994 for the nation. There are a total of 2,161 households in Bolivar. There are 809 households with individuals under 18 years of age. A small number of residents attend one of two private schools in the county, and another small group is home schooled. As stated in School Characteristics, Bolivar Elementary receives support from the community. On Read Across America Day, approximately 60 volunteers come into the school to read to students. Many community leaders can be found behind a griddle flipping pancakes on the last Saturday in February. Pancake Day is the largest fundraiser for the school. The entire community comes out to eat pancakes and support the students. A local bank supports the Accelerated Reading program in fifth grade by offering monetary rewards. The Chamber of Commerce and Agriculture Extension Office provides special programs for the students to help develop economically and agriculturally aware citizens. Both offices recruit community volunteers to implement the programs.

## **Communication**

The faculty and staff of Bolivar Elementary recognize the importance communication plays in the success of our students. Faculty meetings, grade level meetings, and common planning periods are utilized for faculty and staff to communicate with each other. During these times concerns are expressed, problems are solved, and ideas are shared. Communication between teachers and parents is another vital element in helping our students succeed. The administration furnishes daily planners for each student in grades 2-5. The planner has a place for students to write down assignments for each day, and allows for written communication between teachers and parents. The monthly newsletter keeps parents abreast of upcoming events, skills each grade will be covering, and the school menu. Parents also know to look for weekly newsletters, weekly signed papers, and mid-six week progress reports. Many times during the school year parents will receive a flier announcing something exciting happening at school. These fliers are run on bright colorful paper so as to capture the attention of students and parents. At the beginning of the year, the parents have a special night to come to school and meet their child's teacher. Meet the Teacher night is instrumental for communicating with parents what will be happening during the school year and a time to explain procedures. Parents in return can communicate to the teacher concerns for their child. Parent/Teacher conferences are held four times during the school year for teachers and parents to meet and discuss the students' academic achievement. To keep the community aware of the wonderful things happening at Bolivar Elementary, announcements are placed in the county newspaper and occasionally read on the local radio stations. A website is also available for families having internet access. On the BES link, parents can access the school's mission and beliefs, faculty and staff, AR titles, the parent involvement policy, the student handbook and the student supply list.

# Academic and Non-Academic Data Analysis

## 1.4 Variety of Academic and Non-Academic Assessment Measures

Our committee has used a variety of academic and non-academic assessments to identify strengths and needs of Bolivar Elementary School. Academic assessments used were NCLB Benchmark Report, CRT Proficiency Reports, TCAP Writing Scores, TVAAS Report, the School Report Card, and ThinkLink test results, report card grades, and Brigance pre and post tests for PreK. Non-academic data included teacher attendance, student attendance, and a comparison of the promotion rate and proficiency rate. We also collected input from students, teachers, parents, and the community through the use of surveys.

## 1.5 Data Collection and Analysis

### ACADEMIC ASSESSMENT MEASURES

#### NCLB RESULTS

2005

Elementary/Middle	All	White	Hispanic	African American	Native American	Asian/Pacific Islander	Econ Disadv	Students With Disabilities	Limited English Proficient
Math									
<b>% Tested</b>	+	+	<45	+	<45	<45	+	+	<45
<b>% Proficient/Adv</b>	+	+	<45	+	<45	<45	+	+	<45
Reading, Language Arts, Writing									
<b>% Tested</b>	+	+	<45	+	<45	<45	+	+	<45
<b>% Proficient/Adv</b>	+	+	<45	+	<45	<45	+	+	<45
<b>Attendance Rate</b>	+								
<b>Met AYP?</b>	+								

2006

Elementary/Middle	All	White	Hispanic	African American	Native American	Asian/Pacific Islander	Econ Disadv	Students With Disabilities	Limited English Proficient
Math									
% Tested	+	+	<45	+	<45	<45	+	+	<45
% Proficient/Adv	+	+	<45	+	<45	<45	+	+	<45
Reading, Language Arts, Writing									
% Tested	+	+	<45	+	<45	<45	+	+	<45
% Proficient/Adv	+	+	<45	+	<45	<45	+	+	<45
Attendance Rate	+								
Met AYP?	+								

2007

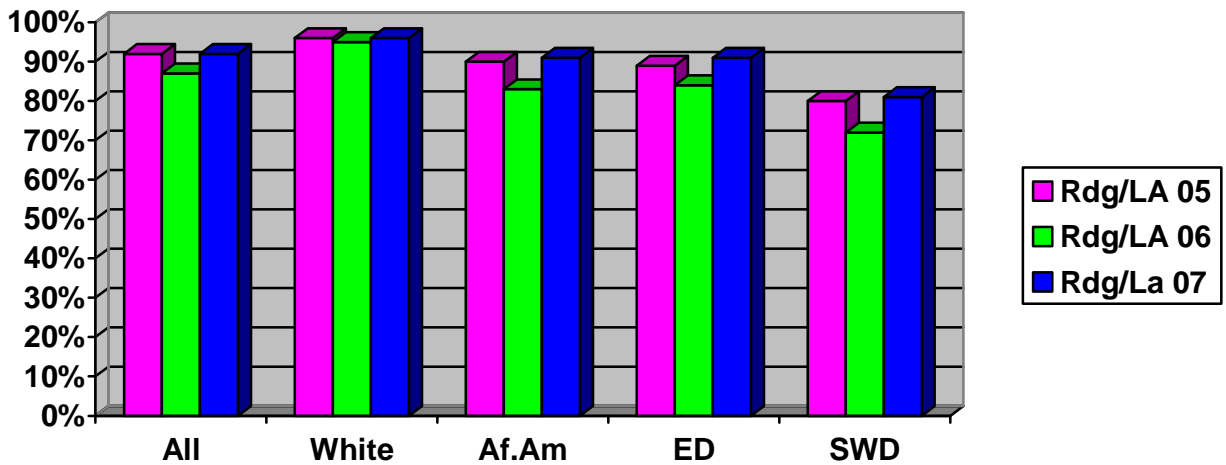
Elementary/Middle	All	White	Hispanic	African American	Native American	Asian/Pacific Islander	Econ Disadv	Students With Disabilities	Limited English Proficient
Math									
% Tested	+	+	<45	+	<45	<45	+	+	<45
% Proficient/Adv	+	+	<45	+	<45	<45	+	+	<45
Reading, Language Arts, Writing									
% Tested	+	+	<45	+	<45	<45	+	+	<45
% Proficient/Adv	+	+	<45	+	<45	<45	+	+	<45
Attendance Rate	+								
Met AYP?	+								

From examining the NCLB Benchmark Report, it is evident that Bolivar Elementary has made adequate yearly progress (AYP) in all applicable cells for the past three years.

## Proficiency by Subgroups

Three Year Comparison  
 % Students Scoring Proficient/Advanced  
 Reading/Language Arts TCAP

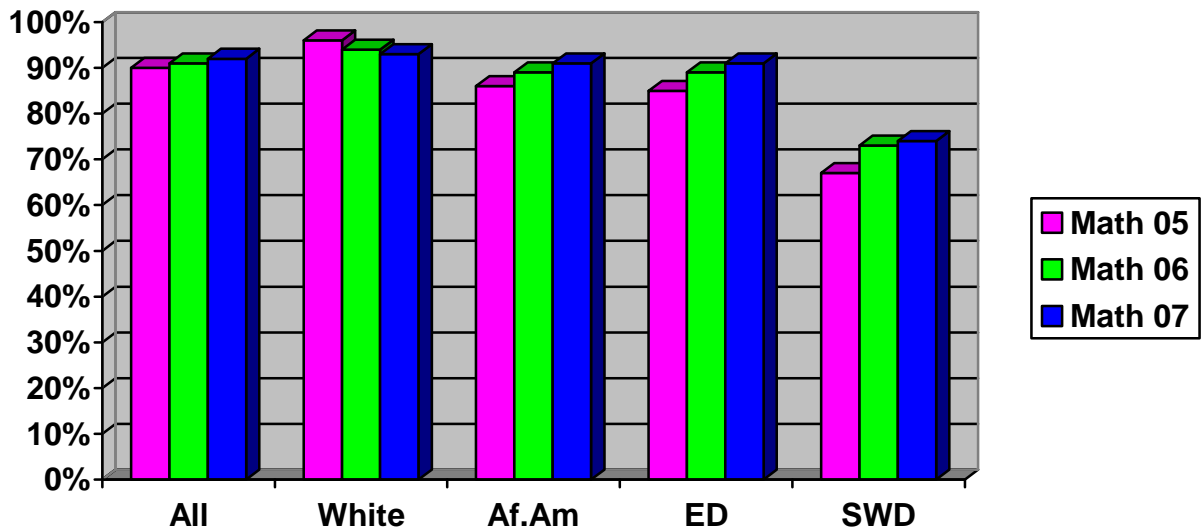
	All	White	Af.Am	ED	SWD
<b>Rdg/LA 05</b>	92%	96%	90%	89%	80%
<b>Rdg/LA 06</b>	87%	95%	83%	84%	72%
<b>Rdg/La 07</b>	92%	96%	91%	91%	81%



Reading/Language Arts scores consistently dropped in all subgroups in 2006. However, they increased in all subgroups in 2007. Scores for 2007 were equal to or greater than 2005. White students maintain the highest scores while students with disabilities have the lowest scores.

Three Year Comparison  
 % Students Scoring Proficient/Advanced  
 Math TCAP

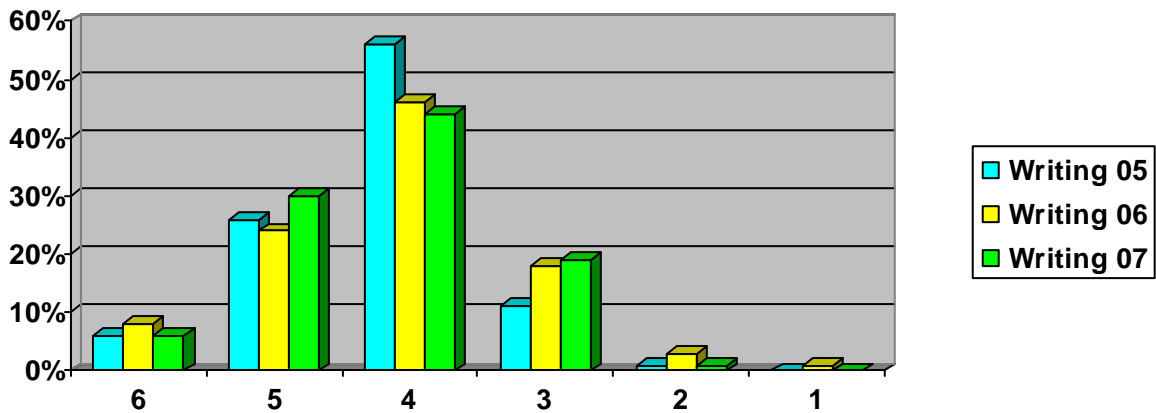
	All	White	Af.Am	ED	SWD
<b>Math 05</b>	90%	96%	86%	85%	67%
<b>Math 06</b>	91%	94%	89%	89%	73%
<b>Math 07</b>	92%	93%	91%	91%	74%



Math scores for white students have steadily decreased while scores for all other subgroups have increased using the three year comparison. Despite the decreasing scores for white students, that subgroup maintains the highest scores while students with disabilities have the lowest scores. The gap between students with disabilities is 17% or more in all subgroups.

### TCAP Writing 5<sup>th</sup> Grade 3-Year Comparison

	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Writing 05</b>	6%	26%	56%	11%	1%	0%
<b>Writing 06</b>	8%	24%	46%	18%	3%	1%
<b>Writing 07</b>	6%	30%	44%	19%	1%	0%



In 2005, 88% of the students scored Level 4 or above. Only 78% of the students scored Level 4 or above in 2006. This number increased to 80% in 2007. A significantly low percentage of students scored in Levels 1 and 2 during all three years.

## Tennessee Value Added Assessment System

### Reading/Language

Estimated Mean Gains	Fourth Grade	Fifth Grade
Growth Standard	0.0	0.0
State 3-Yr-Avg	1.2	4.7
System 3-Yr-Avg	1.8G	4.9G
2005 Mean NCE Gain	2.5G	4.2G
Std Error	1.0	1.0
2006 Mean NCE Gain	-3.4*	4.8G
Std Error	1.1	1.0
2007 Mean NCE Gain	7.7G	7.7G
Std Error	1.1	1.0
3-Yr-Avg NCE Gain	2.3G	5.6G
Std Error	0.6	0.6

### Math

Estimated Mean Gains	Fourth Grade	Fifth Grade
Growth Standard	0.0	0.0
State 3-Yr-Avg	2.0	2.0
System 3-Yr-Avg	2.1G	3.2G
2005 Mean NCE Gain	5.8G	5.8G
Std Error	1.2	1.1
2006 Mean NCE Gain	1.7R	2.1G
Std Error	1.3	1.0
2007 Mean NCE Gain	3.7G	2.3G
Std Error	1.3	1.0
3-Yr-Avg NCE Gain	2.6G	3.4G
Std Error		

- G – Estimated mean NCE gain equal to or greater than growth standard
- Y – Estimated mean NCE gain below growth standard, but by less than one standard error
- R – Estimated mean NCE gain below growth standard by at least one, but less than two, standard errors
- R\* - Estimated mean NCE gain below growth standard by at least two standard errors

The 2006-07 Tennessee Value Added Assessment System (TVAAS) Report measures the estimated mean NCE gain. Fourth grade reading/language gains took a considerable decrease in 2006, but made a significant gain in 2007. Fifth grade reading/language gains have increased consistently. The three-year average gain for both grades is above those for both the system and state.

Fourth grade math had a substantial gain in 2005. However, it took a dip in 2006, but made a noticeable gain in 2007. The 2006 math gain in fifth grade was not as significant as 2005, but there was gain. Then in 2007 there was a slight gain. The three-year average gain for both grades is above those for both the system and state.

## School Report Card

### Bolivar Elementary Student Academic Achievement

3-Year Average CRT	2005 Grade	2006 Grade	2007 Grade
Reading/Language	C	C	B
Math	C	B	A

Reading/Language grades in academic achievement remained a “C” in 2006, but increased to a “B” in 2007. Math academic achievement grades rose from a “C” in 2005 to a “B” in 2006 and an “A” in 2007.

### Bolivar Elementary Value Added

3-Year Average CRT	2005 Grade	2006 Grade	2007 Grade
Reading	B	A	A
Math	C	A	A

On the state report card, Bolivar Elementary had a “B” in 2005, but increased to an “A” in 2006 and 2007. The math grade increased from a “C” in 2005 to an “A” in 2006 and 2007.

### Bolivar Elementary Writing

3-Year Average	2005		2006		2007	
	Score	Grade	Score	Grade	Score	Grade
Writing	4.0	A	4.1	A	4.2	A

Writing scores have made a gradual but consistent increase. The writing grade has consistently been an “A”.

## Student Report Card Grades

### First Grade Report Card Grades

Subject	First Six Weeks					Second Six Weeks				
	A	B	C	D	F	A	B	C	D	F
Reading	54	43	21	11	7	53	33	32	11	4
Math	77	35	13	9	2	63	42	16	8	4

### Second Grade Report Card Grades

Subject	First Six Weeks					Second Six Weeks				
	A	B	C	D	F	A	B	C	D	F
Reading	65	42	19	2	3	63	42	22	3	2
Language	59	55	17	7	1	66	42	24	3	1
Math	68	44	19	2	4	61	44	21	4	2

### Third Grade Report Card Grades

Subject	First Six Weeks					Second Six Weeks				
	A	B	C	D	F	A	B	C	D	F
Reading	57	44	20	8	3	58	44	21	12	2
Language	65	43	12	10	2	67	44	19	6	1
Math	61	50	17	4	1	59	47	23	8	1

### Fourth Grade Report Card Grades

Subject	First Six Weeks					Second Six Weeks				
	A	B	C	D	F	A	B	C	D	F
Reading	45	42	27	7	7	36	58	24	6	1
Language	42	59	16	10	5	40	42	31	10	9
Math	44	45	22	9	8	33	55	26	13	1

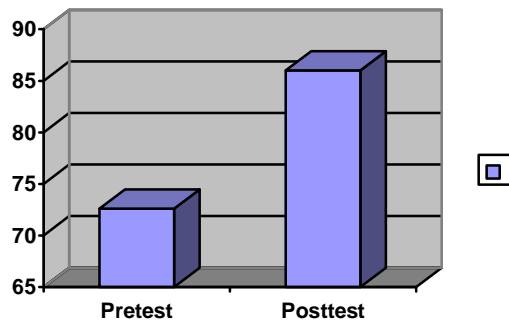
### Fifth Grade Report Card Grades

Subject	First Six Weeks					Second Six Weeks				
	A	B	C	D	F	A	B	C	D	F
Reading	36	52	24	28	6	31	47	41	22	6
Language	22	61	36	20	6	24	52	27	22	5
Math	35	56	38	19	9	20	50	47	17	9

Using the report card grades from the first two six weeks, it is noted that there are higher end grades in the lower grades. The higher end grades tend to decrease in the upper grades. With the exception for fifth grade, the number of failing grades decreased from the first to the second six weeks. In fourth grade, the number of A's dropped from the first to the second six weeks. In fifth grade, there was a noticeable drop in the number of A's in math from the first to the second six weeks.

**2006 -07 Pre-K Brigance Pretest and Posttest Results**

	<b>Pretest</b>	<b>Posttest</b>
	<b>72.6</b>	<b>86.0</b>



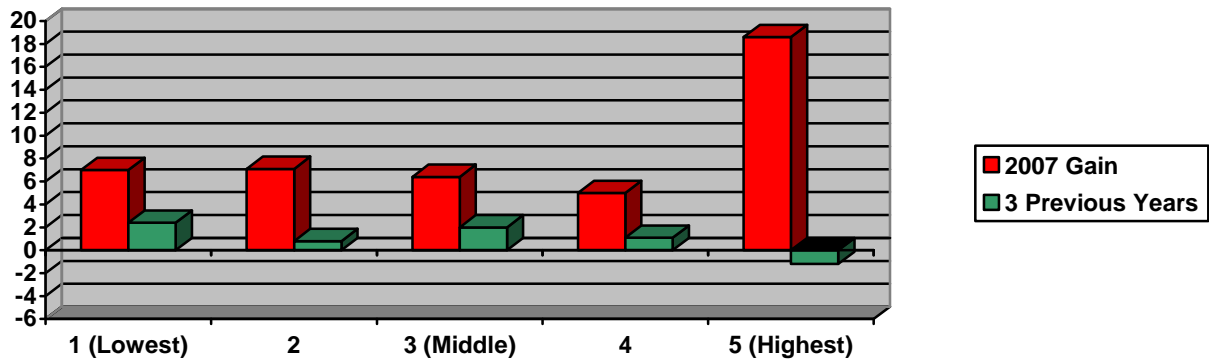
2006-07 was the first year Bolivar Elementary had regular education PreK classes. Students were given pre- and posttest using the Brigance Four Year Old Screen. The average pretest score was 72.6 while the average posttest score was 86.0, a difference of 13.4.

## 1.6 Report Card Data Disaggregation

### Achievement Growth of High, Middle, and Low Achievers

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

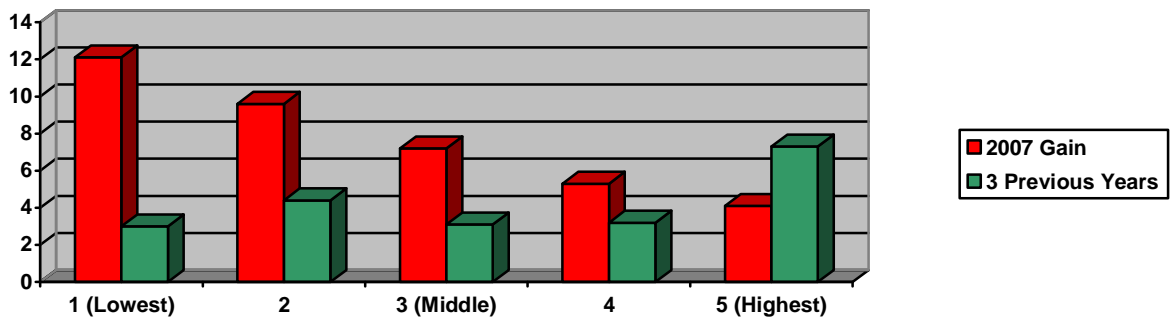
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>2007 Gain</b>	7.0	7.1	6.4	5.0	18.6
<b>3 Previous Years</b>	2.4	0.8	2.0	1.1	-1.2



Fourth grade reading/language scores increased at all levels. The greatest gain was made with the highest achieving students.

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

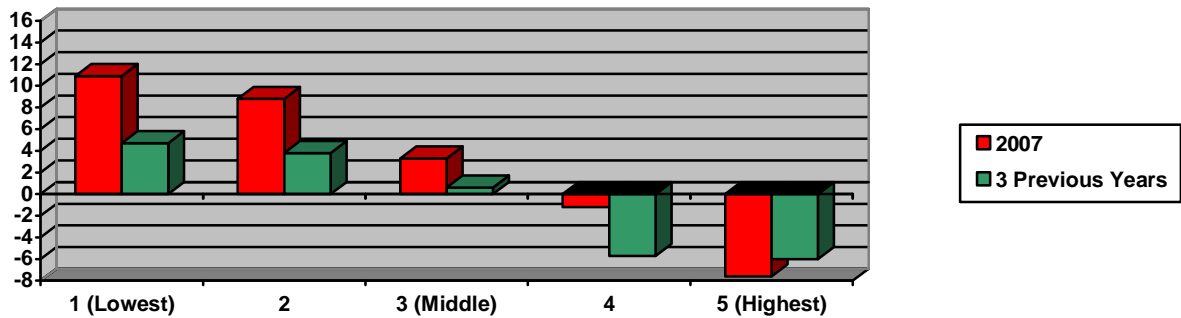
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>2007 Gain</b>	12.1	9.6	7.2	5.3	4.1
<b>3 Previous Years</b>	3.0	4.4	3.1	3.2	7.3



Fifth grade reading/language scores increased most with the lowest achieving students. There is also significant gain in levels 2, 3, and 4. However, scores decreased for the highest performing students.

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

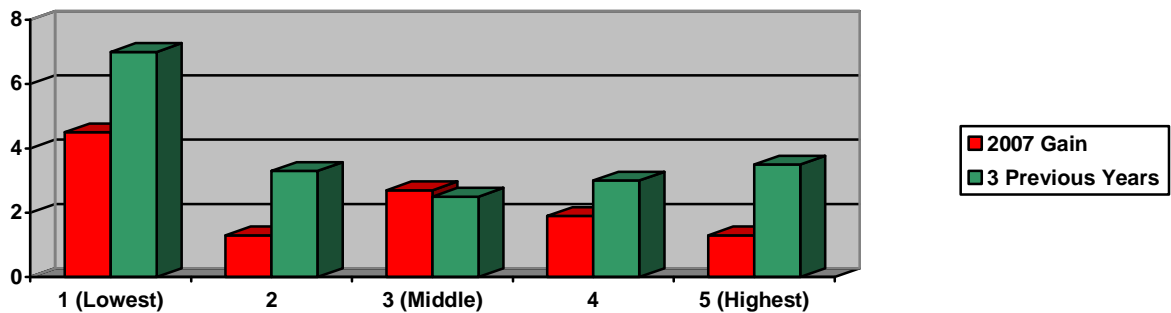
	<b>1 (Lowest)</b>	<b>2</b>	<b>3 (Middle)</b>	<b>4</b>	<b>5 (Highest)</b>
<b>2007</b>	10.9	8.8	3.3	-1.2	-7.6
<b>3 Previous Years</b>	4.7	3.8	0.6	-5.7	-6.0



Fourth grade math scores made some gain in the four lowest levels. The greatest gain was at level 1, the lowest performing students. The highest performing students had a decrease in their scores

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

	<b>1 (Lowest)</b>	<b>2</b>	<b>3 (Middle)</b>	<b>4</b>	<b>5 (Highest)</b>
<b>2007 Gain</b>	4.5	1.3	2.7	1.9	1.3
<b>3 Previous Years</b>	7.0	3.3	2.5	3.0	3.5



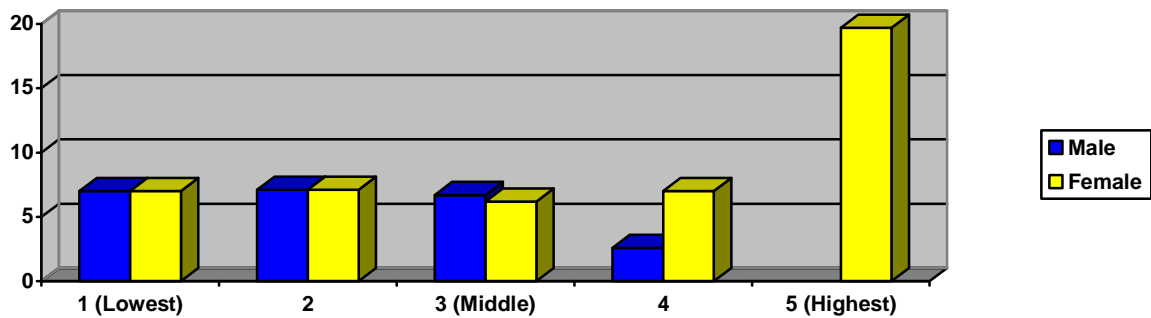
Compared to the previous three years, fifth grade math scores decreased at levels 1, 2, 4, and 5. There was a slight gain at level 3.

## Comparison of Male to Female TCAP Scores

### 2007 TCAP Scores Comparison of Female Scores to Male Scores

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

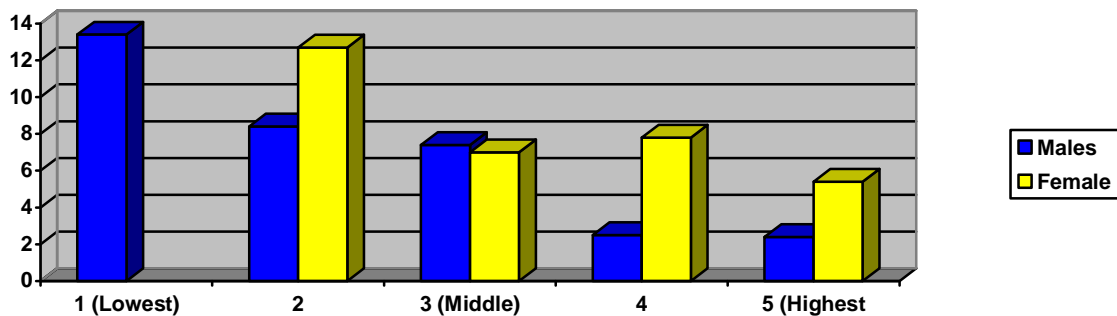
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>Male</b>	<b>7.0</b>	<b>7.1</b>	<b>6.7</b>	<b>2.6</b>	<b>0</b>
<b>Female</b>	<b>7.0</b>	<b>7.1</b>	<b>6.2</b>	<b>7.0</b>	<b>19.7</b>



There was no significant difference in male and female scores at levels 1, 2, or 3 for fourth grade reading/language. There was some increase in female scores at level 4. The greatest increase between the genders was at level 5, the highest performing students.

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

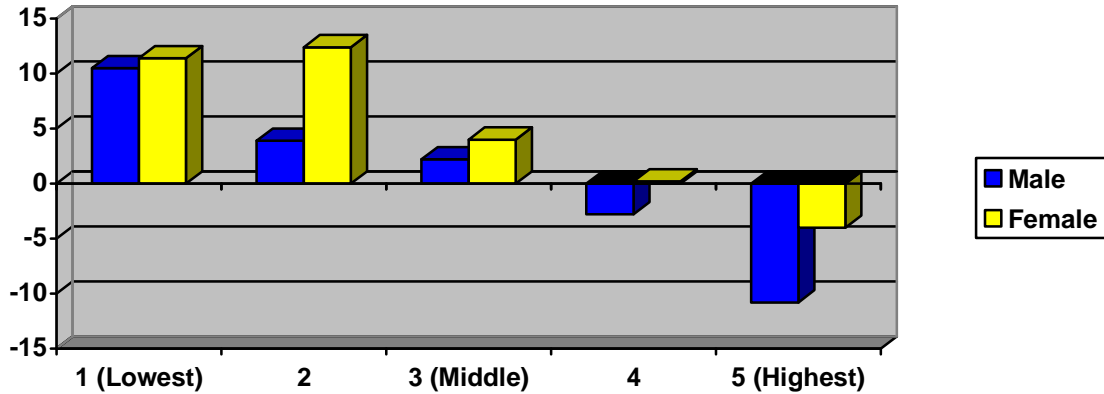
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>Males</b>	<b>13.4</b>	<b>8.4</b>	<b>7.4</b>	<b>2.5</b>	<b>2.4</b>
<b>Female</b>		<b>12.7</b>	<b>7.0</b>	<b>7.8</b>	<b>5.4</b>



There was a significantly greater percentage of males at level 1, the lowest performing students. However, there were more females at level 2 than males. Slightly more males were at level 3. Levels 4 and 5, the higher performing students, had a greater percentage of females.

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

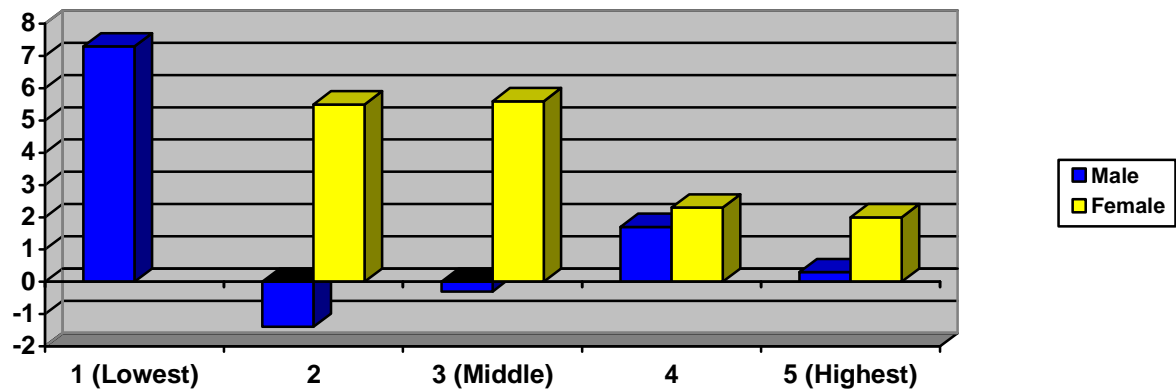
	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>Male</b>	<b>10.5</b>	<b>3.9</b>	<b>2.2</b>	<b>-2.8</b>	<b>-10.8</b>
<b>Female</b>	<b>11.4</b>	<b>12.4</b>	<b>4.0</b>	<b>0.2</b>	<b>-4.0</b>



In fourth grade math, females consistently out scored males. Scores were closest at level 1, the lowest performing students. The most noticeable difference was at level 5, the highest performing students.

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

	1 (Lowest)	2	3 (Middle)	4	5 (Highest)
<b>Male</b>	<b>7.3</b>	<b>-1.4</b>	<b>-0.3</b>	<b>1.7</b>	<b>0.3</b>
<b>Female</b>		<b>5.5</b>	<b>5.6</b>	<b>2.3</b>	<b>2.0</b>



The most significant difference in male/female comparison in fifth grade math is at level 1. There were no females reported for that level, but males have their largest percentage of students at this level. Females consistently outscored males. However, the greatest concentration of females is at levels 2 and 3.

## SYSTEM/SCHOOL COMPARISON

### 3<sup>rd</sup> Grade Reading/Language Arts (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	9	7	60	59	31	34
Students with Disabilities	18	20	79	75	3	1
Economically Disadvantaged	10	8	65	68	35	25
Male	9	7	66	59	25	34
Female	8	7	54	59	38	34
African American	13	9	67	68	21	24
White	3	3	52	36	45	61

When comparing third grade reading/language proficiency levels between the system and the school, Bolivar Elementary had less “below proficient” in all categories except “students with disabilities.” At the “proficient” level, Bolivar Elementary trailed the system in “all students”, “students with disabilities”, “males”, and “whites”. At the advanced level, Bolivar Elementary was behind the system in “students with disabilities”, “economically disadvantaged”, and “females”. The most significant differences (16%) between the system and school occurred in white students who scored proficient and advanced. The school had 16% less students scoring “Proficient” than the system, but had 16% more scoring “Advanced”.

### 4<sup>th</sup> Grade Reading/Language Arts (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	12	7	50	51	38	42
Students with Disabilities	17	12	81	88	2	0
Economically Disadvantaged	15	8	55	59	30	33
Male	15	10	52	57	32	33
Female	9	5	49	45	43	50
African American	18	9	56	59	26	32
White	6	4	41	36	52	60

Bolivar Elementary School had a smaller percentage of students scoring “Below Proficient” than the system in all categories. The school had less “females” and “whites” scoring proficient than the system. They also had less “students with disabilities” scoring advanced than the system. None of the differences were significant.

### 5<sup>th</sup> Grade Reading/Language Arts (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	7	5	55	59	38	35
Students with Disabilities	15	5	71	95	15	0
Economically Disadvantaged	7	5	62	66	31	29
Male	9	5	61	70	30	25
Female	4	6	48	44	48	50
African American	10	6	67	69	23	25
White	2	5	41	41	56	55

When comparing the system and the school, Bolivar Elementary School had more “Below Proficient” students in the “female” and “white” categories. The school had less “females” who were “Proficient” than the system. Hardeman County had more students scoring “Advanced” in all categories except “females” and “African Americans”. The most substantial difference occurred with the percentage of “students with disabilities” scoring “Proficient” (24%).

### 3<sup>rd</sup> Grade Math (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	13	12	53	59	34	29
Students with Disabilities	41	40	56	55	3	5
Economically Disadvantaged	16	14	57	62	27	24
Male	15	11	48	51	37	37
Female	11	13	58	66	31	21
African American	18	13	62	65	21	23
White	7	12	40	42	53	45

In the system/school comparison of third grade math, the school had fewer in the “Below Proficient” column for “females” and “whites”. Bolivar Elementary had fewer “Proficient” in “students with disabilities. The school also had fewer “Advanced” in the following categories: “all students”, “economically disadvantaged”, “female”, and “white.” The most significant difference between the system and school was “whites” in the “advanced” column (8%).

#### 4<sup>th</sup> Grade Math (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	8	6	55	60	37	34
Students with Disabilities	24	24	69	68	7	8
Economically Disadvantaged	9	6	64	66	27	28
Male	11	10	47	54	40	37
Female	5	3	60	65	34	32
African American	11	7	68	71	21	22
White	5	6	41	42	54	52

When comparing the system/school, Bolivar Elementary had more “white” students in the “Below Proficient” category. “Students with disabilities” was the only group in which the school had less proficient than the system. Bolivar Elementary scored less than the system in all categories except “students with disabilities” and “economically disadvantaged” at the “Advanced” level. There were no significant differences between the system and school.

#### 5<sup>th</sup> Grade Math (In Percentages)

Subgroup	Below Proficient		Proficient		Advanced	
	System	School	System	School	System	School
All Students	10	8	45	45	45	47
Students with Disabilities	37	25	61	75	2	0
Economically Disadvantaged	12	9	51	54	38	38
Male	12	8	47	51	40	42
Female	7	9	43	37	50	54
African American	15	11	57	54	28	35
White	3	5	32	30	65	66

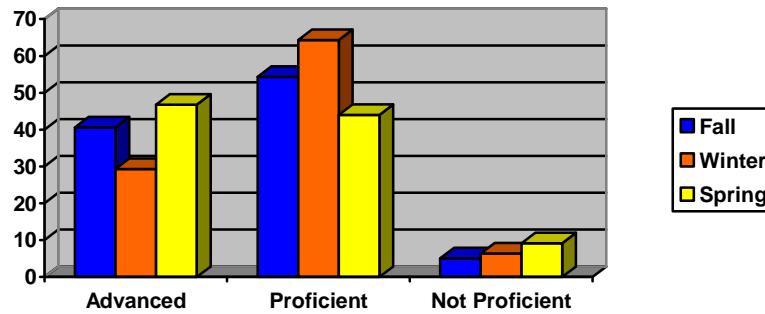
In fifth grade math, Bolivar Elementary had more “Below Proficient” students in “females” and “whites” than the system. The school also had less “Proficient” students in “females”, “African Americans”, and “whites”.

There was only one cell at the “Advanced” level in which the system had better scores than the school – “students with disabilities”. The most significant differences were with “students with disabilities” at the “Below Proficient” level (12%) and “students with disabilities” at the “Proficient” level (14%).

## 2007-08 THINK LINK TESTS

### READING/LANGUAGE ARTS PERCENTAGES Fourth Grade 2007-08 Tests

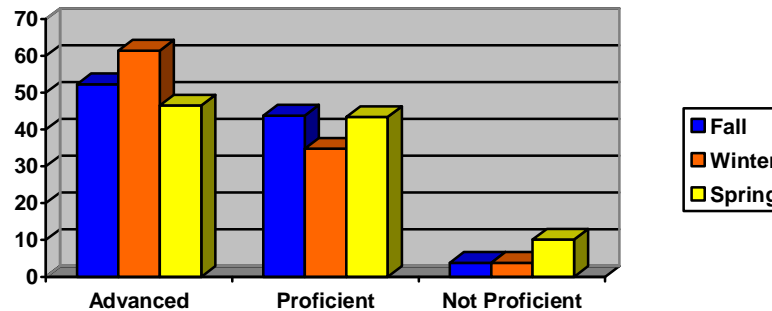
	Advanced	Proficient	Not Proficient
<b>Fall</b>	40.6	54.3	5.1
<b>Winter</b>	29.3	64.3	6.4
<b>Spring</b>	46.8	44.0	9.2



The percentage of fourth grade students who were advanced in reading/language arts decreased from fall to winter (11.3%), but increase from winter to spring (17.5%). The percentage of fourth grade students who were proficient in reading/language arts in the fall increased in the winter (10%) but decreased in the spring (20.3%). The percentage of fourth graders who were not proficient in reading/language arts in the fall increased in the winter (1.3%) and again in the spring (2.8%).

### Fifth Grade 2007-08 Tests

	Advanced	Proficient	Not Proficient
<b>Fall</b>	52.3	43.8	3.8
<b>Winter</b>	61.4	34.8	3.8
<b>Spring</b>	46.5	43.4	10.1

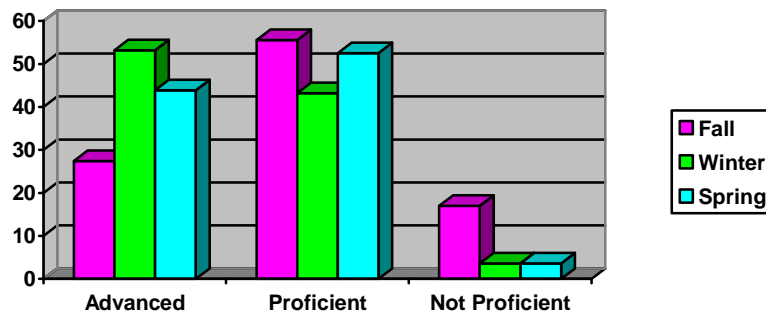


The percentage of fifth grade students who were advanced in reading/language arts in the fall increased in the winter (9.1%), but decreased in the spring (14.9%). The percentage of fifth grade students who were proficient in reading/language arts in the fall decreased in the winter

(9.0%), but increased in the spring (8.6%). The percentage of fifth grade students who were not proficient in reading/language arts remained the same from fall to winter, but increased in the spring (6.3%).

**MATH PERCENTAGES  
Fourth Grade 2007-08 Tests**

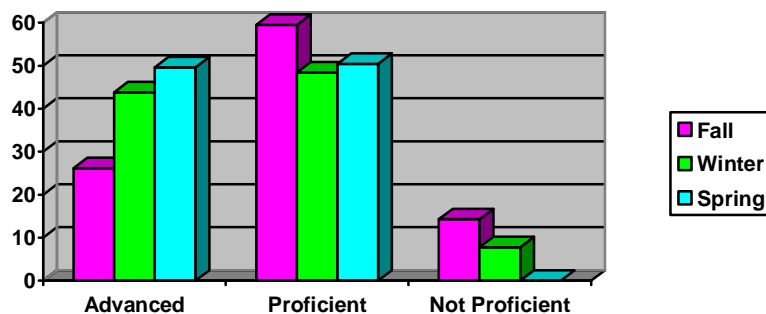
	<b>Advanced</b>	<b>Proficient</b>	<b>Not Proficient</b>
<b>Fall</b>	27.4	55.6	17.0
<b>Winter</b>	53.2	43.2	3.6
<b>Spring</b>	43.9	52.5	3.6



The percentage of fourth grade students who were advanced in math in the fall increased in the winter (25.8%), but decreased in the spring (9.3%). The percentage of fourth grade students who were proficient in math in the fall decreased in the winter (12.4%), but increased in the fall (9.3%). The percentage of fourth grade students who were not proficient in math in the fall decreased in the winter (13.4%) and remained the same in the spring

**Fifth Grade 2007-08 Tests**

	<b>Advanced</b>	<b>Proficient</b>	<b>Not Proficient</b>
<b>Fall</b>	26.2	59.5	14.3
<b>Winter</b>	43.8	48.4	7.8
<b>Spring</b>	49.6	50.4	0.0

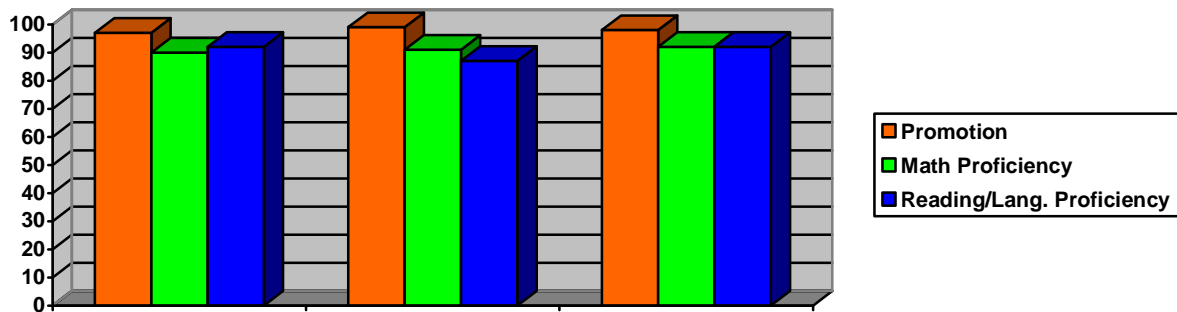


The percentage of fifth grade students who were advanced in math in the fall increased in the winter (17.6%) and again in the spring (5.8%). The percentage of fifth grade students who were proficient in math in the fall decreased in the winter (11.1%) and increased in the spring (2.0%). The percentage of fifth grade students who were not proficient in math in the fall decreased in the winter (6.5%) and again in the spring (7.8%).

## NON-ACADEMIC ASSESSMENT MEASURES

**Comparison of Proficiency and Promotion Rate (In Percentages)**

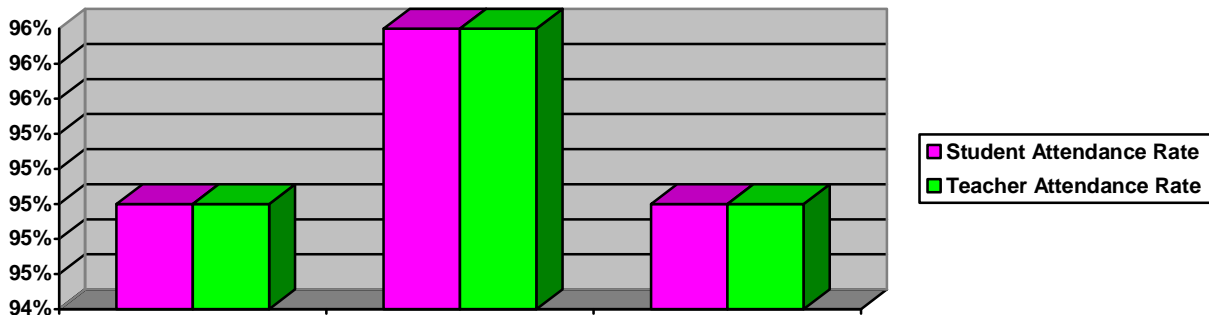
	2005	2006	2007
<b>Promotion</b>	97	99	98
<b>Math Proficiency</b>	90	91	92
<b>Reading/Lang. Proficiency</b>	92	87	92



The student promotion rate at Bolivar Elementary has been higher than the proficiency rate in both math and reading/language for three consecutive years.

### Student and Teacher Attendance

	2005	2006	2007
<b>Student Attendance Rate</b>	95%	96%	95%
<b>Teacher Attendance Rate</b>	95%	96%	95%



Student and teacher attendance rates were equal all three years. Student attendance is above the state goal.

## 1.7 Narrative Synthesis of All Data

Academic data considered for this study included TCAP scores, the State Report Card, and TCAP Writing Assessment scores. The overall outcome showed positive results. Bolivar Elementary students were proficient in all applicable cells on the NCLB Report. (ELL was the only non-applicable cells.) Our writing scores have consistently improved over the past three years. There is still a need for more students to score proficient or advanced on TCAP and more students to score “5” or “6” on the writing assessment.

Non-academic data compiled for this study included student attendance, teacher attendance, student, parent, teacher, and community climate surveys, and a comparison of promotion rates to proficiency rates. Good attendance rates for both students and teachers were strengths. It also showed that we were closing the gap between our promotion rate and proficiency rate. The primary area of need identified by the climate surveys is parents do not feel they have enough input into the decision making at the school.

A detailed look at the strengths and needs identified by each piece of data is in the chart below.

<b>DATA SOURCE</b>	<b>STRENGTHS IDENTIFIED</b>	<b>NEEDS IDENTIFIED</b>
NCLB Benchmark Report	-Met AYP in all applicable cells	-Need to decrease the number of students scoring below proficient in all cells
TCAP Scores	-Growth can be seen at all levels of student achievement	-Need to continue to decrease the number of students scoring below proficient in all cells -Close gap between male and female achievement scores -Address decline in white students’ math scores
State Report Card	-Academic gains shown in reading/language -Value Added gains shown in reading/language and math	-Need to keep making academic and value added gains
TCAP Writing Assessment	-Increase from 4.0 to 4.2 since 2005	-Need to increase the percentage of students scoring 5 or 6
Think Link Test Results	-Less students below proficient in spring in math than reading	-Need to increase advanced and proficient percentages in reading and math
Student Report Cards	-Largest % of students receiving C or above	-Need to decrease the % of poor and failing grades
PreK Pre and Posttests	-Gains were made	-Continue to make gains
Promotion to Proficiency Rates	-Gap between promotion rate and proficiency rate closing	-Need to continue closing the gap between promotion and proficiency

Student Attendance	-Met AYP requirements	-Need to improve student attendance rate
Teacher Attendance	-Teacher attendance rate is 95%	-Need to improve teacher attendance rate
Student Surveys	-Teachers help them learn new things	-Not all students in their classes are nice to each other
Parent Surveys	-Parents are provided sufficient opportunities to be involved in their child's education -Parents receive adequate reports concerning their child's progress	-Parents do not feel they are involved enough in the decision making at the school
Teacher Surveys	-Teachers believe we have a responsibility for success and a commitment to lifelong learning	-Teachers do not feel there is always someone there to help them -Teachers do not feel we can discuss our differences
Community Surveys	-The school's mission is clear in the community. -The school encourages students to put forth their best effort.	-All students are held to high learning expectations

## 1.8 Prioritized List of Goal Targets

Tennessee's targets for reading/language/writing and math at the elementary and middle school level are determined by the percent of students at the proficient or advanced levels. In 2005, we met the NCLB benchmarks in all applicable cells. (ELL was the only non-applicable cell.) We continued this trend in 2006 and 2007.

### **Bolivar Elementary's Goal Targets for 2007-2008:**

- At least 89% of all students in all subgroups will score proficient or advanced in reading/language/writing on TCAP in May 2008.
- At least 86% of all students in all subgroups will score proficient or advanced in math on TCAP in May 2008.

## **Component 2 - Beliefs, Mission and Vision**

### **Beliefs**

The mission statement, beliefs, and vision of Bolivar Elementary School have been revisited and reworked over the past five years. Each time we have tried to refine these elements to more accurately reflect what the school and community feel is the purpose of our school, how we can provide a quality education for all students, and how we can work together to achieve our goals. A subcommittee made up of faculty, staff, parents, and community leaders working together has produced a set of beliefs, a mission statement and a vision for Bolivar Elementary School. Consensus was gained from all stakeholders. Internally within our school, we have had multiple meetings, both small group and entire staff, to discuss and review our beliefs, mission, and vision. We continue the communication externally to parents and the community through the following ways: monthly newsletters sent home with each child, Bolivar Elementary School handbooks, weekly planners, displayed in the main school lobby, and on our school website.

It is our belief that:

- All students can learn, yet they learn in different ways.
- Research-based differentiated instruction should be provided to meet the needs of all students' learning styles.
- Data-driven assessments should be used to make instructional decisions regarding individual progress.
- Learning and decision-making should be responsibilities shared by students, teachers, administrators, parents and the community.
- Students should demonstrate behavior consistent with school and system policies.
- All students should be given challenging curriculum and opportunities to lead them to their fullest potential.

### **Common Mission**

Our mission at Bolivar Elementary School is to provide appropriate, differentiated instruction that results in all students meeting or exceeding state and national standards at each grade level.

### **Shared Vision**

By 2014, Bolivar Elementary School students will become world-class students by raising their NCLB reading and math proficiency to 100%.

## Component 3—Curricular, Instructional, Assessment, and Organizational Effectiveness

**Template 3.1.a: Curricular Practices**

Current Curricular Practices	Standards Based Curriculum	Mapped & Prioritized Curriculum	Benchmarks for Student Achievement
Evidence of Practice (State in definitive/tangible terms)	The school uses the TN State Standards and Blueprint for Learning	Special needs students are enrolled in regular and resource classes. Early Childhood is addressed with four regular education Pre-K classes and 2 Special Education pre-school classes.	Six-week report cards, interim progress reports, AIMSWeb for grades K-3 and Progress Monitoring for K – 3.
Is the current practice research-based?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Is it a principle & practice of high-performing schools?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Has the current practice been effective or ineffective?	Effective. <sup>2</sup> Refer to Footnote.	Effective. <sup>2</sup> Refer to Footnote.	Effective.
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, Writing Assessment, TVASS, CRT, Report Cards.	TCAP results.	STAR Student, reports through A+ Learning and ThinkLink, Accelerated Reader
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP reports Copies of Blueprint are provided for each teacher.	Extensive teacher support of standards-based curriculum, teacher surveys. <sup>1</sup> Refer to Footnote.	Report Cards, pre vs. post test results in computerized activities such as ThinkLink and A+ Learning.
Evidence of equitable school support for this practice	BES website with access to state standards and Blueprint for Learning	Release time and Staff Development Common planning time	District purchased software assessments, equipment and materials.
Next Step (changes or continuations)	Continue professional development with standards that are developmentally appropriate to guide the curriculum. Use assessments to inform about effectiveness of curricular and instructional decisions. High expectations for all students .	Review and revise maps of content, skills, and assessments. Expand Pre-K program. Review curricular topics and time on tasks. Refine scope and sequence. Review teaching and learning strategies. Ensure continuity of instruction.	Continue periodic assessments Review instructional materials to ensure they meet standards Review learning outcomes to ensure clarity and appropriateness. Continue to track student progress .

**<sup>1</sup>Instructional Facilitators have researched best practices which are supported by theory and research.**

**<sup>2</sup>TVAAS Value-Added scores vs. Achievement scores as evidence of appropriate curricular practices not as strongly correlated to scores as might be expected. Pre-K classes are effective and should be expanded if funding becomes available. Four additional Pre-K classes have been requested.**

<b>Current Curricular Practices</b>	<b>Formative Assessment</b>	<b>Standards-Based Literacy Model</b>	<b>Standards-Based Mathematics Model</b>
Evidence of Practice	ThinkLink, A+ Learning, Star Reading, Star Math, teacher-made activities and assessments, TCAP Coach, AIMSWeb, Brigrance 4 year old and K Screen	K-5 uses Harcourt Reading Series; MacMillan/McGraw-Hill for Language Arts. Supplemental resources include A+ Reading, Star Reading, TCAP Coach, LeapFrog, SRA, Hooked on Phonics, teacher-made materials, United Streaming, Internet4Classrooms.	K-5 uses McMillan/McGraw-Hill Math Series. Supplemental resources include A+ Math, TCAP Coach, teacher-made materials, manipulatives, TI-15 calculators, United Streaming, Internet4Classrooms.
Is the current practice research based?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Is a principle & practice of high-performing school systems?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Has the current practice been effective or ineffective?	Effective.	Effective.	Effective.
What data sources do you have that support your answer? (Identify all applicable sources.)	ThinkLink, A+ Learning, Star Reading, Report Cards, TCAP, Accelerated Reader reports, Brigrance 4 year old and K Screen.	Report Cards, computerized assessment reports in ThinkLink, A+ Learning, Phonics Express, TCAP results, teacher assessments.	Report Cards, computerized assessment reports in ThinkLink, A+ Learning, TCAP results, teacher assessments.
Evidence of effectiveness or ineffectiveness.	Teacher lesson plans with SPI's identifying data-driven instruction.	Increasing numbers of students scoring proficient or advanced on the TCAP.	Increasing numbers of students scoring proficient or advanced on the TCAP.
Evidence of equitable system support for this practice	Software assessments such as AIMSWeb, Phonics Express, network educational activities, materials and equipment	Staff Development, District support for Star Reading, A+ Reading, AIMSWeb	Staff Development, District support for Accelerated Math, A+ Math.
Next Step (Changes or continuations)	Continue H.E.A.R.T. (Hardeman Empowering Achievement Response Team) in grades K-3 and include grades 4 -5, increase literacy stations and differentiated instruction, continue modifying instruction with SPI's . Match Pre-K curriculum with State Standards.	Expand Pre-K program, assess the effectiveness of the Standards-Based Literacy Model, build and sequence activities, units, and curricula to explore unifying themes and concepts, identify gaps between State SPI's and adopted textbook series.	Expand Pre-K program, assess the effectiveness of the Standards-Based Mathematics Model, build and sequence activities, units, and curricula to explore unifying themes and concepts, identify gaps between state SPI's and adopted textbook series.

**<sup>1</sup>Instructional Facilitators have researched best practices which are supported by theory and research.**

<b>Current Curricular Practices</b>	<b>Curriculum Support System</b>	<b>Curriculum and Instruction Monitoring System</b>	<b>Textbook Based Instruction</b>
Evidence of Practice	Teacher Mentoring, Common Planning Time, Grade-Level/Subject Level Meetings, Instructional Facilitator, formal and informal monitoring of classroom instruction	Administrative observations/evaluations, walkthroughs, lesson plans turned in weekly. Fidelity checklists in grades K-3.	Some textbooks adopted contain State required SPI's, Administrative observations/evaluations, walkthroughs, lesson plans turned in weekly containing SPI's.
Is the current practice research based?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Is a principle & practice of high-performing school systems?	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.	Yes. <sup>1</sup> Refer to Footnote.
Has the current practice been effective or ineffective?	Effective.	Effective.	Ineffective, based on TCAP results.
What data sources do you have that support your answer? (Identify all applicable sources.)	Session evaluation and sign-In sheets, Instructional Facilitators continue to research best instructional practices.	Summative Reports, Observation and Evaluation Reports, Walkthrough Reports. Fidelity checklists in grades K-3.	TCAP results, Summative Reports, Observation and Evaluation Reports, Walkthrough Reports.
Evidence of effectiveness or ineffectiveness.	Staff Development Evaluation sheets, Teacher Mentoring, , Meeting Reports and Agenda.	Administrative feedback, Teacher Reflection Component.	TCAP scores, Summative Reports, Observation Reports, Walkthrough reports.
Evidence of equitable system support for this practice	Staff Development and Teacher Training, Scheduled Grade Level/Subject Area Meetings.	Formal and informal monitoring of classroom instruction by the administration of BES and Central Office.	Teacher review of textbooks and comparison to the standards. Test scores on state-mandated assessments. Walkthrough feedback.
Next Step (Changes or continuations)	Continue mentoring sessions and expanding the services of the Teaching and Learning Center, continue monitoring, reflecting and evaluating to improve curriculum.	Continue formal and informal monitoring of classroom instruction , evaluate and research student learning and teaching strategies, incorporate standards into a curriculum framework that supports curriculum development and ensures opportunities for staff development, monitor student learning and reflecting on teacher practice.	Adopt textbook series that follow Tennessee SPI's.

**<sup>1</sup>Instructional Facilitators have researched best practices which are supported by theory and research.**

### 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**

**Bolivar Elementary School began the 2007-08 year with a dedicated approach to reading. Teachers were required to attend two days of in-service during the summer in preparation for the new H.E.A.R.T. program which concentrates on diagnosing individual student strengths and weaknesses through AimsWeb testing in the fall, winter and spring. Students scoring in the Intensive range receive Progress Monitoring each week.**

- **Weekly grade level common planning time**
- **Administer Progress Monitoring tests on Intensive level students, (K-3)**
- **Review AimsWeb scores to differentiate curriculum**
- **Science Night**
- **Dr. Seuss Day, Read Across America**
- **1 field trip per year, per grade**
- **Teacher newsletters**
- **Instructional program correlates with Tennessee SPI's**
- **H.E.A.R.T. Team in grades K-3 and I.E.P.'s**
- **Tier 2 instruction**
- **Tutoring Program after school for grades 3-5**
- **Kindergarten Orientation program in the summer for upcoming K students**
- **Book It Program**
- **Foster Grandparents Program**
- **Parent/Community volunteers, classroom and P.I.E.**
- **Teacher Assistants provide tutoring**
- **Farmers and Merchants Bank –money for 5<sup>th</sup> grade Accelerated Reader points**

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

**Yes, we are providing equity and adequacy to all of our teachers.**

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

**No. Teachers feel that some funding, such as P.I.E. profits, should be used to enhance the instructional program.**

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

**No. Student math scores are below our expectations and teachers feel adequate hands on materials at all grade levels would be beneficial.**

## Template 3.1.c: Curricular Summary Questions

### Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- **Writing Assessment scores continue to improve. There has been an increase in level 4 and above from 78% in 2006 to 80% in 2007 with smaller percentages scoring 1 or 2.**
- **Data analysis determines our target goals in math and reading.**
- **Professional development for H.E.A.R.T. began in the fall of 2007 and has continued throughout the school year.**

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.)

- **All school programs must be funded. H.E.A.R.T. requires literacy centers which need an expenditure for supplies.**
- **Maintaining/improving student skill mastery as mandated by the State of Tennessee to remain in “Good Standing.”**
- **Lack of teacher planning time needed to adequately prepare literacy stations that are required to meet the expectations of the H.E.A.R.T. program.**
- **Students with disabilities, according to TCAP data, had lower scores in math during the past 3 years.**

### Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- **Requesting additional funds from various sources to use as instructional supply money to support the H.E.A.R.T. program.**
- **Additional school-wide training for continued success of the H.E.A.R.T. and other programs.**

### Template 3.2.a: Instructional Practices

<b>Current Instructional Practices</b>	<b>Literacy Centers</b>	<b>Cooperative Learning</b>	<b>Whole Group Instruction</b>	<b>Differential Learning</b>	<b>Peer Tutoring</b>	<b>One-On-One Instruction</b>
Evidence of Practice (State in definitive/tangible terms)	Aligned with TN standards	Higher-order thinking skills	Re-teaching and guided practice	Research-based reading series	Think Link Practice Probes	Extended Day tutoring
Is the current practice research-based?	Y	Y	Y	Y	Y	Y
Is it a principle & practice of high-performing schools?	Y	Y	Y	Y	Y	Y
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores AIMS - Web	TCAP scores A Plus Math	Star Reading scores TCAP scores	Think Link Practice Probe Scores Harcourt unit tests	TCAP scores Think Link/ AIMS Web	TCAP scores Think Link/ AIMS Web
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved TCAP scores and AIMSWeb	Improved Value-added scores	Improved TCAP scores	Students moving from lower to higher Leveled Readers	Improved Practice Probe Scores	Improved Think Link scores
Evidence of equitable school support for this practice	90 minute reading block	Staff development	90 minute reading block	Teachers having difficulty observe proficient teachers	90 minute reading block	90 minute reading block
Next Step (changes or continuations)	Extend H.E.A.R.T. to grades 4-5	Improve math TCAP scores	Improve math TCAP scores	Provide more staff development	Improve math TCAP scores	Extend H.E.A.R.T to grades 4-5

## Template 3.2.b

### **Allocations of Time, Money, Personnel, and Other Resources**

We are currently allocating most of our time, money, and personnel to the H.E.A.R.T. program. Extra staff development has been provided to train teachers on the instructional practices of the new program. We devote ninety uninterrupted minutes per day to reading, where we use centers to promote student achievement. These centers are based on AIMSWeb testing. During the ninety minute reading block, auxiliary staff is utilized in the K-3 classrooms to help with the centers and provide extra help to struggling students. An instructional facilitator is also provided to assist teachers in grades K-3.

### **How should we be using our time, money, personnel, and other resources?**

While most of our time and money is devoted to the reading program, we feel more money should be allocated to provide K-3 teachers with supplies to create the centers that are required. We feel more time should be given during the school day to work with other teachers on the new H.E.A.R.T. program. Additional auxiliary staff could also be utilized throughout the day (when available) to help struggling reading students.

## Template 3.2.c

### **Major Strengths**

Bolivar Elementary has made great strides in improving our reading program on all levels. Teachers in PreK-3 have daily centers that reinforce standard-based skills. We have made gains in student achievement on the TCAP test. The Central Office Director of Human Resources currently interviews applicants and presents a pool of high-quality, highly qualified candidates to school administrators from which they select their teachers. The lower pupil teacher ratio is an incentive for prospective teachers.

### **Major Challenges**

One of the major challenges is how to improve the way we teach mathematics to our special needs students. We currently use a small teacher/pupil ratio, one-on-one re-teaching, and cooperative learning. We know this is a challenge due to TCAP test scores in 2007.

### **How will we address our challenges?**

We will address our challenges by continuing to use the same practices, but increasing our one-on-one re-teaching, promoting the extended day program to special education math students, and providing more practice on specific skills. We will concentrate on TCAP and Thinklink data to drive instruction.

### Template 3.3.a: Assessment Practices

<b>Current Assessment Practices</b>	<b>ThinkLink</b>	<b>Star Reading</b>	<b>TCAP</b>	<b>Portfolios</b>	<b>Accelerated Reader</b>	<b>A+Learning</b>	<b>Curriculum based Tests</b>
Evidence of Practice (State in definitive/tangible terms)	Quarterly tests	Assessed each semester	Taken in spring semester	Students use weekly	Students use daily	Students use daily	Tests on weekly basis
Is the current practice research-based?	Y	Y	Y	Y	Y	Y	Y
Is it a principle & practice of high-performing schools?	Y	Y	Y	Y	Y	Y	Y
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?	ThinkLink results	Star Reading scores	Results from TCAP	Report cards	Reports from A/R	Results from A+ Learning	Progress reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Higher results on tests	Higher ZPD scores	More students in prof. & adv.	Teacher reviews for progress	Increase in # of points	Results from tests	Higher report card grades
Evidence of equitable school support for this practice	District purchases software ***	School purchases software	Review outcomes	Review to ensure standards	School purchases software **	Based on TN standards *	Blueprint for Learning
Next Step (changes or continuations)	Continue to monitor	Use to assess ZPD	More data-driven instruction	Review results	Continue to monitor	Continue to monitor	Use standards to guide

\* Professional development training is provided to teachers to use A+ Learning, ThinkLink, and Star Reading.

\*\* Technical assistance is provided to teachers in using AR assessments. We have three people in-house and several technical assistants at the Board of Education.

\*\*\* Our assessment results for ThinkLink, AR, and Star Reading are communicated to students, parents, and teachers as well as other appropriate stakeholders.

### Template 3.3.b: Assessment Gap Analysis

- **How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?**
  - Teachers are provided with common planning time during the week as well as grade-level meetings to help understand our assessments.
  - Money is used to purchase high quality assessment materials and software.
  - Personnel are trained on how to implement new programs. Assistants are used to give additional support during assessments.
  - Technology is used to provide additional support for our reading and math programs.
  
- **How should we be allocating our time, money, personnel and other resources around understanding and implementing high quality assessment practices?**
  - Teachers need more time to prepare their instruction.
  - Money is needed to purchase more instructional and assessment supplies and software to better prepare our students for tests.
  - Assistants are needed in 4<sup>th</sup> and 5<sup>th</sup> grades.
  - Continue to use other resources to purchase supplies to aid assessments.

We are targeting funds and resources effectively to meet the needs of our teachers in being effective with their students but there is always room for improvement. Based on the way our resources are allocated, we are trying hard to meet the needs of all students in our school.

### Template 3.3.c: Assessment Summary Questions

<b>Assessment Summary Questions- Narrative Response Required</b>
What are our major strengths and how do we know?  Our student assessments are aligned with the Tennessee Department of Education standards based curriculum. Our assessments are used to guide decisions relative to student achievement. We assess all categories of students and target the non-proficient students and give them additional tutoring to move them up to proficient. Our assessments include projects, labs, centers, Accelerated Reader, A+ Learning, ThinkLink, Star Reading, Terra Nova, teacher-made tests, TN writing assessment, portfolios, and curriculum-based tests. We provide professional development classes on how to assess the TCAP results.

**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.)

**On the TCAP, we need to decrease the number of students scoring below proficient in all cells (TCAP Scores). We need to close the gap between male and female achievement scores. As we evaluated the TCAP Writing Assessment, we need to increase the number of students scoring a 5 or 6.**

**Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

**We have a new reading program called H.E.A.R.T. that is being implemented. It uses data driven research-based instructional strategies. We feel it will reduce the number of students who score below proficient in reading. We also feel it will help to close the gap between male and female scores in reading. Teachers will continue to use Power Writing programs to increase the number of students scoring a 5 or 6 on the TCAP Writing Assessment. The ThinkLink software will increase results in both reading and math. Our students will participate in math problem-solving with community resource people.**

### TEMPLATE 3.4.a: ORGANIZATIONAL PRACTICES

Current Organizational Practices	Allocation of Time	Data-driven Decision Making	Collaboration
Evidence of Practice (State in definitive/tangible terms)	90 minutes of uninterrupted, high quality, data-driven, and researched-based reading.	SIP goals and action plans	Leadership teams, Common planning time, Grade-level meetings
Is the current practice research-based?	YES	YES	YES
Is it a principle & practice of high-performing schools?	YES	YES	YES
Has the current practice been effective or ineffective?	EFFECTIVE	EFFECTIVE	EFFECTIVE
What data source(s) do you have that support your answer? (identify all applicable sources)	AIMSweb results Progress Monitoring	School Report Card	School Improvement Plans Minutes of Grade Level meetings
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	AIMSweb data	AYP Disaggregated scores	Favorable ratings from Staff Development evaluation forms.
Evidence of equitable school support for this practice	90 minute uninterrupted reading, using only research-based instructional differentiated center activities, data-driven instruction for all students	Extended School Day program AIMSweb scores Thinklink scores	Scheduled common planning time meetings, Regularly scheduled grade level meetings, Faculty meetings, Individual TSIP committee meetings
Next Step (changes or continuations)	More professional development for more successful implementation	Continue to utilize more extensively the AIMSweb data.	Provide more time for common planning

<b>Current Organizational Practices</b>	<b>Technical Assistance/Expertise</b>	<b>Allocation of Personnel</b>	<b>Communication</b>
Evidence of Practice (State in definitive/tangible terms)	Staff development, E-mail for dissemination of information, Teacher training	Highly qualified teachers and paraprofessionals On-site school nurses After-school tutoring	HCS website Stakeholder surveys E-mails and faxes Newspaper articles, community and class newsletters Student progress reports Student report cards Parent-Teacher conferences
Is the current practice research-based?	YES	YES	YES
Is it a principle & practice of high-performing schools?	YES	YES	YES
Has the current practice been effective or ineffective?	EFFECTIVE	EFFECTIVE	EFFECTIVE
What data source(s) do you have that support your answer? (identify all applicable sources)	Sign-in sheets and evaluations, Agenda	Student enrollment figures, comparability report for Title I	Parent/Stakeholder surveys Sign-in Sheets, Website
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Evaluations and surveys	AYP in 2006-2007 for the school and School Report Card Membership Report	Favorable feedback through surveys and data responses to e-mails and faxes.
Evidence of equitable school support for this practice	Staff development for all teachers	Highly Qualified teachers and paraprofessionals are required, School nurses (2) in our school, Approval of Comparability Report for Title I program	Building level technical support for the school website. Work with District Coordinator of Public Information on effective public relations.
Next Step (changes or continuations)	Continue to choose "expert" teachers among our own staff to provide professional development.	Continue to hire Highly Qualified teachers and paraprofessionals	Expand communication through e-mails Extend opportunities for feedback from all stakeholders

## TSIPP Template 3.4b Organizational Gap Analysis

### Organizational TIME Gap Analysis – Narrative Response Required

**“What is” The Current Use of: TIME**

(How are we currently allocating our time as school employees in providing assistance to the students and building capacity around understanding and implementing high quality organizational practices?)

- Teachers are provided with common planning time during the week.
- Weekly grade-level meetings.
- Leadership teams meet regularly during the course of the year.
- Teachers are provided with planning time 5 times a week for 30 minutes.
- One teacher and teacher assistants are providing “Tier II” instruction to intensive-need students.

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

- Teachers should be provided with more planning time during the week.
- Educational assistants or support staff should be used to provide more Tier II instruction.
- Teachers need more professional development on data-driven instruction.

## Organizational MONEY Gap Analysis – Narrative Response Required

### “What is” The Current Use of: MONEY

(How are we currently allocating our money as school employees in providing assistance to the students and building capacity around understanding and implementing high quality organizational practices?)

- Title I Funds \$208,000.00
- Parent Involvement 3,040.00
- Instructional Supplies/Materials 52,800.00
- Special Education Funds 5,400.00
- Pancake Sales 8,000.00
- Average Daily Attendance 6,340.00 per pupil

Bolivar Elementary School is a school-wide Title I school. Title I monies are used to provide students with highly qualified teachers and paraprofessionals for class-size reduction. Title I funds are used to provide professional development through the most effective mechanism for universal access to professional development opportunities (e.g., professional materials, commercially produced instructional materials, educational technology, study groups, workshops, etc).

The Parent Involvement funds are used to provide parent involvement workshops for our parents and community leaders. Parent workshops include: “How to help with homework”, “Enrichment activities for the home” and “Reinforcing reading and math”. This fund also helps pay for student planners.

The Instructional Supplies and Materials fund is used to provide teachers and paraprofessionals with instructional supplies needed to educate our students. Teachers purchase high quality research-based instructional materials to use across the curriculum.

The Special Education fund is used to purchase programs, materials, and supplies for individual students based on their individual needs as prescribed in their Individualized Education Plan. Also, special education funds have been used to purchase network software programs that may be used by all students.

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

- Money should be provided to purchase more instructional materials to support the new “H. E. A. R. T.” program.

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

### **“What is” The Current Use of: PERSONNEL**

(How are we currently allocating our personnel as school employees in providing assistance to the students and building capacity around understanding and implementing high quality organizational practices?)

- Our Instructional Reading Coach gives instructional support to our teachers in grades K-3 during the implementation of the H. E. A. R. T. program
- Educational assistants are used to provide instructional support in our reading classes
- Support staff is used to provide instructional support in our reading classes and teach extra-curricular classes (Art, Music, Library, and Guidance)
- School nurses, counselors, and psychologist are used to aid students with any health care needs, character education, and coordinate special education referrals.
- Special Education Consultants (ELL teacher, 504 Coordinator, Speech Pathologist, Physical Therapist, Vision Consultants and Gifted teacher) observe and provide academic assessments for Reg. Ed and Special Ed. students, conduct IEP meetings, and supervise accommodations and interventions for identified students.
- Parent Volunteer Programs and PIE (Partners in Education) support teachers throughout the year by reading to students, helping students pick out items in the Book Fair, manning a station at Family Fun Science Night, or just eating lunch with their child and friends. Some volunteers have helped during Field Day and others have come in to tutor students in reading and math. PIE helps purchase treats for the Principal’s parties and incentives for good test takers.
- Support Staff (Cafeteria, Transportation, and Maintenance) provide our students with nutritious meals during the school day, transportation to and from school, and ensure that the building is clean and safe.

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

- Assistants need to perform fewer clerical duties and assist struggling students more.
- We need assistants for grades 4-5.

## **Organizational OTHER RESOURCES Analysis-Narrative Response Required**

### **“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating our other resources as school employees in providing assistance to the students and building capacity around understanding and implementing high quality organizational practices?)

- Our school website is connected to the Hardeman County website which houses curriculum resources and provides links to state standards and national standards for NCLB.
- Intervention programs for our Tier II students are being developed by the District Reading Coordinator.

### **Donated Materials**

- Parent donations of classroom supplies.
- Monetary donations by Farmers and Merchants Bank for reading incentives (Ten cents per Accelerated Reader point)
- Box Tops for Education (\$1,000.00)
- Pizza Hut (Free personal pan pizzas for reaching grade reading goals)
- Parents Involved in Education (P. I. E.)\$ 4,450.00

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

- Continue to use the AIMSWeb assessments to improve K-3 reading achievement.
- Expand staff and provide further training for an Intervention Program that will help our Tier II students.

**TSIPP TEMPLATE 3.4c**  
**ORGANIZATIONAL SUMMARY QUESTIONS**

**Organizational Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

- The H.E. A. R. T. program has provided the organization with high quality data-driven researched-based instructional strategies in reading with a tiered approach to Special Education referrals.
- The organization is using data to drive the decision making.
- The organization has allotted time for collaboration through leadership teams, common planning for teachers, and grade-level meetings.
- Technology is being utilized for daily communication, staff development, and on-line teacher training.
- 99% of the teachers and paraprofessionals are highly qualified.
- Auxiliary teachers and paraprofessionals are used in the classrooms during the 90 minute reading block.
- After-school tutoring is provided for students who need specialized TCAP preparation.
- The organization has 2 on-site school nurses.
- The organization maintains strong communication with students, parents, and other stakeholders via: HCS website, surveys, e-mails, phone calls, faxes, newspaper articles, newsletters, progress reports, report cards, and conferences.

**Organizational Summary Questions- Narrative Response Required**

What are our major challenges and how do we know.

- The organization needs financial assistance to successfully implement the new H. E. A. R. T. reading program.
- The size of the organization makes it difficult to implement an adequate amount of planning time for the teachers to successfully implement the new H. E. A. R. T. program.

**Organizational Summary Questions- Narrative Response Required**

How will we address our challenges?

- Restructure the way that funds are spent and allocate more financial assistance for reading supplies and materials.
- Incorporate science and social studies text into the 90 min reading block and use the extra time for planning and implementing the new H. E. A. R. T. program.

# Component 4-Action Plan Development

## Goal 1-Action Plan

<b>Goal</b>	At least 89% of all students in all subgroups will score proficient or advanced in reading/language arts/writing on TCAP in May 2009.
<b>Which Need(s) does this Goal address?</b>	This goal addresses the need to increase the percentage of students scoring proficient or above in reading/language arts/writing as well as our need to make adequate yearly progress.
<b>How is this Goal linked to the system's Five-Year plan?</b>	This goal is linked to Hardeman County's Five-Year-Plan for instructional design to provide instructional strategies and learning activities that are aligned with the standards and performance expectations for student learning.

<i>Goal 1:Action Steps</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Required Resources</i>	<i>Projected Costs/Funding Sources</i>
1. Students will be given instruction based on data analysis of fall, winter, and spring AimsWeb. Teachers will engage students in daily research-based uninterrupted reading sessions of 90 minutes. This includes whole group instruction and literacy stations. Thirty additional minutes of reading will be provided for students scoring in the lower 10% on AIMSWeb. Administrators will conduct daily fidelity checks, and provide professional development on research-based instructional strategies. The literacy facilitator will train teachers in methods to meet the needs of all subgroups. K-5 teachers will be trained in the implementation of the H.E.A.R.T. model and the use of the AIMSWeb evaluation.	August 2008- May 2009 Daily from 8:30-10:00 in grades K-5	All classroom and auxiliary teachers, support staff, and administrators  Gene Ross, Director of Teaching and Learning, Debbie Williams, Program Specialist Stephanie Geouge, Literacy Facilitator	AIMSWeb test results  Harcourt <u>Trophies</u> reading kits and unit tests  Literacy stations  Collaborative planning time	\$6800  State improvement grant  Instructional supply funds
2. Students will be given instruction based on data analysis of pre, mid, and post-ThinkLink assessments in reading. Teachers will develop individualized lesson plans to meet each student's needs. Administrators will provide ongoing professional development in the use of data-driven instruction to meet and challenge the diverse needs of students.	October 2008-April 2009  ThinkLink is administered three times per year	All classroom and special education teachers in grades 3-5	ThinkLink tests and results  Computers for practice probes	\$10 x 430 students= \$4300  Title 1

<p>3.Students in need of remediation in grades 3-5 will receive small group and individual instruction during the Extended Day Program. Teachers will plan instruction to meet individual student needs. Administrators will provide staff development in the use of effective classroom instruction.</p>	<p>October 2008-April 2009 Tuesdays and Wednesdays weekly from 3:10-5:10 p.m.</p>	<p>Doris Keller Gail Kessler Linda Rivers Carol Yates</p>	<p>Computer labs ThinkLink practice probes A+ Reading Program</p>	<p>\$9840  Title I</p>
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<i>Evaluation Strategy</i>	<i>Performance Result/Outcome</i>	<i>Technology</i>	<i>Communication</i>	<i>Parent/Community Involvement</i>
<p>1.Utilize AimsWeb fall, winter, and spring results for early identification and intervention for students having difficulty with reading Data will be kept and student progress will be monitored</p>	<p>AIMSWeb impact Summary of instructional program. Student TCAP scores will increase to proficient or advanced</p>	<p>Technology will be used to devise lessons that enhance activities used for students. Network sites used include Phonics Express, Starfall, Internet4classrooms, United Streaming, LeapPads,Quia</p>	<p>AIMSWeb improvement reports are made available to parents. Progress reports and reports cards are distributed periodically to parents. Monthly newsletters to all stakeholders. Interpreters are available. Individual student conferences are held as needed.</p>	<p>Parents and community volunteers read to students on Read Across America Day. Pizza Hut offers incentives for reading through the Book-It program. Farmers and Merchants Bank contributes money to 5<sup>th</sup> graders for AR points. Foster grandparents work with students in K-1. Central High students mentor at-risk students in K-5. Community volunteers help during Book Fair.</p>
<p>2.Thinklink assessments TCAP scores Classroom performance and assessment</p>	<p>Performance results will be used to determine student proficiency and to plan differentiated instruction. Students will score proficient or advanced on ThinkLink assessment.</p>	<p>Technology will be used to differentiate lessons. Classroom computers will be used for ThinkLink practice probes. Technical assistance is provided to teachers.</p>	<p>Teachers will work collaboratively in the development of lesson plans. ThinkLink assessment results are made available to parents. Parents requesting an interpreter will have one provided. Newsletters to all stakeholders.</p>	<p>Foster Grandparent Reading program in grades K-1. Community volunteer readers (Read Across America) Domino's Pizza fund-raising night for PIE to purchase incentives for students.</p>
<p>3.A+ pre and post tests Thinklink practice probes TCAP scores Class participation Records of students attending tutoring and their progress. Collect and analyze data.</p>	<p>The students will increase reading comprehension as determined by A+ Reading assessment. TCAP reading scores will improve.</p>	<p>Computer lab-for Thinklink practice probes and A+ reading computer program.</p>	<p>A+ and ThinkLink results are available for parents. Parents are notified of tutoring opportunities for students in grades 3-5. Upon request, parents will be provided with an interpreter and written materials in their native language.</p>	<p>Community resource people will be utilized as guest tutors.  Community volunteers will provide incentives for students showing gains in post-test scores.</p>

## Goal 2-Action Plan

<b>Goal</b>	At least 89% of all students in all subgroups will score proficient or advanced in reading/language arts/writing on TCAP in May 2009.
<b>Which Need(s) does this Goal address?</b>	This goal addresses our need to increase the percent of students scoring proficient or advanced in reading/language arts/writing and increase our TCAP writing score, as well as our need to make adequate yearly progress.
<b>How is this Goal linked to the system's Five-Year plan?</b>	This goal is linked to Hardeman County's Five-Year Plan for instructional design to provide instructional strategies and learning activities that are aligned with the standards and performance expectations for student learning.

<i>Goal 2:Action Steps</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Required Resources</i>	<i>Projected Costs/Funding Sources</i>
1.Students will increase writing scores through ongoing instruction and practice. Students will write to responsive and creative prompts provided by the new reading series , teachers, and administrators. Teachers will provide instruction and practice in responsive and creative writing. Instruction will include elaboration, organization, word choice, vocabulary, and writing mechanics. Administrators will provide professional development in writing skills.	Weekly August 2008-May 2009  February 2009-Annual Writing Assessment	All classroom and special education teachers in grades K-5  Bobby Doyle Doris Keller Shantrell Pirtle	Weekly writing prompts  Teacher manuals	65 cases of paper x \$30=\$1950  School General Fund
2. Students will participate in mock writing assessments that will be used to correct deficiencies in their writing. Teachers will participate in professional development designed to improve their instructional skills in writing. Administrators will schedule routine mock writing assessments.	August 2008-May 2009 weekly (grades 2-5)  January 2009-May 2009 (grades K-1)	All classroom and special education teachers in grades K-5  Bobby Doyle Doris Keller Shantrell Pirtle	Mock writing prompts	No additional costs

<i>Evaluation Strategy</i>	<i>Performance Result/Outcome</i>	<i>Technology</i>	<i>Communication</i>	<i>Parent/Community Involvement</i>
<p>1. Teachers will use state scoring rubric to assess student's writing</p> <p>Classroom observations</p> <p>Scoring charts</p>	<p>Students will score an average of 4.2 on the TCAP Writing Assessment</p>	<p>Harcourt schools.com</p> <p>ThinkLink</p> <p>practice probes</p> <p>A+ Reading Program</p> <p>Zaner-bloser.com</p>	<p>Progress reports</p> <p>Student planners</p> <p>Monthly calendar</p> <p>Class newsletters</p> <p>TCAP scores posted on Hardeman County school website</p> <p>Interpreters, as needed</p> <p>Parent-Teacher conferences</p>	<p>Surveys</p> <p>Parent-Teacher conferences</p>
<p>2. Teachers will use state scoring rubric to assess student's writing</p> <p>Classroom observations</p>	<p>Writing skills will improve each quarter</p>	<p>Harcourt schools.com</p> <p>ThinkLink</p> <p>practice probes</p> <p>A+ Reading Program</p> <p>Zaner-bloser.com</p>	<p>Progress reports</p> <p>Interpreters, as needed</p> <p>Parent-Teacher conferences</p>	<p>Parents and community members will read mock writing assessments and offer feedback on strengths and weaknesses.</p>

### Goal 3-Action Plan

<b>Goal</b>	At least 86% of all students in all subgroups will score proficient or advanced on the math TCAP test in May 2009.
<b>Which Need(s) does this Goal address?</b>	This goal addresses our need to increase the percentage of students scoring proficient or advanced in math and our need to make adequate yearly progress.
<b>How is this Goal linked to the system's Five-Year plan?</b>	This goal links to Hardeman County's Five Year Plan to improve reading, math, and writing in grades K-12. It is aligned with state standards and also provided teachers with different instructional strategies.

<i>Goal 3:Action Steps</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Required Resources</i>	<i>Projected Costs/Funding Sources</i>
<p>1. Students in grades 1-5 will utilize the computer lab for A+ Math instruction and reinforcement of math skills. Teachers will provide differentiated instruction to meet the needs of all students. Administrators will provide ongoing training in research-based strategies.</p>	<p>August 2008- May 2009</p> <p>Weekly for 30 minutes</p>	<p>Donna Mayfield</p> <p>All classroom and special education teachers in grades 1-5</p> <p>Bobby Doyle Doris Keller Shantrell Pirtle</p>	<p>A+ Math software</p> <p>Computer lab</p>	<p>No additional costs</p>
<p>2. Students in grades 3-5 will be given focused, individualized instruction based on ThinkLink data analysis. Teachers will identify students' strengths and weaknesses and will plan classroom instruction to meet these individuals' needs. Administrators will monitor teachers' progress by interpreting data from ThinkLink Comparison Summary Reports.</p>	<p>September 2008</p> <p>December 2008</p> <p>February 2009</p>	<p>All classroom and special education teachers in grades 3-5</p> <p>Bobby Doyle Doris Keller Shantrell Pirtle</p>	<p>ThinkLink Assessment booklets</p> <p>Access to ThinkLink Assessment reports on the Internet</p>	<p>ThinkLink Assessments@\$10 x 430 students=\$4300</p>

<p>3. Students in need of remediation in math in grades 3-5 will receive small group and individual instruction during the Extended Day Program. Teachers will provide data-driven instruction. Administrators will oversee instructional plans to ensure research-based strategies are being implemented.</p>	<p>October 2008- April 2009 Tuesdays and Wednesdays 3:10-5:10</p>	<p>Kim Sain C.C. Wilson Elizabeth Stevens Irene Herron Shantrell Pirtle Debra Griffin</p>	<p>Computer lab A+ Math software ThinkLink assessments Internet access to ThinkLink website</p>	<p>\$14760  Title 1 Funds</p>
<p>4. Each special needs student in grades 3-5 will utilize the Math Test-Taking Strategies Activity Center. Teachers will guide students through problem-solving skills and test-taking strategies. Administrators will provide training to regular classroom teachers on this program to further its implementation.</p>	<p>August 2008-May 2009</p>	<p>Robin Majors Lori Arnold Shawanda Cheairs</p>	<p>Math Test-Taking Strategies Activity Center</p>	<p>3 kits x \$29.95=\$89.85  Special Education funds</p>
<p>5. Ladders to Success Workbooks will be used by every special needs student in grades 3-5. Teachers will guide students through the fundamental skills needed to succeed on TCAP tests. Administrators will provide training to regular classroom teachers on this program to further its implementation.</p>	<p>August 2008-May 2009</p>	<p>Robin Majors Lori Arnold Shawanda Cheairs</p>	<p>Ladders to Success workbooks</p>	<p>21 workbooks x \$8.99=\$188.79  Special Education funds</p>
<p>6. Students in grades K-5 will use Mountain Math Bulletin Boards to review higher order thinking skill math concepts. Teachers will evaluate answer sheets to meet individual needs and remediate so that increased mastery levels will develop. Administrators will conduct random checks of each grade to see if they are in compliance with their schedules.</p>	<p>August 2008-May 2009 Weekly for 30 minutes</p>	<p>All K-5 teachers</p>	<p>Mountain Math Bulletin Boards-1 per grade  Weekly answer sheets</p>	<p>40 cases of paper x \$30 per case=\$1200  General School funds</p>

<i>Evaluation Strategy</i>	<i>Performance Result/Outcome</i>	<i>Technology</i>	<i>Communication</i>	<i>Parent/Community Involvement</i>
<p>1. Monthly reports to assess progress</p> <p>Tutorial test with 80 % proficiency</p>	<p>Students will score 80% proficiency on A+ math skills.</p>	<p>A+ Math software</p> <p>Computer lab</p>	<p>Math activities are provided for home use.</p> <p>An interpreter and written materials in native language are provided as needed.</p>	<p>Parent and community volunteers are utilized in the A+ Math lab.</p>
<p>2. ThinkLink data collection sheets</p> <p>Minutes from common planning time meetings</p>	<p>All students will score proficient or advanced on the ThinkLink Assessment Student Report</p>	<p>Internet access to ThinkLink website</p>	<p>Parents receive notification of child's performance after each ThinkLink assessment. An interpreter and written materials in native language are provided as needed.</p>	<p>PIE provides incentives for improved math scores.</p>
<p>3. TCAP scores</p> <p>A+ test results</p> <p>Pre and post tests</p>	<p>Students will show a gain in their post-test scores.</p>	<p>A+ Math software</p> <p>Computer lab</p> <p>Internet access to ThinkLink website</p>	<p>Parents receive a checklist of skills mastered during the Extended Day program</p> <p>An interpreter and written materials in native language are provided as needed.</p>	<p>PIE provides incentives for improved math scores.</p>

4. Performance on 16 individual tests that will be recorded on progress charts.	Students will show improvement on their post-test scores after using the Activity Center.	Cassette tape players w/splitters and headphones	Parents receive reports on children's progress.	PIE provides incentives for improved math scores.
5. Performance on Show What You Learned Assessment	Skill Scorecard will show improvement level of each student.	Cassette tape players w/splitters and headphones Software that correlates with workbooks	Parents are provided with written materials instructing them on how to help with math skills.	PIE provides incentives for improved math scores.
6. Weekly answer sheets	Students will show continued gains as the year progresses.	Internet4classroom website	Teachers will meet together to schedule use of Mountain Math Bulletin Board.  Collaborative planning	Volunteers will participate in training on how to use Mountain Math.

## **Component 5-The School Improvement Plan and Process Evaluation**

### **Evidence of Collaborative Process**

Minutes are on file from grade-level and component committee meetings to demonstrate that we as a faculty and community have put forth a collaborative effort throughout the entire planning process. TSIP presentations were made to the leadership team and to the faculty for further review.

The process of evaluation of the S.I.P. includes:

- P.I.E. meetings
- Report Cards
- ThinkLink evaluations
- Monthly A+ Math and Reading Lab Reports
- TCAP scores
- System Report Card in newspaper
- Access to Hardeman County Board of Education Website
- School Newsletter
- Tabulation of Surveys Report
- AIMSWeb Progress Monitoring
- AIMSWeb

### **Evidence of Alignment of Data and Goals**

The evidence from the following data proves alignment between our data and goals from component four.

Stakeholder surveys will be tabulated in September to identify strengths and weaknesses.

A year-end checklist will be administered to all staff members, randomly selected parents, students, and community members.

The action steps will be monitored in December and the end of the year to insure implementation.

The Writing Assessment scores will be assessed to determine if the state level of writing has been met.

A+ Math and Reading Lab reports will be monitored in December and the end of the school year to determine if student progress has had an impact on TCAP scores.

ThinkLink P.A.S. (Predictive Assessment Series) is returned to the school for teachers to determine proficiency and mastery of objectives linked to TCAP. This procedure allows teachers to individualize instruction and evaluate teaching practices.

TCAP test results will provide information relevant to measuring the success of our goals in component four.

AIMSWeb progress monitoring allows teachers to modify and adjust individual reading instruction to students who need additional assistance.

AIMSWeb bench mark tests given in September, January, and April for grades K-3 allow teachers to track student progress in reading.

## **Evidence of Communication with All Stakeholders**

After the S.I.P. Team has completed a thorough review of the data, strategies may need to be modified or replaced. Our action plan can be altered as needed to help achieve our long term goals. All stakeholders will be notified by our school-wide newsletter, P.I.E. meetings, parent-teacher conferences, and newspaper articles of our successes and need for improvement.

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

The School Improvement Team of Bolivar Elementary School views the School Improvement Plan as an ongoing process. After spending months analyzing data and re-evaluating this plan, we as a school, feel that we have a child-centered, school-wide plan. We will need to monitor and adjust our plan over the next year as we continue to review and analyze up-dated relevant data for all of our action steps stated in component four. This evaluation process will assist teachers, auxiliary staff, parents, and other stakeholders in analyzing relevant data to help us provide appropriate, differentiated instruction which will result in all students meeting or exceeding state and national standards at each grade level.

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

The use of the following formative and summative assessments helps teachers to utilize research-based curriculum in the classroom and demonstrates alignment with our analysis of the areas of curriculum, instruction, assessment, and organization in component three.

### Formative Assessments:

- AIMSWeb assists teachers in implementing and engaging students in the H.E.A.R.T. reading model. Results will be utilized for early identification and intervention for students having difficulty with specific reading skills.
- ThinkLink assessments assist teachers in grades four and five to develop individualized lesson plans to meet each student's needs in reading and math skills.
- TCAP assessments evaluate student performance in all academic areas and data is used to identify our school's strengths and weaknesses. Analysis of scores helps teachers plan for more effective teaching practices and improved implementation of differentiated teaching strategies within the H.E.A.R.T. reading model, writing goals and objectives, and improving math skills.
- Writing Assessment scores are utilized to help teachers provide instruction or practice in addressing deficiencies in student's responsive and creative writing.
- A+ Math is used to identify student's weaknesses and to assist teachers in providing individualized instruction and reinforcement of math skills.
- A+ Reading is used to identify student weaknesses and to assist teachers in providing individualized instruction and reinforcement of reading skills.
- AIMSWeb monitors individual student progress in reading and assists teachers in providing individualized instruction.
- Teachers will meet weekly to review student performance and plan instruction to meet the needs of all students.

- STAR Reading assessments identify individual student reading levels which are used to help each student increase their reading comprehension skills by participating in the Accelerated Reader program.
- Ladders To Success Assessment Workbooks help teachers guide special needs students through the fundamental skills they need to succeed on TCAP tests.

Summative Assessments are given on an annual basis to determine student achievement and to determine if adequate yearly progress is being made. The following is a list of our summative assessments:

- TCAP
- ThinkLink for grades four and five
- Writing Assessment Scores for grade five
- Year-End monitoring of Action Steps
- Year-End check-lists
- Stakeholder surveys
- AIMSWeb
- Administrator summary report of classroom observations

### **Suggestions for the Process**

We as a faculty would like to see the School Leadership Team divide the components up into smaller groups that meet bi-monthly to better address our school's needs and improve communication to stakeholders. Teachers will continue professional development with using standards to guide classroom curriculum. Staff will use assessment outcomes to inform stakeholders about the effectiveness of curricular and instructional decisions. We will continue to maintain high expectations for all students and implement standards that are developmentally appropriate.

### **Evidence of Implementation**

Our plan will begin implementation of the action steps found in component four as follows:

- AIMSWeb August 2008-May 2009 (fall, winter and spring)
- Daily Research-Based Uninterrupted Reading Sessions Daily from 8:30-10:00 (grades K-5)
- ThinkLink Reading Assessment October 2008-April 2009 (administered three times a year)
- Extended Day Program October 2008-April 2009 (Tuesday and Wednesday afternoons)
- Writing Assessments August 2008-May 2009 (weekly for grades 2-5)
  - January 2009-May 2009 (K-1)
  - February 2009 -Annual Writing Assessment
- ThinkLink Math Assessment September 2008 December 2008 February 2009
- A+ Math Weekly for 30 minutes August 2008-May 2009
- Math Test-Taking Strategies Activity Center August 2008-May 2009
- Ladders to Success August 2008-May 2009
- Mountain Math Bulletin Boards Weekly for 30 minutes August 2008-May 2009

### **Plan For Use of Data**

The results from the assessment instruments will be analyzed to determine whether or not we have successfully mastered our goals as stated in component four. If changes need to occur, new child-centered activities will be made and new action steps will be written to assist in improving students' achievement scores.

Teachers will use the state scoring rubric to assess students' writing. Classroom observations, scoring charts, and TCAP are used to obtain relevant data to analyze the program's effectiveness in raising test scores.

AIMSWeb and AIMSWeb Progress Monitoring will help teachers measure individual student growth in reading skills and provide individualized instruction that will help raise test scores.

Scheduled component meetings will be held at the specified times throughout the year to review the school improvement plan. Each component chairperson will give a debriefing of his/her new relevant data to the leadership team.

Teachers will use ThinkLink data collection sheets from grades 4 and 5 administered three times a year as well as minutes from faculty and grade level meetings to assess student achievement in reading and math.

Teachers will use ongoing observation and evaluation of student work and TCAP practice tests to analyze and evaluate the success of our standardized school-wide uninterrupted reading program.

Teachers will produce and assess monthly progress reports to analyze and evaluate student achievement utilizing the A+ Math computer program.

Teachers will use log sheets and input from administrators to analyze and evaluate student success utilizing child-centered Mountain Math Bulletin Board concepts.

### **Evidence of Monitoring Dates:**

Scheduled component meetings will be held at the specified times throughout the year to review the school improvement plan. Each component chairperson will give a debriefing of his/her new relevant data to the leadership team.

Component 1 (Doris Keller and Teresa Kirk) will meet in September 2008

Component 2 (Jennifer Lowe) will meet in September of 2008

Component 3 (Deana Sain) will meet in August 2008

Component 4 (Irene Herron) will meet in October 2008 and March 2009

Component 5 (Pamela Foote) will meet in December 2008 and May 2009

### **Process For Monitoring and Adjusting Plan**

The procedures used to analyze the data to insure an effective differentiated child-centered plan are:

- Stakeholder surveys will be tabulated in September to identify strengths and weaknesses.
- A year-end checklist will be administered to all staff members, randomly selected parents, students, and community members
- The Action Steps will be monitored in October and at the end of the year to insure implementation.
- The Writing Assessment scores will be assessed to determine if the national level of writing has been met.
- A+ Math and Reading Lab reports will be monitored in October and the end of the school year to insure student progress has had an impact on TCAP scores.
- AimsWeb Progress Monitoring and AimsWeb Benchmark Tests will help teachers track student progress and to provide customized individualized instruction for grades K-3 in reading.
- ThinkLink P.A.S. (Predictive Assessment Series) is returned to the school for teachers to determine proficiency and mastery of objectives linked with the TCAP for grades 4 and 5. This procedure allows teachers to customize individualized instruction and evaluation.
- TCAP test results will provide information relevant to measuring the success of our goals in component four.

### **Evidence of a Plan for Communicating to All Stakeholders**

After the S.I.P. Team has completed a thorough review of the data as stated, strategies may need to be modified or replaced. Our action plan can be altered as needed to help achieve our short and long term goals. All stakeholders will be notified by our school-wide newsletter, P.I.E. meetings, parent-teacher conferences and newspaper articles of our successes and need for improvement. Scheduled component meetings involving stakeholders will be held at specified times throughout the year to review and revise our school plan.