

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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

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

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Sheila Stone	Y	Principal	Component 5
Mary Coleman	Y	Assistant Principal	Component 5
Melissa Logan	Y	Guidance Counselor	Component 1a
Jackie Clark	Y	2 nd Grade Teacher	Component 1b
Shanna Ferguson	Y	PTO President and Parent	Component 2
Richard Lynn	Y	6 th -8 th Science Teacher	Component 3
George Leake	Y	6 th – 8 th English Teacher	Component 4
Ann Thompson	N	Balanced Literacy Coordinator	Component 2
Lisa Hutcheson	N	Parent	Component 1
Stephanie Jones	N	Parent	Component 4
Joyce Truette	N	Parent/ City Clerk	Component 5
Bob Reavis	N	Volunteer Fireman/business man	Component 3

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

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

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

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

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

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1a School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Melissa Logan	Guidance Counselor	YES
Debby Batchelor	6 th Grade Teacher	NO
Renee Ferguson	Secretary	NO
Jenifer Wilder	4th Grade Teacher	NO
Jennifer Quinton	4 th Grade Teacher	NO
Shanna Ferguson	Parent/PTO President	NO
Corey Moffitt	Educational Assistant	NO
Mary Coleman	Assistant Principal	NO
Suzie Willett	Custodian	NO
Kristin Chandler	Kindergarten Teacher	NO
Debbie Bowlin	Retired School Teacher	NO

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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 for COMPONENT 1B Academic and Non-Acaemic Data

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Jackie Clark	2nd Grade Teacher	YES
Teresa Sadler	Reading Recovery Teacher	NO
Jolinda Gurien	Kindergarten Teacher	NO
Melissa Jones	Pre-Kindergarten Teacher	NO
Leanne Parnell	PreK-8 th Title Teacher	NO
Barbara Sellers	Librarian	NO
Pat Hall	3 rd Grade Teacher	NO
Jamie Huss	6 th -7 th -8 th Grade Math	NO
David Pirtle	PreK-8 th Grade Physical Education	NO
Lisa Hutcherson	Parent	NO

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

YES

NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Shanna Ferguson	Parent and PTO President	YES
Jolinda Gurien	Kindergarten Teacher	NO
Kathy Lynch	1 st Grade Teacher	NO
Ali Perkins	2 nd Grade Teacher	NO
Teresa Sadler	3 rd Grade Teacher	NO
Jenifer Wilder	4 th Grade Teacher	NO
Pat Hall	3 rd Grade Teacher	NO
Ped Foster	Music and Band Instructor	NO
Peggy Short	6 th – 8 th Grade Reading Teacher	NO
Barbara Sellers	Librarian	NO
Karen Goodrum	Special Ed. Pre Kindergarten	NO
Sunny Crosser	Parent	NO
Greg Ferguson	Businessman and School Board	NO
Ann Thompson	Balanced Literacy Coordinator	NO

(tab in last cell to create a new row as needed)

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Richard Lynn	6 th – 8 th Science Teacher	YES
Tena Thompson	5 th Grade Teacher	NO
Lanna Bell	Special Education Teacher	NO
Pat Conner	5 th Grade Teacher	NO
Peggy Short	6 th – 8 th Grade Reading Teacher	NO
Mike Beadles	7 th and 8 th Social Studies	NO
Danny Bomar	Special Education Teacher	NO
Linda Darnall	2 nd Grade Teacher	NO
Ped Foster	Music and Band Instructor	NO
Bob Reavis	Volunteer Fireman/businessman	NO
Betty Blakley	School bus driver	NO

(tab in last cell to create a new row as needed)

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

YES

NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
George Leake	7 th and 8 th Language Arts	YES
Ali Perkins	2 nd Grade Teacher	NO
Sheila Stone	Principal	NO
Kathy Lynch	1 st Grade Teacher	NO
Vicki Douglas	1 st Grade Teacher	NO
Cande Taylor	Kindergarten Teacher	NO
Rosemary Coleman	Teacher Mentor	NO
Vikki Stevenson	Supervisor of Instruction	NO
Nicky Sadler	Grandparent	NO
Stephanie Jones	Parent	NO
Tiffany Sanders	UTM Communications Major	NO

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Sheila Stone	Principal	YES
Melissa Logan	Guidance	NO
Debby Batchelor	6 th Grade Teacher/Technology	NO
Teresa Sadler	Reading Recovery Teacher	NO
Richard Lynn	6 th – 8 th Grade Science Teacher	NO
Jackie Clark	2 nd Grade Teacher	NO
George Leake	6 th – 8 th Grade Lang. Arts Teacher	NO
Mary Coleman	Assistant Principal	NO
Joyce Truette	Clerk-Hornbeak City Hall/Parent	NO
Debbie Bowlin	Retired School Teacher	NO
Kelsey Dial	Student	NO
Buffy Laws	Parent	NO
Catherine Clancy	Student	NO

(tab in last cell to create a new row as needed)

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

YES

NO

Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Parent Survey – 11.27.07	<p>In October, 2007, our school sent out a parent survey to every student. The results from the survey are as follows:</p> <p><u>Marital Status /Education</u> Eighty-one percent of the students come from two parent homes that include birth parent and/or stepparent, 12% have parents that are divorced, and 7% live in single parent homes. Eight percent of male parents/guardians reported having an elementary school education, 25% with some high school, 20% with a high school diploma, 11% with their GED, 30% with some college, 5% with a four year degree, and 1% with a Master’s degree. Six percent of female parents/guardians reported having an elementary school education, 19% with some high school, 13% with a high school diploma, 15% with their GED, 30% with some college, 14% with a four-year degree, and 3% with a Master’s degree.</p> <p><u>Socio-Economic Factors</u> At least 75% of our students live in households with at least one parent working. Results revealed that 8% of the males in the home are unemployed, and 5% are disabled. Additionally, results from the survey showed that 32% of the females in the home are unemployed, and 6% are disabled. Fourteen percent of our students live in homes where the income level is less than \$10,000. Thirty percent of our students live in households where the income level is from \$10,001 to \$30,000, and 27% reported income level of \$30,000 to \$50,000. Twenty-nine percent of our students live in households where the income level is above \$50,000.</p>

Data Source	Relevant Findings																																	
Parent Teacher Conferences	<p>Black Oak has two Parent-Teacher Conferences each year. The percent of students being represented by at least one parent for the October conference and the February conference is as follows:</p> <table border="1" data-bbox="581 338 1117 709"> <thead> <tr> <th>Grade</th> <th>October</th> <th>February</th> </tr> </thead> <tbody> <tr> <td>Pre-Kindergarten</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Kindergarten</td> <td>71%</td> <td>42%</td> </tr> <tr> <td>First Grade</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>Second Grade</td> <td>70%</td> <td>74%</td> </tr> <tr> <td>Third Grade</td> <td>64%</td> <td>39%</td> </tr> <tr> <td>Fourth Grade</td> <td>56%</td> <td>53%</td> </tr> <tr> <td>Fifth Grade</td> <td>58%</td> <td>34%</td> </tr> <tr> <td>Sixth Grade</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Seventh Grade</td> <td>36%</td> <td>15%</td> </tr> <tr> <td>Eighth Grade</td> <td>43%</td> <td>20%</td> </tr> </tbody> </table>	Grade	October	February	Pre-Kindergarten	63%	63%	Kindergarten	71%	42%	First Grade	53%	56%	Second Grade	70%	74%	Third Grade	64%	39%	Fourth Grade	56%	53%	Fifth Grade	58%	34%	Sixth Grade	50%	42%	Seventh Grade	36%	15%	Eighth Grade	43%	20%
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Principal and Board of Education	<p>Mrs. Sheila Stone is in her first year as the principal of Black Oak. Before this position, she served as assistant principal at Black Oak Elementary School for five years and at Three Oaks Middle School for two years. Prior to her administrative positions, she taught first grade, and sixth grade special education.</p> <p>The Obion County School Board is composed of seven members who each represent one of the seven voting districts of the county. School members serve a four-year term with elections taking place every two years. Three members are elected in one election cycle and four members are elected in the next cycle. The current board has combined experience of 40 years. The regular school board meeting is held the first Monday in each month with the location of the meetings rotating between the various schools and the board office.</p> <p>The mission of the Obion County School System is to provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.</p> <p>The goals of the Obion County Board of Education are:</p> <ol style="list-style-type: none"> (1) To vigorously seek ways for all students to reach their full potential. (2) To provide highly qualified personnel who are passionate about their work. (3) To provide and maintain a safe environment appropriately equipped for maximum learning. (4) To advocate active parental, business, and community involvement in the Obion County School System. (5) To promote the development of responsible citizens. 																																	

Data Source	Relevant Findings
<p>School Characteristics Black Oak Elementary Historical Background</p>	<p>Black Oak Elementary School opened for occupancy in November 1985 as the result of consolidation in the Obion County School System. It is one of five elementary schools in the Obion County School System. Students who attend Black Oak reside in Hornbeak, Samburg, Cloverdale, Elbridge, and surrounding areas. Bus service is provided to all students who live in these areas. Accredited by the Southern Association of Colleges and Schools, Black Oak Elementary is dedicated to develop and maintain a quality program with services that reflect a commitment to student success.</p> <p>Mrs. Sheila Stone is in her first year as the principal of Black Oak. Previous to this position, she served as assistant principal at Black Oak Elementary School for five years and taught first grade prior to that. In addition to this change, Mary Coleman became the assistant principal. She has 30 years of experience in teaching. Fifteen faculty members have been at Black Oak for over 10 years. The mix of teachers with ten to twenty years experience and those with less than ten years helps provide continuity for the school. Black Oak has a very strong sense of community and cooperation. New teachers and administrators are welcomed into the community by both the school and the community.</p>
<p>School Characteristics Facilities</p>	<p>Our beautifully maintained campus provides a safe, clean environment in which our students are able to learn. When surveyed concerning whether the facilities at our school support the learning needs of our students, 70% of the students, 86% of the parents, 100% of the community, and 90% of the teachers felt Black Oak's facilities did support the students' learning needs.</p> <p>In August 2001, four new classrooms were completed raising the classroom total for K-8 homerooms to twenty-one. Black Oak also has two Special Education classrooms, Band/Music room, Science Lab, Guidance, Preschool, Speech, Library, Computer Lab, Gymnasium, and a Title I Computer Lab. A Pre-Kindergarten class was added in the 2005 -2006 school year with a maximum of 20 at-risk students.</p>
<p>School Characteristics Environmental and Safety Condition</p>	<p>Our grounds are checked regularly for problems that are corrected immediately. Our building is wheelchair accessible. The four new classrooms are also completely wheelchair accessible (including bathrooms). Our students are dismissed to buses in the front of the building, and car riders at the rear of the building. Students do not cross traffic at any time without an adult.</p>

Data Source	Relevant Findings
	<p>We are an asbestos-free building. Regular visits by the Health Inspector and Fire Marshall help spot potential problems, which are corrected. Telephones and cameras have been installed on buses to address safety issues. Black Oak has practice drills for fires, tornadoes, and earthquakes throughout the year. Various bells identify each drill. An intruder policy is in place with a secret code announcement over the intercom. An all-clear signal is given with a second secret code announcement. All faculty and staff wear orange vests during fire, tornado, or crises drills. Black Oak has two-way radios for ease of communication during power outages or during scheduled drills. The principal, assistant principal, most teachers, and secretary have cell phones for emergency communication.</p> <p>Cameras are located at the locker area, back lobby, and the front and back entrances. All outside doors are locked from 7:45 a.m. until 2:45 a.m. Visitors must buzz the office to speak to office staff and are only admitted through the front entrance. Visitors must fill out a log sheet which states their names and the area they will be visiting. All visitors must display a visitor's pass while inside the school. All teachers monitor hall activity. When students, parents, community members and teachers were surveyed, 65% of students, 79% of parents, 100% of community members, and 100% of teachers felt that Black Oak has a safe and orderly environment for learning.</p>
Student Characteristics	<p><u>Ethnicity</u> Black Oak has 362 students. Two hundred and one students are male, and 161 are female. Of these students, 358 are white, 1 is black, 2 Hispanic, and 1 is considered Pacific Islander.</p> <p><u>Free and Reduced Lunches</u> Forty-three percent of our students qualify for free lunches, and 16% of our students qualify for reduced lunches.</p> <p><u>Grade Distribution</u> Following is the number of classrooms per grade:</p> <p>Pre-K- 1 Kindergarten- 3 First grade- 2 Second grade- 3 Third grade- 2 Fourth grade- 2 Fifth grade- 2 Sixth grade- 2 Seventh grade- 2 Eighth grade- 2</p>

Data Source	Relevant Findings
	<p>Following is the number of students in each grade: Pre-K- 15 Kindergarten- 44 First Grade- 34 Second Grade- 45 Third Grade- 35 Fourth Grade- 35 Fifth Grade- 37 Sixth Grade- 34 Seventh Grade- 47 Eighth Grade- 35</p> <p>There are six educational assistants distributed as follows: two general assistants, two Special Education assistants, one Title One, and one Pre-K assistant.</p> <p>Black Oak has a full-time nurse who supervises school health issues. Other than the typical childhood ailments, the health needs of the students are minimal. The nurse sees two students daily and six other students for Nebulizer treatments. Ten children have Epi Pens on hand for their needs. Additionally, ten children use inhalers, and thirty-six students have been diagnosed with asthma. The nurse also sees to the daily medications for five students with ADD/ADHD. Two students with VSD (heart murmur) are monitored daily. The school nurse audits prescriptions and dispensing records on a regular basis.</p>
School Characteristics Operating Budget	The general budget for Black Oak is \$41,215.01. The per-pupil expenditure is below the state and national rates.
Student Characteristics Discipline Report	<p>Using the Star Student Discipline Detail, the number of students with infractions by grade and gender is as follows: Kindergarten—0 First Grade—1 (boy) Second Grade—0 Third Grade—0 Fourth Grade—0 Fifth Grade—3 (boys) Sixth Grade—3 (boys) Seventh Grade—12 boys and 1 girl Eighth Grade—4 (girls)</p> <p>Of these infractions, 28 were due to attitude and behavior in class. Six infractions were due to no homework, and seven were due to disobeying classroom rules. Four incidences of bus conduct were noted with one suspended from the bus.</p> <p>Consequences of these infractions were as follows: 21 after-</p>

Data Source	Relevant Findings
	school detentions, 15 In School Suspensions, one in Alternative School, and two were sent home.
Parent Characteristics Parental Support	<p>Black Oak has a small but active Parent-Teacher Organization which assists in special programs or activities for the school, as well as raises money for the purchase of school equipment. Major PTO projects for this school year include:</p> <ul style="list-style-type: none"> • Boo School on Tuesday, October 30, 5-7 pm. \$3 admission covers trick-or-treating in each classroom, unlimited jumping by Magical Minks, and concessions with BBQ by Pig Out BBQ. • Published our “20 Years of Making Memories” cookbook this year. The hardcover cookbook contains 400 recipes from present & past teachers, parents, and other community members. • Constructing a shade/play pavilion on the playground. This will allow for a shaded area for students to play during recess and classrooms to enjoy an outdoor teaching area. • Miss Black Oak for students and the Miss Springtime pageants for non-students in May. • Field Day. At school’s end, PTO hosts a fun filled day for students featuring games, jumping houses, watermelon, and other outdoor activities to celebrate the great spring weather and school’s end for the year. • We are especially proud of the yearly non-profit Christmas store which provides an opportunity for children to purchase family gifts from donated items. Our students love the opportunity to shop for their members, and sometimes even their pets. <p>There have been numerous past projects of the PTO. They have made various donations throughout the year including donations to Maggie’s Project at LeBonheur Hospital in memory of Maggie Gurien, daughter of kindergarten teacher Jolinda Gurien; Team Taylor’s Walk of Hope in honor of Derek Taylor, student and son of kindergarten teacher, Cande Taylor; Shriner’s Hospital for Santa Claus paying us a visit at Christmas.</p>

Data Source	Relevant Findings
	<p>PTO also currently assists with and has helped in the past: Kindergarten graduation expenses. 8th grade graduation and party expenses. Purchase breakfast for all students during TCAP week Provide ribbons for Red Ribbon Week to promote drug free lifestyles. Purchased girls' softball uniforms. Supply prize money for miscellaneous contests throughout the year.</p> <p>PTO currently has plans of constructing an Outdoor Courtyard Theatre and learning area as well as painting the playground equipment.</p> <p>This year, we asked the teachers to send notices of concern to parents of students whose average in any course was below a "C". There were 66 notices of concern sent to parents of students who were struggling in the classroom. Eighty percent of those parents who contacted attended parent teacher conferences or were contacted by phone. A total of 242 students or 67% of the students had one or more parents attending parent teacher conference on October 24, 2007. For our spring parent teacher conference, 45% of our students had one or more parents attending.</p> <p>Black Oak has developed a Parent Advisory Council this year. Ms. Stone along with the faculty and staff has invited and encouraged parents, both as individuals and groups, to become active stakeholders in the education of their children. A plan has been developed for parent involvement that is designed to improve both the parents' and students' academic experiences. The plan's design includes parent and teacher cooperation in such areas as homework, attendance and discipline, and procedures for parents to learn more about the course of study for their children as well as access to learning materials.</p>
Years of Experience of Faculty and Administration	<p>Our faculty and administration of 31 has a combined number of 480 years of experience that is broken down into 40% (12) with 1-10 years, 33% (10) with 11-20 years, 17% (5) with 21-30 years, and 10% (3) with 30 and above years. All of the teachers at Black Oak are teaching within their certification, and only one is not highly qualified since she is a first year teacher. Black Oak has 28 full-time teachers, two full-time administrators, one part-time speech teacher, and five female educational assistants.</p>

Data Source	Relevant Findings
	<p>Our faculty and administration consist of 24 females and six males. One-hundred percent of the faculty and staff are Caucasian.</p>
<p>School Characteristics Length of School Day and Year</p>	<p>The length of our school year is 180 days. The school calendar runs from August 8, 2007 to May 28, 2008. Our students' school day begins at 7:40 a.m. and ends at 2:50 p.m. Our teachers' day begins at 7:15 a.m. and ends at 3:05 p.m.</p>
<p>School Characteristics Unique Programs</p>	<p>Black Oak is in the process of implementing a balanced literacy program in our primary grades beginning with kindergarten and first grades during the 2007-2008 school year because we believe basic reading and writing is within the reach of every child. Balanced literacy regularly provides several kinds of reading and writing activities to scaffold readers at all achievement and ability levels within the same classroom. The components of this balanced literacy program are: reading aloud or shared reading, guided reading, independent reading, shared interactive writing, guided writing, and independent writing. This model of teaching literacy moves the instruction away from the traditional deficit model (based on what the child does not know) and moves it to assessing the knowledge, skills, and strategies that a child brings to us and using them to create learning opportunities utilizing the child's strengths as a means to acquire new literacy knowledge. Because the teacher's role is a critical factor in ensuring the success and continuous progress of all readers, teachers are being trained throughout the implementation year while being supported by essential instructional materials and the assistance of Ann Thompson, the literacy coach. Teachers are also supporting each other through this process by planning collaboratively several times weekly and are given the opportunity to observe model classrooms in other schools.</p> <p>The Black Oak guidance and counseling program is a developmental and preventative program. The guidance program serves all students at Black Oak. The licensed guidance counselor provides weekly developmental classroom guidance lessons to all classes, Pre-K through 8th grade. The counselor also provides individual counseling and small group counseling. Students, parents, and teachers and or/administration can request that a student visit with the guidance counselor either in a group or individual counseling. Parental consent is required for group counseling.</p>

Data Source	Relevant Findings
	<p>The guidance counselor oversees Career Fair, which all 8th graders attend to interview different workers representing various careers. Kindergarteners through fourth graders participate in “Careers on Wheels” which is held in the spring on designated years. The students get to visit various stations occupied by a vehicle and the workers to represent that particular career. The workers explain what they do and how to use their vehicle in their job.</p> <p>Red Ribbon Week is celebrated every fall to increase awareness of the negative effects of tobacco, alcohol, and other drugs. Living a healthy drug-free life is emphasized. Classes participated in a door decoration contest of a drug-free theme. Students signed a pledge card to be drug-free. Daily prizes were awarded to various students by randomly drawing their pledge cards. This celebration is one activity the guidance counselor oversees with staff support. During this week, the students also participated in a food drive collecting canned food for Reelfoot Rural Ministries, which will be distributed during the holiday seasons.</p> <p>Students at Black Oak also participated in a school-wide project to promote citizenship and caring. In November 2005, Black Oak competed in the First Annual Ronald McDonald pull-tab contest against 44 schools to collect pull-tabs from aluminum cans. Black Oak won 1st place, collecting approximately 7066.8 ounces of tabs to raise money for the Ronald McDonald House. Black Oak placed third in the same contest in 2006 and placed second in the contest in 2007.</p> <p>The guidance counselor implemented the Student of the Month program to reward good citizenship. Students who receive this honor attend a Student of the Month party and receive a Student of the Month Certificate and coupon for a free meal at Snappy Tomato Restaurant. The students’ pictures are placed in the local newspaper and on a designated Student of the Month bulletin board in the front lobby of the school.</p> <p>DARE classes are held each year for Black Oak Fifth Graders. This program endeavors to educate students about different drug addictions. DARE teaches children to learn how to say, “NO” to drugs with different role playing scenarios. Additionally, this program teaches self-esteem and self-respect.</p>

Data Source	Relevant Findings
	<p>The county agriculture department office offers 4-H classes that are held each month through the Obion County Extension Agency for grades 3-8.</p> <p>Project BASIC (Better Attitudes and Skills in Children) classes are held bi-weekly in grades K-3. Individual counseling is also available with referral and parental consent. Project BASIC is an affiliate of Pathways, Inc.</p> <p>Our Parent-Teacher Organization purchased window decals to present to honor roll students to display their achievements. Our PTO also donated \$3,500 to be used to purchase additional books for Accelerated Reading.</p> <p>Black Oak participates in the Book It Program sponsored by Pizza Hut. This program recognizes students who reach reading goals each month. Campbell's Labels for Education and Box Tops for Education are used to purchase books for the Accelerated Reading program that is used in all classrooms.</p> <p>Two book fairs are held each year with the proceeds used to purchase additional Accelerated Reading materials.</p> <p>In an effort to improve reading skills and parental involvement, Black Oak began a new program in November 2002, called Family Reading Night. Parents are encouraged to bring their children to Black Oak's library every Tuesday night from 4:00 p.m. to 6:00 p.m. Students are able to earn Accelerated Reading Points, as well as share their books and reading ability with their parents.</p> <p>Black Oak participates in the County Spelling Bee. George Leake, the Junior High Language Arts teacher, is the coach for our school. He conducts spelling bees during the year and then selects a team to represent Black Oak. The top speller this year to attend the County Spelling Bee is Jacob Daniels.</p> <p>This year our students donated 750 pounds of food to Reelfoot Rural Ministries. This organization collects food items, clothing and household goods for needy families in the neighboring area. Melissa Logan, the guidance teacher, is the sponsor for this project.</p> <p>Black Oak Junior Beta Club is a leadership-service organization composed of students in grades seven and eight. Members must</p>

Data Source	Relevant Findings
	<p data-bbox="581 239 1417 422">maintain an overall grade average of 85 or above in all classes each grading period; they must also show worthy character, creditable achievement, and commendable attitude. Richard Lynn, junior high science teacher, serves as sponsor, while Ms. Peggy Short, junior high literature teacher, serves as co-sponsor.</p> <p data-bbox="581 457 1417 785">Academic Bowl is a county competition among all junior highs; teams answer a variety of questions in all academic areas. To qualify for Black Oak's team, students in grade eight are given a qualifying test divided into five areas: math, literature, history, science, and general information. Twelve students are chosen based on high overall scores as well as performance scores in each academic area; the team is narrowed to eight students after several months of intense practice. Science teacher Richard Lynn serves as coach for the team.</p> <p data-bbox="581 821 1417 968">Every May a reception is held for all eighth grade students. Awards are given to the Top Ten academic achievers. The Hornbeak Chapter of Woodmen of the World gives a History Award to the student with the highest average in social studies.</p> <p data-bbox="581 1003 1417 1186">Our county offers scouting for both boys and girls in Boy Scouts and Girl Scouts. These groups are parent lead and family oriented. Scouting is designed to help the children achieve the core objectives of strengthening character, personal fitness, and good citizenship.</p> <p data-bbox="581 1222 1417 1369">The Obion County Public Library provides a summer reading program for pre-kindergarten through sixth grade. Children are invited to attend fun programs and skits one morning each week. They also receive prizes for reading books during the summer.</p> <p data-bbox="581 1404 1417 1551">Students are also able to participate in a variety of events offered by the Obion County Fair. These events include raising livestock to show and sell, entering baking, sewing, and art contests, and showing off their talents in musical shows.</p> <p data-bbox="581 1587 1417 1734">The Masquerade Theater is a local group that produces plays several times a year. Area students are invited to try out for various parts. Ashley Harris, a student at Black Oak, has performed in a play for this theater.</p> <p data-bbox="581 1770 1417 1881">Obion County has sports programs in baseball, softball, basketball, soccer, and football. These games and events also raise community awareness and parental involvement.</p>

Data Source	Relevant Findings
	<p>Obion County Youth Chorus is another unique program offered to the students of Black Oak. This chorus is comprised of children from all of the Obion County Schools in grades second through fifth. The chorus rehearses weekly and performs at various events throughout the area. They sing at the county's Christmas Tree Lighting Ceremony, travel to the different schools to perform, sing at ballgames, and present at least two concerts yearly.</p>
<p>School Characteristics Curriculum Offerings</p>	<p>The curriculum at Black Oak includes state approved classes in Reading/Literature, Language Arts, Spelling, Math, Science, and Social Studies. Our county adopted a new reading program beginning with the 2007-2008 school year. This program incorporates writing, phonics, spelling and grammar along with the reading curriculum, as well as connections to science and social studies, and ideas for math. Students who qualify have access to Special Education classes. Black Oak currently has 25 students, or 7%, in Resource classes and 9 students, or 2%, in Gifted classes. We also have a Pre-Kindergarten class with fifteen students. Ms. Melissa Jones and her educational assistant work with these students to prepare them for kindergarten. Thirty-four students, or 9%, of our population receive Speech Therapy services. We also have one preschooler who receives Speech Therapy each week. Black Oak has a half-day preschool class one day a week that serves three preschoolers. Federal guidelines regulate our Title I program at Black Oak. Funding is based on the number of students who qualify for free or reduced meals. Beginning with the 1997-1998 school year, our school changed to a school-wide Title 1 program. Black Oak students have the opportunity to participate in music classes and be members of the band in 6-8 grades. Football, basketball, softball, and cheerleading are extra-curricular activities that are available to 6th, 7th, and 8th grade students.</p>

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

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

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

Black Oak Elementary School opened for occupancy in November 1985, as the result of consolidation in the Obion County School System. It is one of five elementary schools in the Obion County School System. Students who attend Black Oak reside in Hornbeak, Samburg, Cloverdale, Elbridge, and surrounding areas.

Our well-maintained school provides a safe and clean environment for students. The building and grounds are checked regularly for problems and concerns. When surveyed, 100% of the community stakeholders agreed with this statement, and 86% of the parents agreed with this statement and 90% of the teachers. When considering socio-economic factors, Black Oak has almost 50% of its students classified at the free lunch rate, and almost 15% classified at the reduced lunch rate. Findings concerning parent/guardian demographics revealed that 81% of our students live with both parents, 7% live with their mother, 6% live with grandparents, 5% live with their father, and 1% stated that they live with others.

Black Oak has many unique programs that are used to bolster academic achievement as well as to help strengthen character and increase their self-esteem. Black Oak is one of two county schools selected to begin a county-wide implementation of balanced literacy. With the assistance of Ann Thompson, who acts as the literacy coach, our teachers are striving to have basic reading and writing skills within the reach of every child they serve. This program uses the child's strengths as a means to acquire new literacy knowledge.

Our guidance counselor strives to meet the needs of every child at Black Oak. Mrs. Logan helps organize the Career Fair trip that our 8th graders take each fall to Dyersburg State Community College. She also leads the school in a celebration of Red Ribbon Week. During the fall, she helps students to increase awareness of the negative effects of tobacco, alcohol, and other drugs. All the while, she is emphasizing the importance of living a healthy drug-free life. Along with these programs, our guidance counselor heads up the food drive for Reelfoot Rural Ministries.

In order to bolster parent involvement, Black Oak has developed a Parent Advisory Council this year. Ms. Stone, along with the faculty and staff, has invited and encouraged parents, both as individuals and groups, to become active stakeholders in the education of their children. A plan has been developed for parent involvement that is designed to improve both the parents and students academic experiences. We have had two meetings this school year with an average of 20 members present. We urged parents to participate in Family Reading Night and the PTO of Black Oak.

Black Oak is in a rural setting with no industry or large factories nearby. However, the few local stores and businesses do support our school acting as Partners in Education. Reelfoot Bank, Blackley's Chevrolet, the Town of Hornbeak, and Rainey Farms all assist in donations for various program such as 100th Day of School, Accelerated Reading rewards, Fall Festival, and

the purchase of playground equipment.

Parents who work outside the home find employment in Union City at Goodyear, Lennox, Tyson, and Williams Sausage or in Dyer County at the various factories such as Nordine, Poly One, and Sara Lee. Others find employment at MTD or the University of Tennessee at Martin.

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

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
Refer to Component 1 Academic/Nonacademic Helpful Hints.

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

(Rubric Indicator 1.4)

Introduction: A committee of teachers and parents was formed to collaborate and produce a school improvement plan appropriate for Black Oak School. The work progressed through several meetings by committee members. The group discussed what data to use and how to analyze each piece. Expressed in the following plan is the outcome.

List Data Sources
<p>Academic Assessments</p> <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ TCAP Grades K – 8th grade ▪ TCAP Writing Assessment – 5th and 8th grade ▪ TCAP Alt – Special Education students ▪ TCAP (NCE 3-year average, TVAAS Value Added gains, NCLB Benchmarks- AYP, and NCLB Proficiency Levels)
<p>Academic Assessments</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Student Report Cards K – 8th grade ▪ Mid-nine week Report Cards K – 8th ▪ Chapter and Unit Tests for all subjects K – 8th ▪ Scott Foresman Reading Pre/Post tests 2nd – 8th ▪ Accelerated Reading Program 1st - 8th ▪ STAR Reading Reports Grades K – 8th ▪ Rigby Reads Evaluation and Diagnostic K – 1st ▪ Star Early Literacy PreK -2nd ▪ Pre-Kindergarten Assessment ▪ Brigance Pre-K Screening ▪ Running Record of Text reading K-1 ▪ Observation Survey for K-1 ▪ Tennessee Review Formative and Benchmark (TFAP) testing results Grades 3-8 ▪ Accelerated Math Grades 3 – 6 ▪ English and Math Placement Test for Eighth graders ▪ Explore Test Grade 8
<p>Non-Academic Assessments</p> <ul style="list-style-type: none"> ▪ Office Referral and Discipline Reports ▪ Attendance ▪ Suspension Rates ▪ Surveys (Parent, Teacher, Support Personnel)

TEMPLATE 1.5: Data Collection and Analysis

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

TEMPLATE 1.5: Data Collection and Analysis

(Rubric Indicator 1.5)

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

Black Oak Elementary School utilizes multiple methods of assessments to measure academic performance. Data from these academic assessments, as well as data from non-academic assessments, are analyzed and disaggregated to simplify and better understand the information. The school leadership team and faculty use these findings to identify specific areas of strengths, and more importantly, to target areas of need where instructional improvements, enrichment programs, and other realignments can be developed and implemented to increase students' success. Data from these assessments also assist the administration and the faculty in confirming that benchmarks according to the No Child Left Behind Act are being met. The State Report Card is used to disaggregate the data by NCLB subgroups. The TCAP is administered in grades Kindergarten through eighth grade to measure performance. Yearly results and 3-year NCE averages from this test are studied in depth to measure current proficiency and consistency.

Table 1 STAR Reading Test - Percentage at Given Reading Level
based on test date of January, 2008

Grade	Below Grade Level	On Grade Level	Above Grade Level
1 st	27	67	6
2 nd	18	70	12
3 rd	50	50	0
4 th	34	17	49
5 th	28	22	50
6 th	31	14	55
7 th	69	12	19
8 th	50	19	31

Star Reading tests are administered at the beginning, middle, and end of each year on all students in the first through eighth grades. This measures students' reading grade-level equivalencies and comprehension abilities. The mid-year and final tests are given to establish if adequate growth is being made. Accelerated Reading and Family Reading Nights are provided for these grades as a tool for comprehension success. The latest Star test was given to all students in January 2008, as a mid-year evaluation. After studying these results, the faculty and staff realized significant progress had been made in most grade levels, but were still concerned about the high percentages of Below Grade Level readers.

Strengths:

- Grades 1 and 2 have more students reading on grade level than below.
- Grade 4 has forty-nine percent of its students reading above grade level.
- Grade 5 has fifty percent of its students reading above grade level.
- Grade 6 has fifty-five percent of its students reading above grade level.

Weaknesses:

- Grade 1 has only six percent of its students reading above grade level.
- Grade 3 has no students reading above grade level.
- Grade 7 has 69 percent of its students reading below grade level.
- Grade 8 has 50 percent of its students reading below grade level.

Table 2 Star Reading Growth Report 2007-2008 School Year

Grade	Percentage of Students Showing Growth	August 2007 Pretest showing Grade Equivalency	January 2008 Post test showing Grade Equivalency	Change in Grade Equivalency
First	No information is available as one test is given at the end of the school year.	No information is available.	No information is available.	No information is available.
Second	39/44 = 89%	2.1	2.6	0.5
Third	24/30 = 80%	2.6	3.3	0.7
Fourth	27/34 = 79%	4.3	5.1	0.8
Fifth	29/37 = 78%	5.5	6.1	0.6
Sixth	27/33 = 82%	6.3	6.8	0.5
Seventh	27/46 = 59%	6.2	6.3	0.1
Eighth	14/25 = 56%	7.6	7.8	0.2

Strengths:

- The second grade had 89% of its students showing growth in reading.
- The third grade had 80% of its students showing growth in reading.
- The sixth grade had 82% of its students showing growth in reading.
- The second through eighth grades showed gains from pretest to post test.

Weaknesses:

- The seventh and eighth grades had a low number of students showing growth in reading comprehension with 59% and 56% respectively.
- There is no information to assess growth of the first grade students with this program.

Table 3 TFAP Math 2007-2008

Grade	Oct. 07			Feb. 08		
	Below	Prof.	Above	Below	Prof.	Above
3	72	17	11	39	30	30
4	66	31	3	38	44	18
5	95	5	0	43	43	14
6	71	26	3	39	39	21
7	89	11	0	93	7	0
8	86	11	3	91	6	3

The TFAP test is also administered in the same manner as the Star test. This provides data in the subject area of Math. This test is in alignment with the state’s student performance indicators. It is a valuable tool to measure grade level performances, and to target students, individually, who fall below proficient on specific skills. Each faculty member makes adjustments, and the specific skills are identified and reintroduced.

Strengths:

- Grade 3 moved from seventy-two percent of its students below proficient to thirty-nine percent.
- Grade 4 had three percent above proficient in October and eighteen percent in February.
- Grade 5 had no one to score above proficient in October and fourteen percent in February.
- Grade 6 had three percent to score above proficient in October and twenty-one percent in February.

Weaknesses

- Grade 8 had three percent of its students to score above proficient in October and three percent in February.
- Grade 7 had ninety-three percent to score below proficient in February.
- Grade 8 had ninety-one percent to score below proficient in February.

Table 4 Brigance Kindergarten Screening

	Beginning Scores			Ending Scores		
	Below	Actual	Above	Below	Actual	Above
Developmental Age						
Number of Students	16	22	2	1	28	15

The data source used to identify needs for the pre-k and kindergarten students is the Brigance Evaluation and Screening Test. This test is administered at the beginning and ending of each year. The data is used to determine if adequate growth has been achieved. The table above shows the 2006-2007 test results, which shows a significant decrease in the Below-Developmental Age group, and an increase in the number of students who fell into the Actual Age and Above Age Learning Levels.

Table 5 Attendance/Promotion

	2005	2006	2007	State Goals
Attendance	95.1%	94.8%	94.8%	93%
Promotion	97.0%	97.5%	95.6%	97%

Black Oak Elementary serves 362 students in Pre-K – eighth grades. Demographically the student body consists of 358 white students, 2 Hispanic students, 1 Pacific Islander, and 1 African-American. Of the total population, 161 are female, while 201 are male. 69.1% of our students are considered economically disadvantaged.

Strengths:

- Black Oak’s attendance rate remains a strength at 95.4%, exceeding the state goal of 93%.

Weaknesses

- Our promotion rate decreased from previous years to 95.6%, which is below the state goal of 97%. This becomes an area of need for Black Oak.

TEMPLATE 1.6: Report Card Data Disaggregation

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

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

Table 6 NCLB Subgroups in Math by Percentage in Grades 3-8

Subgroup	Below Proficient	Proficient/Advanced
All Students	4	96
White	4	96
Economically Disadv.	5	95
Students w/ Disabilities	15	85

According to information gathered from the 2007 Report Card, the NCLB status of Black Oak Elementary remains in good standing, with all Federal Benchmarks met. Because of the lack of students within the categories of African American, Asian/Pacific Islander, Hispanic, Native American, and Limited English Proficient, data disaggregation and analyses are only included for students who fall under the categories of White, Economically Disadvantaged, Male, Female, and Learning Disabled.

Strengths:

- All students tested scored ninety-six percent proficient/advanced.
- The white students who were tested scored ninety-five percent proficient/advanced.
- The economically disadvantaged group tested scored 96 percent proficient/advanced.

Weaknesses:

- Fifteen percent of the students with disabilities scored below proficient.

Report Card Data Disaggregation

Table 7 NCLB Subgroups in Reading/Language Arts/Writing
by Percentage in Grades 3-8

Subgroup	Below Proficient	Proficient/Advanced
All Students	4	96
White	4	96
Economically Disadv.	5	95
Students w/ Disabilities	15	85

Because of the lack of students within the categories of African American, Asian/Pacific Islander, Hispanic, Native American, and Limited English Proficient, data disaggregation and analyses are only included for students who fall under the categories of White, Economically Disadvantaged, Male, Female, and Learning Disabled.

Strengths:

- All students tested scored ninety-six percent proficient/advanced.
- The white students who were tested scored ninety-five percent proficient/advanced.
- The economically disadvantaged group tested scored 95 percent proficient/advanced.

Weaknesses

- Fifteen percent of the students with disabilities scored below proficient.
- Eighty five percent of the students with disabilities scored below proficient.

Report Card Data Disaggregation

Table 8 Percent of Students scoring Not Proficient, Proficient, and Advanced based on the 2006-2007 CRT NCE TCAP Math Scores

Grade and Gender	% Not Proficient	% Proficient	% Advanced
Grade 4 Boys	0	32%	68%
Grade 4 Girls	0	47%	53%
Grade 5 Boys	0	47%	53%
Grade 5 Girls	0	65%	35%
Grade 6 Boys	30%	57%	13%
Grade 6 Girls	0	80%	20%
Grade 7 Boys	0	71%	29%
Grade 7 Girls	0	58%	42%
Grade 8 Boys	0	73%	19%
Grade 8 Girls	5%	43%	57%

This table shows the percentage of girls and boys scoring not proficient, proficient, and advanced on the math portion of the 2007 TCAP. Black Oak needs to identify students scoring not proficient and use interventions, modifications, and best practices to move these students toward being proficient in math. Additionally, we need to strive to move more students from the proficient level to the advanced level.

Strengths:

- The fourth and fifth grade boys had a higher percentage of students scoring advanced than proficient.
- All fourth, fifth, and seventh grade students scored proficient or advanced.
- All sixth grade girls scored proficient or advanced.
- All eighth grade boys scored proficient or advanced.

Weaknesses:

- Thirty percent of the sixth grade boys scored below proficient.
- Five percent of the eighth grade girls scored not proficient.
- Only thirteen percent of the sixth grade boys and twenty percent of the girls scored advanced.

Report Card Data Disaggregation

Table 9 Percent of Students scoring Not Proficient, Proficient, and Advanced based on the 2006-2007 CRT NCE TCAP Social Studies Scores

Grade and Gender	% Not Proficient	% Proficient	% Advanced
Grade 4 Boys	0	32%	68%
Grade 4 Girls	0	44%	56%
Grade 5 Boys	11%	28%	61%
Grade 5 Girls	0	25%	75%
Grade 6 Boys	31%	34%	35%
Grade 6 Girls	12.5%	75%	12.5%
Grade 7 Boys	14%	68%	18%
Grade 7 Girls	0	92%	8%
Grade 8 Boys	23%	54%	23%
Grade 8 Girls	14%	71%	14%

This table shows the percentage of girls and boys scoring not proficient, proficient, and advanced on the social studies portion of the 2007 TCAP. Black Oak needs to identify students scoring not proficient and use interventions, modifications, and best practices to move these students toward being proficient in math. Additionally, we need to strive to move more students from the proficient level to the advanced level.

Strengths:

- The fifth and seventh grade girls all scored proficient or advanced.
- All fourth grade students scored proficient or advanced.
- Sixty-eight percent of the fourth grade boys scored advanced.
- Fifty-six percent of the fourth grade girls scored advanced. Fifty-six percent of the fourth grade girls scored advanced.
- Seventy-five percent of the fifth grade girls scored advanced.

Weaknesses:

- Fourteen percent of the eighth grade girls scored below proficient.
- Fourteen percent of the seventh grade boys scored below proficient.
- Only eight percent of the seventh grade girls scored advanced.

Report Card Data Disaggregation

Table 10 NCE Yearly Scores 2005-2007

Grade	Math			Reading/Language Arts			Social Studies			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	61.2	66.5	62.1	57.9	55.5	55.9	59.8	60.1	59.4	58	66.3	61.5
4	57.9	65.5	73.8	52.2	58.1	59.9	63.5	62.3	71.7	69.6	65	74.9
5	57.4	53		52.1	55.4	59.6	60.7	62.8	73.6	52.4	56.7	63.8
6	59.6	53.2	47.9	59.8	56.7	60.2	56.2	55.8	54.4	56.3	54.8	53.9
7	55.3	52.7	55.6	53.5	59.1	56.3	54.5	55	53.3	58.2	59.2	57
8	56.2	51.2	58.9	53.8	60.3	60.8	54.2	54	57.2	56.1	53.2	55.4

Yearly results and 3-year averages from the TCAP test are studied in depth to determine strengths, weaknesses, trends and consistency. When looking at the scores diagonally, some areas of strength and weakness were noted.

Strengths:

- Grade Three made steady progress in math from 2005 – 2007.
- Grade Four made steady progress in math from 2005 – 2007.
- Grade Four made steady progress in reading/language arts from 2005 – 2007.
- Grade Five made steady progress in reading/language arts from 2005 – 2007.
- Grade Eight made steady progress in reading/language arts from 2005 – 2007.
- Grade Five made steady progress in social studies from 2005 – 2007.
- Grade Five made steady progress in science from 2005 – 2007.
- Diagonal scores for reading/language arts show steady growth for the most part.
- Diagonal scores for science in grades five, six, and seven show steady growth.
- Diagonal scores for social studies in grades three, four, and five show steady growth.

Weaknesses:

- Grade 6 math made no progress from 2005 – 2007.
- Grade 6 science made no progress from 2005 – 2007.
- Grade Six social studies made no progress from 2005 – 2007.
- When looking at the diagonal scores in math, progress was made in grade three and four but a loss was noted in grade five.
- Similarly, when looking at the diagonal scores in math in 2005 for grades four, five, and six, we found a steady decline.

Report Card Data Disaggregation

Table 11 Value Added Assessment Gains 2005-2007

	Math			Lang. Arts			S. Studies			Science		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
4	6.1	4.3	7.3	1.5	.3	4.8	6.1	2.5	11.6	18.9	7.0	8.6
5	1.1	-4.8	-6.5	3.6	2.9	1.4	14.8	-0.6	11.3	1.3	-12.9	-1.3
6	7.1	0.8	-5.2	8.0	4.6	4.9	6.8	-4.9	-8.4	7.8	2.4	-2.8
7	7.1	-6.9	2.4	.7	-0.7	-0.4	10.6	-1.2	-2.5	12.8	2.9	2.2
8	4.8	-4.1	6.2	3.1	6.8	1.7	1.0	-0.4	-2.1	-2.0	-5.0	-3.8

The quantitative data from the TVAAS report, once disaggregated, provides information of gain and growth, and establishes areas of strengths and weaknesses.

Strengths:

- Grade 4 made a gain in math in 2007 of 7.3.
- Grade 7 made a gain in math in 2007 of 2.4.
- Grade 8 made a gain in math in 2007 of 6.2.
- Grade 4 made a gain in reading/language arts in 2007 of 4.8.
- Grade 6 made a gain in reading/language arts in 2007 of 4.9.
- Grade 8 made a gain in reading/language arts in 2007 of 1.7.
- Grade 4 made a gain in social studies in 2007 of 11.6.
- Grade 5 made a gain in social studies in 2007 of 11.3.
- Grade 7 made a gain in science in 2007 of 2.2.

Weaknesses:

- Math scores in grades five and six show losses of -6.5 and -5.2 respectively.
- Reading and Language Arts scores in grades five and seven show losses of 1.4 and -0.4 respectively.
- Social studies scores in grades six, seven, and eight all show negative losses of -8.4, -2.5, and -2.1 respectively.
- Science scores in grades five, six, and eight all show negative losses of -1.3, -2.8, and -3.8 respectively.

Report Card Data Disaggregation

Table 12 Value Added Assessment Gains for Math in 2007

	Three-Year Average	Gain	% Exceeded State Growth
4 th Grade	5.9	7.3	2
5 th Grade	-3.4	-6.5	2
6 th Grade	.9	-5.2	1.9
7 th Grade	.8	2.4	1.8
8 th Grade	2.3	6.2	1.5

The 2007 TVAAS Report for Black Oak Elementary showed areas that we exceeded the percentage of state growth and areas that we failed to do so. The information shown on this table was disaggregated to show areas of strengths and weaknesses.

Strengths:

- Grade 4 had a gain of 5.9, which exceeded state growth by 2 percent.
- Grade 8 had a gain of 2.3, which exceeded state growth by 1.5 percent.

Weaknesses:

- Grade five had a -6.5 gain in 2007.
- Grade six had a -5.2 gain in 2007.

Table 13 Value Added Assessment Gains for Reading/Language Arts in 2007

	Three-Year Average	Gain	% Exceeded State Growth
4 th Grade	2.2	4.8	1.2
5 th Grade	2.6	1.4	4.7
6 th Grade	5.8	4.9	4.9
7 th Grade	-0.1	-0.4	0.6
8 th Grade	3.9	1.7	2.8

The 2007 TVAAS Report for Black Oak Elementary showed areas that we exceeded the percentage of state growth and areas that we failed to do so. The information shown on this table has been disaggregated to show areas of strengths and weaknesses.

Strengths:

- Grade 4 had a gain of 4.8, which exceeded state growth by 1.2 percent.
- Grade 5 had a gain of 1.4, and grade eight had a gain of 1.7; however, these gains did not exceed state growth.
- Grade 6 had a gain of 4.9, which exceeded the state growth percentage by 4.9.

Weaknesses:

- Grade 7 had a loss of -0.4, which was below the state percent of exceeded growth.

Report Card Data Disaggregation

Table 14 Value Added Assessment Gains for Science in 2007

	Three-Year Average	Gain	% Exceeded State Growth
4 th Grade	11.5	8.6	3.7
5 th Grade	-4.3	-1.3	1.4
6 th Grade	2.4	-2.8	.3
7 th Grade	6	2.2	4.2
8 th Grade	-3.6	-3.8	1.2

The 2007 TVAAS Report for Black Oak Elementary showed areas that we exceeded the percentage of state growth and areas that we failed to do so. The information shown on this table has been disaggregated to show areas of strengths and weaknesses.

Strengths:

- Grade 4 had a gain of 8.6, which exceeded the state growth by 3.7 percent.
- Grade 7 had a gain of 2.2, which exceeded the state growth by 4.2 percent.

Weaknesses:

- Grade 5 had a loss of -1.3.
- Grade 6 had a loss of -2.8.
- Grade 8 had a loss of -3.8.

Table 15 Value Added Assessment Gains for Social Studies in 2007

	Three-Year Average	Gain	% Exceeded State Growth
4 th Grade	6.7	11.6	4.7
5 th Grade	8.5	11.3	2.4
6 th Grade	-2.2	-8.4	-0.5
7 th Grade	2.3	-2.5	1.4
8 th Grade	-0.8	-2.9	-0.7

The 2007 TVAAS Report for Black Oak Elementary showed areas that we exceeded the percentage of state growth and areas that we failed to do so. The information shown on this table has been disaggregated to show areas of strengths and weaknesses.

Strengths:

- Grade 4 had an 11.6 gain, which exceeded the state growth by 4.7 percent.
- Grade 5 had an 11.3 gain, which exceeded the state growth by 2.4 percent.

Weaknesses:

- Grade 6 had a -8.4 loss.
- Grade 7 had a -2.5 loss.
- Grade 8 had a -2.9 loss.

Report Card Data Disaggregation

Table 16 Writing Assessment for 2005-2007

Black Oak	2005		2006		2007	
5 th grade	4.3	A	4.2	A	4.2	A
8 th grade	4	A	4.2	A	4.2	A
Obion Co. 5 th and 8 th	3.85		4.28	A	4.28	A
State Scores 5 th grade	4.1	A	4.1	A	4.1	A
State Scores 8 th grade	4.2	A	4.2	A	4.2	A

The Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment requires students to write a rough draft essay in response to an assigned prompt within a limited time period. Fifth-grade students are asked to write a narrative essay and eighth-grade students an expository essay. The writing samples are scored holistically. This table shows the writing assessment for Black Oak, Obion County Schools, and the state.

Strengths:

- Grade 8 has shown a steady increase from 2005 until 2007.
- Our fifth grade score of 4.2 is greater than the state score of 4.1.
- Our school has consistently scored A on this test.

Weaknesses:

- Scores need to be at least two tenths of a point better than the state's score.
- More students need to be moved from the lower quintile to the 3rd, 4th, and 5th.

TEMPLATE 1.7: Narrative Synthesis of All Data

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

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

After thorough examinations of all data, the Black Oak Faculty and Staff looked for emerging patterns, and were able to determine some consistencies. The faculty and staff also concluded from these examinations that they show accurate reflections of Black Oak's strengths and weaknesses.

Strengths:

- We conclude that attendance, promotion, and detention rates are strengths remaining consistent at Black Oak Elementary.
- A large number of Black Oak students utilize after-school tutoring.
- Family Reading Night continues to be a success on two nights per week.
- Student-Teacher ratios are consistently low.
- Academic achievement is met in Math, Language Arts, Science, Social Studies, and Writing.
- The faculty and staff of Black Oak maintain close, personal friendships and communicate well about sharing and meeting the needs of the students.
- Math scores, with the exception of grades five and six, continue to show strength.
- Reading scores, with the exception of grade seven, show continuous successes.
- Black Oak's students with disabilities scores remain consistent and above average.

Needs:

- Black Oak students are not afforded the opportunity to learn basic computer skills such as keyboarding, cutting and pasting, working on two platforms, and making power points.
- The fact that a high percentage of Black Oak parents have no high school diploma or college work remains a weakness.
- Community and parent involvement at Black Oak is consistently low.
- Interest in extra-curricular activities (sports, band, and social groups) is decreasing.
- Reading Comprehension is low in grades three, seven, and eight.
- Reading/Language Arts achievement scores in grades five and seven need improvement.
- Math scores in grades five, six, and seven need improvement..
- Science scores in grades five, six, and eight need improvement.
- Social studies scores in grades six, seven, and eight are also areas that need improvement.
- Black Oak's math score of 59 vs. the state score of 62 is an area of concern.

TEMPLATE 1.8: Prioritized List of Goal Targets

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

TEMPLATE 1.8: Prioritized List of Goal Targets

(Rubric Indicator 1.8)

Prioritized List of Goal Targets

Black Oak Elementary School met AYP for all areas. It provides a safe and effective learning environment; however, there are areas for improvement to ensure future successes.

Goals:

1. Our goal is to improve math scores in grades five and six while targeting our significantly weaker areas of economically disadvantaged and students with disabilities.
2. Our goal is to raise test scores in social studies school-wide, but more specifically in grades six, seven, and eight, targeting specifically our economically disadvantaged and students with disabilities.
3. Our goal is to provide our students with a math lab and or an avenue for math tutoring. This could be set up similarly to our Family Reading Night.
4. Our goal is to provide our students with more technology skills opportunities, as we know it is essential at the high school and college level.
5. Our goal is to raise Reading Comprehension levels from below to proficient or above proficient in grades three, four, seven, and eight.
6. Our goal is to move more students from the not proficient level in math to the proficient and advanced levels.
7. Our goal is to move more students from the not proficient level in social studies to the proficient and advanced levels.
8. Our goal is to improve community and parental involvement at Black Oak.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

The stakeholders met after school and broke into smaller groups to discuss our mission statement, beliefs, and vision. Each group made suggestions for changes to the beliefs, mission statement, and the formation of a vision statement.

The stakeholders of Black Oak Elementary School believe:

1. All students are valuable assets to society and are capable of learning.
2. All students deserve a safe school environment designed for maximum learning.
3. Collaboration among teachers, staff, administrators, and parents promote student learning.
4. All students have strengths and weaknesses; our mission and vision is to enhance their strengths and minimize their weaknesses.
5. Varied assessment and differentiated instruction guarantee identification of students' strengths and build upon them.
6. Parental and community involvement is vital to our students' academic experience.
7. Teaching responsibility, respect, and social skills are the responsibility of all stakeholders.
8. Student performance data must be used to drive the instructional process and to assess student performance in order to close the academic gap between student sub groups.
9. All students are provided a clear purpose and direction while setting high expectations to improve students' individual academic and behavioral performances as our faculty and staff goes about researching, developing, and using appropriate assessments to motivate students to learn and remain in school.
10. In order for students to achieve academically, policies and procedures set by policy makers, school leaders, and staff must be aligned, communicated, and enforced.
11. Internal and external communication systems must be in place to keep all stakeholders informed of school policies, procedures, rules, student expectations, and student achievement. so that everyone will feel ownership and part of the on-site decision making process.
12. A shared decision making process is promoted to improve student achievement and academic performance.

Common Mission

The mission of Black Oak Elementary is to provide a safe, family-oriented learning environment while fostering every student's potential to become a successful lifetime learner. We strive to establish strong foundations in academics, creative thinking, and social skills necessary to become productive community members.

Shared Vision

The vision of Black Oak Elementary School is to provide a learning environment populated by exceptional teaching professionals, dedicated staff, and a nurturing community working together to maximize our students' potentials.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

<p>Current Curricular Practices</p>	<p>School uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards.</p>	<p>Curriculum is prioritized and mapped.</p>	<p>School has established school wide student achievement benchmarks.</p>	<p>Support System in place for enhancing the quality of curriculum and instruction.</p>	<p>Teacher and learning materials are correlated to the State Standards and distributed to the instructional staff.</p>	<p>School has implemented formative assessment aligned with the school benchmarks.</p>	<p>School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.</p>
<p>Evidence of Practice (State in definitive/ tangible terms)</p>	<p>All teachers use the TN State Standards. Teachers are required to write the SPIs in their lesson plan books and post them on the classroom boards as well as on the community bulletin board. Students are required to list these objectives in their daily planners.</p>	<p>During monthly collaborative meetings and Professional Development days throughout the year, teachers work together to prioritize and map the curriculum with teacher-made pacing guides. Teachers use the collaboration time to identify problem areas and best practices to make necessary adjustments.</p>	<p>Our school utilizes the benchmark levels of 89% proficiency in reading and language arts and 86% proficiency in math, as established by NCLB. Black Oak strives not only to meet but to exceed these state benchmarks.</p>	<p>Teachers are provided seven Professional Development days throughout the year as well as monthly collaboration meetings to enhance the quality of curriculum and instruction. New teacher mentors are provided for first year teachers with training on the implementation of <u>A Blueprint for Learning</u>. They closely</p>	<p>Every teacher receives <u>A Blueprint for Learning</u>, curriculum maps, and pacing guides that prioritizes and sequences the objectives to be taught each nine-week period. Additionally, a variety of teaching and learning tools are shared at collaboration meetings among teachers. Existing and new computer</p>	<p>Our school has Tennessee Formative Assessment Program (TFAP) and Explore (ACT) which are both aligned with school benchmarks. Both have a test on every SPI. The TFAP is administered three times a year to assess student academic growth. The STAR (Standardized Testing and Assessment of Reading) is administered three</p>	<p>Black Oak administration, instructional staff, and other stakeholders collaborate using a variety of team meetings including IEP meetings, PTO meetings, parent advisory meetings, new teacher mentor meetings, monthly collaborative grade level meetings, faculty meetings, and PD days.</p>

				monitor and assess their strengths and weaknesses offering practical advice on classroom management, SPI and daily lesson alignment, and teaching strategies.	programs align with state standards. All teachers have access to computers and LCD Projectors.	times a year to assess growth in comprehension skills. Teacher-made pre and post tests are also aligned with the school benchmarks.	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes. Clear curriculum choices are a common characteristic of “90/90/90 schools.”	Yes. “Schools to Watch” research indicates a common thread of those in making strategic changes in the curriculum.	Yes. “Schools to Watch” research indicates those schools have set benchmarks and hold themselves accountable.	Yes. A characteristic of “Schools to Watch” is to provide students with the support they need to meet rigorous academic standards.	Yes. A characteristic of “Schools to Watch” is that curriculum is aligned with high standards.	Yes. Frequent assessment of student progress is a common characteristic of “90/90/90 schools.”	Yes. A characteristic of “Schools to Watch” is articulating the academic outcomes to stakeholders.
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.	TCAP scores in Math and Reading / Language Arts.

<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>	<p>TCAP for 2007 showed 96% proficiency in both Math and Reading / Language Arts, which was an increase from 94% in 2006. All subgroups met the NCLB standards with increases in the number of proficient in the economically disadvantaged subgroup as well as the students with disabilities subgroup.</p>
<p>Evidence of equitable school support for this practice</p>	<p>Teacher survey showed 100% of the teachers stated they were using the state standards daily as well as curriculum pacing guides.</p>	<p>Files for each SPI are available to each grade level.</p>	<p>The benchmarks are established in the goals of the SIP.</p>	<p>The same Professional Development is provided for all teachers throughout the year. Time for collaboration is provided to all teachers at every grade level. All teachers are given the opportunity to work extra hours in the summer. Technology workshops are offered to all</p>	<p>Technological tools are being provided for teaching SPIs. Time is also allotted for collaboration meetings in all grade levels.</p>	<p>Results of TFAP and Explore are available on each student.</p>	<p>All programs mentioned above are school wide.</p>

				teachers.			
Next Step (changes or continuations)	We will continue to post and update SPIs. Members of text book adoption committee will continue to scrutinize sample textbooks to ensure the adoption of textbooks most closely align to state standards and objectives.	We will continue post and update SPIs. Black Oak teachers will continue to use the curriculum pacing guides. Members of text book adoption committee will continue to scrutinize sample textbooks to ensure that they align with curriculum standards.	We will continue to evaluate and update our benchmarks to meet the 2008 NCLB standards. Benchmarks will be established in writing since none currently exist.	We will continue to evaluate our support system and add positions as needed.	We will continue to evaluate current computer programs and technology tools for effectiveness. Black Oak will continue its current practices on the adoption of high quality textbooks that are aligned to our curriculum.	We will continue to evaluate effectiveness of formative assessments and provide training for teachers to build capacity.	We will continue to evaluate the effectiveness of our communication to our stakeholders. With our Family and Community Engagement Plan and our Parent Advisory committee, we will look for ways to continually keep parents informed.

TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

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

- **TIME:** Professional Development at the beginning of each school year is devoted to updating curriculum pacing guides. All grade levels meet regularly to ensure curriculum standards are being taught. Teachers also meet to review sample textbooks and carefully examine each to determine which most closely aligns with the TN state curriculum.
- **MONEY:** Currently money is budgeted for educational assistants, Family Reading night teachers through extended contracts, high quality teacher professional development, After School tutoring, and computer and technology.
- **PERSONNEL:** The curriculum coordinator supervises the revision of the curriculum mapping and pacing guides at the beginning of the school year. The curriculum coordinator also ensures that every teacher has a copy of TN Blueprint for Learning. Additionally, the new teacher mentor indoctrinates the new teacher to the use of TN Blueprint for Learning. Veteran teachers are selected to serve on textbook adoption committees and assist in the distribution of samples to the teachers. Black Oak's special education teachers also develop IEP's for their students that correlates with the TN Blueprint for Learning.

OTHER RESOURCES: The Accelerated Math Program of Renaissance Learning, Inc. is used in grades three through six. Objectives directly correlating with the TN state standards are assigned to the students. This program automatically scores the assignments and provides instant feedback to the student and teacher. The next practice is generated taking into account the objectives mastered and the objectives assigned by the teacher. Students' progress and mastery of objectives required by the state curricula and national benchmarks are tracked by this program. Our Computer teacher uses Success Maker with students in grades K – 8. It's a comprehensive computer-based curriculum that is designed to allow students to work on their own level and at their own pace. The courseware allows teachers to forecast student performance on high-stakes tests. Success Maker delivers standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.

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

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

- **TIME:** More time needs to be allotted for new teachers (including second and third year teachers) to observe veteran teachers as to the use and implementation of the TN Blueprint for Learning. All teachers need more time for meaningful professional development geared to “best practices”.
- **MONEY:** More supplies are needed for literacy centers such as leveled readers for first grade, books on tape or CD for kindergarten listening centers, and consumable supplies such as markers, highlighters, and paper. Additionally, more funding is needed for new technology and the maintenance and upgrading of existing technology.
- **PERSONNEL:** Black Oak needs a Curriculum Coordinator. This person along with the leadership of the school could attend seminars addressing current “best practices” and share these ideas and strategies with the faculty and staff. With this person in place, all teachers will become involved directly in curriculum planning.
- **OTHER RESOURCES:** Literacy based computer software needs to be purchased to bolster student achievement in math and social studies and computer literacy.

Equity and Adequacy.

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

Yes, equal amounts of professional development are provided for all teachers. Each grade-level is provided adequate time for collaboration.

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

The administration at Black Oak is very conscientious in maximizing available funds. All teachers receive an equal portion of BEP money which is placed in individual accounts to be used for classroom needs. Using this money and classroom fees, students needs are easily identified and funds are targeted to meet the educational needs of students.

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

Looking at the 2007 TCAP CRT math scores, grades four, five, and, seven had no students scoring non-proficient. In grade six, 30% of the boys were non-proficient and 5% of the 8th grade girls scored in the non-proficient range. Similar findings for social studies were as follows: 6th grade- 31% non proficient for boys and 12.5% for girls, 7th grade- 14% of the boys were not proficient and all girls scored at proficient or above, 8th grade-23% of the boys scored not proficient and 14% of the girls.

TEMPLATE 3.1.c: Curricular Summary Questions

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

Template 3.1.c: Curricular Summary Questions
*(Rubric Indicator 3.2)***Curriculum Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

One major strength is the alignment of our curriculum with state standards. Secondly, our reading guides are aligned with state standards. A third strength is our common planning time and collaborative meetings to build curricular capacity. An additional strength is the implementation of formative assessments such as STAR and TFAP that are aligned with the state standards and benchmarks. Evidence of these strengths is shown in our TCAP data and in our NCLB benchmarks.

Curriculum Summary Questions- Narrative Response Required

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

Because the NCLB benchmark standards have increased in 2008, the challenges are to expand our implementation of differentiated learning practices in order to meet the needs of our students' different modes of learning. Our math scores, when looking at the diagonal scores from 2005 – 2007, show a loss of 8.4 in sixth grade in 2007 and a loss of 2.5 and 2.9 respectively in grades seven and eight. Therefore, a challenge of utmost importance is to bolster our mathematic curriculum. An additional challenge for Black Oak is student achievement in Social Studies for grades six through eight. TVAAS data showed that 31% of 6th grade boys were not proficient. 12.5% of the 6th grade girls were not proficient. Likewise, 13% of the 7th grade boys were not proficient with all girls in 7th grade testing proficient or advanced. Results in the 8th grade were 23% of the boys not proficient, and 14% of the girls not proficient. In addition, at Black Oak we have several teachers who have taught less than five years. New teacher mentors need to expand their support to assist not only first year teachers but the ones with less than five years of experience as well.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

The administration of Black Oak will discuss with the Central Office the assignment of teacher mentors for teachers with less than five years of experience to offer support and monitor curriculum practices. Accelerated Math for grades seven and eight will be purchased to help address the deficit in junior high math scores. Learning kits will be purchased to bolster student achievement in social studies. The use of differentiated instruction will be used to address the challenge of teaching to the different learning styles of our students.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>Classroom Instruction is aligned with the standards based curriculum.</p>	<p>Classroom instruction is aligned with the assessments.</p>	<p>Teaching process is data-driven.</p>	<p>Teachers incorporate a wide range of research based, student centered teaching strategies.</p>	<p>Classroom organization and management techniques support the learning process.</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.</p>	<p>Classroom instruction supports the learning of students with diverse cultural and language background, with different learning needs, and with different learning styles.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>SIPs are listed in teacher plan books to correlate lessons being taught. All SIPs are displayed on the board in the classroom and</p>	<p>Classroom teachers and resource teachers attended monthly collaborative meetings to analyze data in curriculum from</p>	<p>The faculty is aware of the Tennessee State Department website and uses the site to access information regularly in an</p>	<p>Teachers incorporate strategies that require using all styles of learning. We employ technology to actively</p>	<p>Classroom lesson plans are reviewed by the principal and assistant principal. Routine drop-in visits are conducted by</p>	<p>Family Reading Night and after-school tutoring are additional services offered to students at Black Oak.</p>	<p>The Special Education teacher for grades K-4 uses basal readers and phonic workbooks to provide extra help</p>

	<p>on the community bulletin board for all students to see. Teachers are actively engaged in curriculum mapping with teachers throughout the county to map or pace the curriculum based on state standards.</p>	<p>previous TCAP scores, TVAAS, TFAP, and STAR scores and correlate instruction to state standards, and align instruction in all areas.</p>	<p>attempt to keep instruction strictly aligned to the standards. This alignment is done in an inter-as well as an intra-grade level. Assessments such as TFAP and Explore are used to determine areas of need to drive instruction.</p>	<p>engage students in the learning activities. Modifications are used for children with disabilities. Graphic organizers, small group and whole group instruction, and cooperative learning are further evidence of how teachers incorporate research based strategies.</p>	<p>administrators. Novice teachers are supported by an effective staff mentoring program. Some collaboration meetings and Professional Development Days are dedicated to management issues. New teacher mentors work with first year teachers on instructional, organizational, and management techniques that support the learning process.</p>		<p>for those students who are working below grade level. The 5-8 Special Education teacher uses the inclusion approach which allows students to be instructed in the regular classroom. PLUS classes address the gifted and talented population of Black Oak.</p>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes. A characteristic of “Schools to	Yes. In “Schools to Watch”,	Yes. Both “Schools to Watch” and	Yes. “Schools to Watch”	Yes. The learning in process in	Yes	Yes

	Watch” is that curriculum is aligned with high standards.	instruction and assessment are aligned with high standards.	“90/90/90” schools are data driven.	include a variety of challenging strategies.	“Schools to Watch” is enhanced by organization and management techniques that maximize time spent on academics.		
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, TFAP Math and Reading Post Tests, Report Cards, Promotion Rates, and TCAP Writing Assessment	TCAP, TFAP, Math and Reading Post Tests, Report Cards, Promotion Rates, STAR, and TCAP Writing Assessment	TCAP, TFAP, Report cards, TCAP Writing Assessment, TVAAS and Teacher Accountability	TCAP, TFAP, Math and Reading Post Tests, Report Cards, Promotion Rates, and TCAP Writing Assessment	TCAP, TFAP, Math and Reading Post Tests, Report Cards, Promotion Rates, and TCAP Writing Assessment	TCAP, TFAP, Accelerated Reader, TVAAS, and Parent/Teacher Communication	TCAP, TFAP, Formative assessments in classrooms and report cards support this. Data from the School Climate Inventory conducted by CREP revealed that 100% of the teachers feel that a wide

							range of teaching materials and media are used to bolster student achievement.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP for 2007 showed 96% proficient and advanced which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient in Math, which was an increase from 94 % in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient and advanced in Math which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient and advanced in Math which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient and advanced in Math which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient and advanced in Math which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.	TCAP for 2007 showed 96% proficient and advanced in Math which was an increase from 94% in 2006; 96 % proficient in Reading, which was an increase in 94% in 2006. All subgroups met the NCLB standards, with increases in the number of proficient in subgroups of economically disadvantaged.
Evidence of equitable school support for this practice	Lesson Plan books with objectives taught, planners for individual students, and <u>TN Blueprints for Learning</u> , and	Minutes from the bi-monthly collaborative meetings are available and turned in to the	School wide data is shared with faculty on Professional Development Days. Grade	All faculty members have access to the information given during professional	Professional Days are provided to all teachers.	To improve their learning beyond the initial classroom instruction,	Educational assistants, staff development, and instructional

	Curriculum Guides are available for all teachers. Professional development is provided for teachers to actively engage in curriculum mapping and pacing.	administration.	level data is shared in collaborative meetings with all special areas represented school wide. Every teacher has a copy of <u>TN Blueprints for Learning</u> .	development days and inservice.		students are given information on these after-school programs including times and dates to attend.	materials aid in the assessing and modifying the instruction of our special needs students.
Next Step (changes or continuations)	We will continue to use state standards to modify our pacing maps, and the adoption of textbooks. Black Oak plans to have Accelerated Math fully implemented in the 2008-2009 school year in all grades in the effort to bolster student achievement in math.	We will continue to use this practice.	We will continue to use state standards.	We will continue this practice and make changes when necessary.	We will continue to monitor and adjust to overcome our areas of weakness.	We will continue to use state standards.	This is an ongoing process. We will continue to have parent meetings, make phone calls, and strive to identify students with special needs and use “best practices” to secure their academic progress.

TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

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

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

- **TIME** – Seven Professional Development days are devoted to instructional practices, and collaborative meetings help teachers implement quality instruction. Teachers gain valuable instructional strategies as a result of grade level focus collaboration meetings. Professional conferences relating to instructional practices are offered.
- **MONEY**- Money is provided for instructional materials, high quality professional development, technology, educational assistants, and a resource library for teaching staff. Room fees and BEP monies are used for instructional purposes. Library funds are used to provide teachers with a resource library containing instructional materials relating to units of study.
- **PERSONNEL** All teachers are involved in professional development to enhance instruction as well as collaboration. Technology teachers provide training to teachers to enhance the use of technology in instruction. Teacher collaboration meetings offer opportunities to share innovative instructional practices.
- **OTHER RESOURCES** We have two computer labs, computers in each classroom, projectors, and access to LCD projectors.

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

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

- **TIME**- Professional Development should be planned according to needs and current best practice research with enough time provided to ensure that teachers have the capacity they need. The teachers of Black Oak should hold vertical collaboration meetings to share successful “best practices” throughout the school year.
- **MONEY**- Technology must be maintained and updated, resources for literacy centers should be increased, and resource library for staff should be expanded. Money should be allocated for teacher release time to attend conferences or visit high performing

classrooms in the area to glean instructional strategies that work.

- **PERSONNEL-** Enough teachers should be provided to keep teacher / pupil ratio at effective levels. To provide inclusion and differentiated instruction, more Educational Assistants are needed in the classroom. The new teacher mentor should be maintained with the addition of a Special Educational assistant to help new Special Education teachers with the myriad of paperwork.
- **OTHER RESOURCES-** Technology should be updated periodically to remain current with high quality instructional practices. Accelerated Math should be purchased for grades seven and eight. Instructional units that include charts, DVD's, and activities should be purchased to increase student performance in social studies.

Equity and Adequacy:

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

Yes. Instructional supplies are available to all teachers. GIFT Grants are available annually for additional educational resources. Collaboration times are equitable across the school. Professional Development is planned with all teachers in mind.

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

While our teachers have proven to be effective with most of our students, we still have a percentage not scoring proficient on the TCAP. Therefore, we should target funds and resources to provide differentiated instruction to meet the needs of those students.

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

Although we exceeded the NCLB benchmark levels on the 2007 TCAP, we still have a percentage of students that are non-proficient. For example, 30% of the 6th grade boys tested at the non-proficient level and 5% of the 8th grade girls tested at the non-proficient level in math. Similar findings were noted in social studies for grades 6th – 8th.

TEMPLATE 3.2.c: Instructional Summary Questions

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

Template 3.2.c: Instructional Summary Questions (Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

A major strength is the amount of technology available to all teachers for instructional purposes. Secondly, collaboration meetings are a strength that allows our teachers to share practices and ideas. Additionally our ability to align instruction with formative assessments is a strength.

Instructional Summary Questions- Narrative Response Required

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

Our biggest challenge is to meet the instructional needs of those students who are not proficient, especially students with disabilities. The challenge will be to differentiate instruction so that the curriculum will be covered addressing their learning styles and disabilities. Evidence of this is in the TCAP data which showed that 15% of our students with disabilities were not proficient in Reading and 15% of our students with disabilities were not proficient in Math. Additionally, the 2007 Diagnostic Report for 5th Grade math showed that eight students were in the fourth quintile in 2007 and their previous cohorts had twenty-five students in that quintile with a -12.1 gain. In this same report for 6th Grade math, there were ten students in the lowest quintile and nine in the next lowest. Furthermore, there were only three students in the highest quintile with their previous cohorts showing thirteen students. Identifying students in the lower quintiles is of utmost importance. Once identified, these students will receive additional instruction during school and in after school tutoring.

One other challenge is novice teachers who are striving to implement instructional techniques with little experience. Since new teacher mentors are hired to assist first year teachers only, these novice teachers sometimes need additional assistance in classroom management techniques, correlating lessons to the SIP's, and recognizing and implementing instructional best practices. How to train, support, and retain these teachers is critical, therefore we need to provide these novice teachers with techniques to help them and their students get the most out of their classroom time together.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

During grade level meetings, Black Oak teachers will investigate current effective instructional strategies and best practices and discuss possible professional development opportunities and workshops to address the instructional needs of our school. We will look at the information available on the School Diagnostic Report and identify those students scoring in the lower quintiles. We will use differentiated instruction, extended learning, computer programs, and school wide writing assessments to address the challenges. We will fully implement the use of Accelerated Math in grades three through eight beginning in August 2008.

The administration of Black Oak and the Central Office staff will assist the novice teachers. We will provide reading materials, videos by Harry K. Wong, and classroom visits to master teachers in the county to learn classroom management skills and lesson mastery so that they can become an effective teacher.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum.	Ensures that the appropriate assessments are used to guide decisions relative to student achievement.	Uses a variety of data points for decision making relative to student achievement.	Provides professional development in the appropriate use of assessment.	Provides support and technical assistance to teachers in developing and using assessments.	Provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning.
Evidence of Practice (State in definitive/tangible terms)	All assessments given are aligned with the state standards since questions are based on SPIs.	Teachers use a variety of programs such as: TFAP, Accelerated Math, Accelerated Reader, and STAR to aid in decisions relative to student achievement. Teacher made pre and post tests are also used.	We use a wide range of assessments such as the TCAP, TVAAS, TFAP, NCLB Proficiency levels, Math and Reading Pre and Post Tests, and TCAP Writing Assessment to evaluate students' performance and progress.	Professional Development is provided to ensure that all teachers can interpret data and use it to drive instruction. New teacher mentors assist first year teachers in appropriate use of assessment.	Professional Development is provided to ensure that all teachers can interpret data and use it to drive instruction.	Assessment information is communicated through mid-nine week progress reports, report cards, Parent-Teacher conferences, letters of concern, parent notes, and TCAP reports.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
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	TCAP and TFAP scores	TCAP scores	Teacher survey	Teacher survey	Parent Opinion Survey
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP for 2007 showed 96% proficient in Math, which was an increase from 94% in 2006; 96% proficient in Reading, which was an increase from 94% in 2006. All subgroups met the NCLB standards.	On the State Report Card under the non-Academic Indicators Promotion Rate section, our promotion rate was 95.6%.	TCAP for 2007 showed 96% proficient in Math, which was an increase from 94% in 2006; 96% proficient in Reading, which was an increase from 94% in 2006. All subgroups met the NCLB standards.	96% of teachers surveyed agreed that they felt that Professional Development in the appropriate use of assessment was provided for all teachers. Four percent of our teachers asked for additional training.	96% of teachers surveyed agreed that support and technical assistance in developing and using assessments was available to all teachers. 4% would like additional help.	Information from a recent Parent Survey stated that 86% of the parents agreed that reports concerning students' progress are adequate.
Evidence of equitable school support for this practice	Teachers base their assessments on pacing guides, TN Blueprint for Learning , and the county	Teachers have equal access to these programs to help guide decisions relative to	The reports from the collaboration meetings are given to the administration.	This program is available to all teachers.	This program is available to all teachers.	Black Oak teachers use a variety of means to communicate with parents and appropriate

	curriculum maps.	student achievement.				stakeholders. Agenda books, progress reports, notices of concern, report cards, notes and phone calls are some of the means of communication.
Next Step (changes or continuations)	Any changes will be made based on changes to the state standards.	Teachers will receive additional training on the various models of the TFAP assessment.	Black Oak will continue the evaluation and disaggregation of data to create lesson plans and daily activities for the diversified learners.	We will request that professional development days are focused on our areas of weaknesses.	Any additional support will be based on needs indicated in a teacher survey.	We will continue to monitor our current practices.

TEMPLATE 3.3.b: Assessment Gap Analysis

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

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

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

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

- **TIME**—The Technology teacher is trained in the TFAP testing program. She in turn has provided training information to the teachers. Part of each collaborative meeting is spent analyzing the data to see what strategy was effective.
- **MONEY**—Money is allocated for computer programs and training, assessments provided with textbooks expenditures, TCAP testing, and materials to implement more writing across the curriculum.
- **PERSONNEL**—Our technology teacher aids in administering and helping teachers understand computer programs that assess student academic progress. Classroom teachers oversee and administer all types of formative and summative assessment.
- **OTHER RESOURCES**—There are computer programs that can be used as assessment tools.

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

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

- **TIME**—There should be adequate Professional Development days to see that teachers can use assessment to drive instruction.
- **MONEY**—Money should continue to be allocated for current procedures, as well as additional training of staff as needed. Accelerated Math Program for grades 7-8 should be allocated.
- **PERSONNEL**—All teachers should have additional training in understanding and implementing high quality assessment practices.
- **OTHER RESOURCES**—Assessment pre-tests and post-tests should be added to the curriculum map. Curriculum pacing guides should be adjusted to include the administering of TFAP and STAR three times a year.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? All Professional Development days on giving assessment are provided to all teachers: however, current training is not adequate in providing teachers with the knowledge of how to use assessments to address student needs.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? More funds and resources need to be targeted toward enhancing teacher capacity to use assessments to differentiate instruction to meet the needs of all students.

Based on the data, are we accurately meeting the needs of all students in our school? Although we exceeded the NCLB benchmark levels on the 2007 TCAP, we still have a small percentage of students who are non-proficient.

TEMPLATE 3.3.c: Assessment Summary Questions

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

Template 3.3.c: Assessment Summary Questions
*(Rubric Indicator 3.6)***Assessment Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

We have a wide variety of assessments available to our teachers, many of which are computer-based and easily administered. Therefore, teachers have data available when making instructional decisions. Relating assessment information to students, parents, and other stakeholders is a second strength. This was derived from information from a recent Parent Survey stated that 86% of the parents agreed that reports concerning students' progress are adequate. A similar survey from students stated that 92% felt that Black Oak school kept them informed on assessments.

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.)

Our major challenge is to use assessments to target students who are not proficient so that intervention can take place before the TCAP test. Using the TCAP as evidence, we know that we have a small percentage (boys who are in the 7th grade this year were found to be the 30% non-proficient in math) scoring below the NCLB benchmarks. Likewise, the students in grades six through eight showed deficiencies with -8.4 NCE growth in 6th grade, -2.5 in 7th grade, and -2.9 in 8th grade. Additionally, we must look at the School Diagnostic Report on the TVAAS site to identify those students who are in the lower quintiles so that we can choose the correct interventions to move them to higher levels and academic growth.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

We will develop a monitoring system that is aligned with the state content standards so that the teachers can use interventions with students who are not proficient or who scored in the lower quintiles. We will ask the Central Office to assist Black Oak in providing money to fully implement Accelerated Math in grades seven and eight.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

Current Organizational Practices	School's beliefs, missions and shared vision define the purpose and the direction of the school.	School provides continuous professional development for school leaders.	School is organized to engage the parents and community in providing extended learning opportunities for children.	Organizational processes increase the opportunity for success in teaching and learning.	School is organized to be proactive in addressing issues that might impede teaching and learning.
Evidence of Practice (State in definitive/tangible terms)	All programs, strategies and policies are driven by our beliefs, missions, and shared vision, which is displayed in our handbook. Visitors to our website can view this information.	School Leaders participate in a variety of Professional Development Activities such as Principal's Academy, Framework for Evaluations Training, and Differentiated Instruction Workshop.	Parents and community stakeholders participate in a variety of learning activities such as PTO meetings, Family Reading Night, Open House and newsletters to enable them to extend learning opportunities in their homes.	Organizational structures that contribute to success in teaching and learning are common planning times, collaborative meetings, special education, literacy centers, enrichment programs, after-school tutoring programs, differentiated learning	Organizational structures that contribute to success in teaching and learning are special education classes, supplying children with disabilities an educational assistant, inclusion, Pre-K classes for at-risk children and differentiated instruction. Administrative walk-throughs, hall monitoring during

				activities, technology classes, New Teacher Mentor, Family Reading Night and use of student agendas.	transition times, parental contacts are additional examples of how Black Oak is organized to address issues that might impede teaching and learning.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes. The Beliefs, missions and vision of “90/90/90 Schools” are aligned with high academic standards.	Yes. “Schools to Watch” have strong leadership that is well trained.	Yes. “Schools to Watch” encourage parental involvement.	Yes. This is a practice of “Schools to Watch.”	Yes. “Schools to Watch” continually adapt organizational practices to meet the diverse needs of students.
Has the current practice been effective or ineffective?	Effective	Effective	There is currently no data as this is the first year of implementation of our Parent advisory Committee.	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP	Certificates of Attendance on file in administration Office.	The parent advisory committee was implemented in this school year. Therefore, we have not been	TCAP	TCAP

			able to gather data to prove its effectiveness. Records are kept of phone contacts, parent meetings and parent sign-in sheets.		
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	96% of students were proficient in Reading and 96% proficient in Math.	Evaluations submitted for these training sessions indicate they were beneficial to school leaders. Therefore, they indirectly benefit our school.	Evaluation will be made at the end of the year. Surveys will be used.	96% of students were proficient in Reading and 96% proficient in Math.	In math, 96% white; 95% economically disadvantaged and 78% of students with disabilities were proficient on TCAP. In reading, 96% white, 95% economically disadvantaged and 83% of students with disabilities were proficient on TCAP.
Evidence of equitable school support for this practice	Through a collaborative effort, reviews and revisions were made to the beliefs, mission statement and vision. Stakeholders were polled and the changes were adopted to ensure that all	All school leaders are offered professional development opportunities throughout the school year.	All grade-levels and all special areas are represented in this committee.	All programs listed above are school-wide. Consistent guidelines are followed in all areas.	All programs listed above are school-wide. Consistent guidelines are followed in all areas.

	students are addressed.				
Next Step (changes or continuations)	Revisions may be necessary. As new faculty members are employed, they will have access to the beliefs, mission statement and shared visions for the school.	School leaders will continue to participate in Professional Development Days that will meet our school's needs and support our goal of being a high performing school.	We will monitor our current parent advisory committee and look for ways to increase parental involvement.	We will continue to identify areas of weakness and to provide support and training where needed.	We will incorporate learning strategies that will increase proficiency in all areas through high-quality professional development.

TEMPLATE 3.4.b: Organizational Gap Analysis

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

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

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

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

- **TIME:** Time is allocated for extended learning for remediation in the afternoons. Programs are provided for gifted students during the school day. Planning times and collaborative meetings are organizational practices that contribute to success in teaching and learning. Professional development days are also provided.
- **MONEY:** Money is provided for principals to attend conferences, after school tutoring, enrichment, computer programs for all students, and educational assistants.
- **PERSONNEL:** Principal and Assistant Principal use current research practices to organize the school and its processes.
- **OTHER RESOURCES:** Our Parent Advisory Committee works with the PTO to support a diverse learning community. The school's website, monthly calendar of events, and school newsletter are additional resources.

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

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

- **TIME:** Teachers need to have sufficient planning time.
- **MONEY:** More Educational Assistants are needed for remediation, more training is needed in differentiated instruction, and a parent resource center is needed.
- **PERSONNEL:** Math remediation teachers are needed, additional educational assistants, and enough teachers to maintain effective teacher/pupil ratio.
- **OTHER RESOURCES:** Business leaders from the community are other resources that Black Oak should use.

Equity and Adequacy

Are we providing equity and adequacy to all of our teachers? Black Oak makes great efforts to achieve equity and adequacy with all teachers, but we also recognize this is an area where we need to improve. Organizational practices are provided to all teachers equally with the exception of collaboration/planning time.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? The funds we have spent the last few years have provided growth in our TCAP scores.

Based on the data, are we accurately meeting the needs of all students in our school? Although we exceeded the NCLB benchmark levels on the 2007 TCAP, we still have a small percentage of students who are non-proficient.

TEMPLATE 3.4.c: Organization Summary Questions

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

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

One of our major strengths is Black Oak's strong leadership who are proactive in dealing with issues that impede teaching and learning. According to the School Climate Profile from CREP, 92% of the teachers felt that the administrators encourage teachers to be creative and to try new methods. Additionally, 96% said that the administration does a good job of protecting instructional time. Furthermore, 100% of the faculty and staff stated that they share a sense of commitment to the goals and beliefs of Black Oak.

Organization Summary Questions- Narrative Response Required

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

One of our major challenges to provide appropriate instruction to the sub-groups of economically disadvantaged and students with disabilities so that they can be proficient. Another organizational challenge is to enhance collaboration/planning time for all teachers.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will look at the master schedule at it relates to planning times. Enrichment periods will be used for Accelerated Math in hopes to increase student achievement and have more students scoring in the advanced region of TFAP and TCAP. We will also try to provide teachers with more opportunities for grade level collaboration as well as vertical collaboration.

Component 4 – Action Plan Development

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

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

(Rubric Indicator 4.1)

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

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

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

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

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	<p><u>Math</u> The percent of students scoring proficient or above in the area of math on the 2008-2009 TCAP test will increase to or exceed 90%.</p>
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Which need(s) does this Goal address?	<p>Increase the math scores of seventh grade boys on the TCAP test. Increase our school's overall math scores on the TCAP test. Increase the math scores of students with disabilities to meet NCLB goal.</p>
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How is this Goal linked to the system's Five-Year Plan?	<p>Obion County Schools strives to increase the number of students who show improvement when measured by standardized assessment.</p>
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	August 2008 through May 2009	Sheila Stone, Principal Mary Coleman, Assistant Principal Jenny Wilder 4 th Math Pat Conner 5 th Math Greta Ragsdale 6 th Math William Denman 7 th & 8 th Math	Accelerated Math Program	\$2800 initial purchase fee \$400 (each) AccelScan scanners \$45 per 1000 scan cards \$4.00 per student per year annually	Classroom Observation Practice Exercises for each student Testing Program for each student	Reinforcement and advancement of skills that will be assessed on the 2008-2009 TCAP test

Math teachers in each grade level will implement Accelerated Math programs into their class schedules.

Action Step	<p>Guided Study Practice (6th-8th grades)</p> <ul style="list-style-type: none"> • Study Halls are divided into small groups (8-12 students) to allow extra attention for help on focused areas. • Classroom teachers and aides are available for instruction and help. 	August 2008 through May 2009	<p>Leanne Parnell, teacher</p> <p>Melissa Logan, teacher</p> <p>George Leake, teacher</p> <p>Mike Beadles, teacher</p> <p>Barbara Sellers, teacher</p> <p>William Denman teacher</p> <p>Danny Bomar, teacher</p> <p>Dana Johnson, classroom aide</p>	<p>classroom space</p> <p>certified teachers and aides</p> <p>focused skill collaboration areas of weakness</p> <p>practice exercises</p>	\$0.00	<p>TCAP Assessment</p> <p>Classroom assessment</p>	<p>Our students need the most help will receive it in a smaller class setting</p> <p>Guide for our focused collaboration</p> <p>Student could self-assess with results</p>
Action Step	<p>Increase Family and Community Involvement</p> <ul style="list-style-type: none"> • Offer instructional workshops • Form Parent / School Advisory Committee <p>Partner with local businesses</p>	August 2008 through May 2009	<p>David Huss, Director of Schools</p> <p>Sheila Stone, principal</p> <p>all faculty and staff</p>	<p>Meeting facilities</p> <p>Workshop schedule</p> <p>Teachers to serve on the committee</p>	\$0.00	<p>Family participation</p> <p>Workshop schedule</p>	<p>Parental and community involvement will increase</p> <p>Parents will become more aware of ways to help their children be more successful.</p>
Action Step	<p>Continue Focused Collaboration Meetings</p> <ul style="list-style-type: none"> • Identify and discuss student needs and develop strategies to meet them • Work together to see that skills are being reinforced across the curriculum 	August 2008 through May 2009	<p>All 4-8 grade faculty</p> <p>4-8 Math teachers will lead</p>	List of areas of student weakness	\$0.00	<p>Meeting agenda</p> <p>Meeting notes / sign-in sheet</p> <p>Classroom observations</p>	<p>Teachers will be better informed as to what their students need.</p> <p>Teachers can intensively focus on troublesome SPIs.</p>

Action Step	Identify and use a core of exceptional classroom teachers to provide coaching to new or inexperienced teachers	August 2008 through May 2009	Sheila Stone, principal Mary Coleman, asst. principal Lesia Scillion, 5-8 supervisor of instruction	List of mentors and new teachers schedule for visits	\$0.00	Mentoring schedules Classroom observations	Increase in teacher effectiveness Increase % of students scoring proficient in math on TCAP
Action Step	Family Math Lab Night <ul style="list-style-type: none"> Students and parents can come to the school on a scheduled night each week to work on Accelerated Math or other needed skills An administrator and a classroom math teacher will be present to assist students with math skills 	August 2008 through May 2009	Sheila Stone, Principal Mary Coleman, Assistant Principal Jenny Wilder 4 th Math Pat Conner 5 th Math Greta Ragsdale 6 th Math William Denman 7 th & 8 th Math	Computer Lab	An extended contract could be awarded to be used at each meeting. Otherwise, it would be voluntary for teachers.	Increased TCAP scores Family Participation	Increased TCAP scores Increased Community Involvement Smaller Teacher to Student ratio for math help

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	The percent of 6 th , 7 th , and 8 th grade students scoring proficient or above in the area of social studies on the 2008-2009 TCAP test will increase to or exceed 92%.
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Which need(s) does this Goal address?	Increase the student achievement scores on the socials studies section of the 2008-2009 TCAP test for 6 th , 7 th , and 8 th grade students.
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How is this Goal linked to the system’s Five-Year Plan?	Obion County Schools strives to increase the number of students who show improvement when measured by standardized assessment.
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Continue Focused Collaboration Meetings <ul style="list-style-type: none"> Identify and discuss student needs and develop strategies to meet them Work together to see that skills are being reinforced across the curriculum 	August 2008 through May 2009	Debbie Batchelor, 6 th grade SS teacher Mike Beadles, 7 th -8 th grade SS teacher	List of areas of student weakness	\$0.00	Meeting agenda Meeting notes / sign-in sheet Classroom observations	Teachers will be better informed as to what their students need. Teachers can intensively focus on troublesome SPIs.
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<p>Action Step</p>	<p>Guided Study Practice (6th-8th grades)</p> <ul style="list-style-type: none"> • Study Halls are divided into small groups (8-12 students) to allow extra attention for help on focused areas. • Classroom teachers and aides are available for instruction and help. 	<p>August 2008 through May 2009</p>	<p>Leanne Parnell, teacher</p> <p>Melissa Logan, teacher</p> <p>George Leake, teacher</p> <p>Mike Beadles, teacher</p> <p>Barbara Sellers, teacher</p> <p>William Denman teacher</p> <p>Danny Bomar, teacher</p> <p>Dana Johnson, classroom aide</p>	<p>classroom space</p> <p>certified teachers and aides</p> <p>focused skill collaboration areas of weakness</p> <p>practice exercises</p>	<p>\$0.00</p>	<p>TCAP Assessment</p> <p>Classroom assessment</p>	<p>Our students need the most help will receive it in a smaller class setting</p> <p>Guide for our focused collaboration</p> <p>Student could self-assess with results</p>
<p>Action Step</p>	<p>Increase Family and Community Involvement</p> <ul style="list-style-type: none"> • Offer instructional workshops • Form Parent / School Advisory Committee • Partner with local businesses 	<p>August 2008 through May 2009</p>	<p>David Huss, Director of Schools</p> <p>Sheila Stone, principal</p> <p>all faculty and staff</p>	<p>Meeting facilities</p> <p>Workshop schedule</p> <p>Teachers to serve on the committee</p>	<p>\$0.00</p>	<p>Family participation</p> <p>Workshop schedule</p>	<p>Parental and community involvement will increase</p> <p>Parents will become more aware of ways to help their children be more successful.</p>

Action Step	Social Studies teachers will participate in research-based professional development that focuses on effective teaching strategies	August 2008 through May 2009	Debbie Batchelor, 6 th grade SS teacher Mike Beadles, 7 th -8 th grade SS teacher	Professional Development opportunities in the surrounding area	Various costs of conferences and workshops	Teachers will learn and use effective evaluation strategies in their classrooms	SS teachers will use new and various teaching strategies to cover required material. SS teachers will collaborate with other educators and stay abreast of new trends in the field of Social Studies.
Action Step	Identify and use a core of exceptional classroom teachers to provide coaching to new or inexperienced teachers	August 2008 through May 2009	Sheila Stone, principal Mary Coleman, asst. principal Lesa Scillion, 5-8 supervisor of instruction	List of mentors and new teachers schedule for visits	\$0.00	Mentoring schedules Classroom observations	Increase in teacher effectiveness Increase % of students scoring proficient in math on TCAP

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Students will improve their skills using technology as an effective means for learning.

Which need(s) does this Goal address? Our students are not as proficient as they need to be in the use of computers, computer programs, and keyboarding.

How is this Goal linked to the system’s Five-Year Plan? Obion County schools will provide students with the skills necessary to excel in today’s changing world.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers will focus on keyboarding as a skill to emphasize in their classrooms.	August 2008 through May 2009	Classroom teachers Leanne Parnell, Computer teacher	existing computers keyboarding software and websites	\$799.95 for school license from Sunburst Technology Inc.	classroom assessments of typing skills	Students will become better typists More student work can be done on computers
Action Step	Teachers will be provided projectors with which to teach more technology-based lessons	August 2008 through May 2009	Sheila Stone, principal classroom teachers	new computers, projectors, and rolling carts for the stations	\$1500 per station	Differentiated instruction will be available to learners on different levels or with different learning styles.	Teachers will be able to utilize PowerPoint presentations as a teaching tool, as well as other internet-based instruction.

Action Step	<p>Increase Family and Community Involvement</p> <ul style="list-style-type: none"> • Offer instructional workshops • Form Parent / School Advisory Committee <p>Partner with local businesses</p>	August 2008 through May 2009	<p>David Huss, Director of Schools</p> <p>Sheila Stone, principal</p> <p>all faculty and staff</p>	<p>Computer lab access</p> <p>staff for family computer nights</p>	<p>Possibly extended contract funds could be used</p> <p>If not, staff volunteers would be used and there would be no cost</p>	<p>The community would be able be in the schools to see what their children are learning.</p> <p>Parents would gain skills to help themselves and their children.</p>	<p>The community would be able to use school computers in a controlled environment.</p> <p>Students could have extra time for school projects.</p>
Action Step	<p>Students will be taught in grades 6-8 skills in different software programs (i.e. word processing, spreadsheets, presentations)</p>	August 2008 through May 2009	<p>Sheila Stone, principal</p> <p>Leanne Parnell, computer teacher</p> <p>classroom teachers</p>	<p>existing computers</p> <p>existing software</p>	\$0.00	<p>Students would use word processing, spreadsheet, and presentation skills for academic classes.</p> <p>Projects would evaluate their understanding of the taught processes</p>	<p>Students would gain a better understanding of computer programs.</p> <p>Students would use these skills for academic work now, and retain them for their roles in future employment.</p>

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

Black Oak has a well-defined organizational structure in place for shared decision-making and school planning. The administrative team makes decisions daily that affect the learning environment. It is the strong belief of the administrative team that engaging in practices that support the ongoing improvement of teaching and learning is of utmost importance. Making sure that we continually take into account our mission, beliefs, and vision statements is paramount when making decisions that effect student achievement and academic growth. It is the administrative team's common belief that a collaborative effort shared with staff and other stakeholders can influence the desired results of the school. Teachers from each grade level serve as a voice for the teachers and staff. The administrative team meets with these teachers on a continual basis to seek input from faculty and staff regarding pertinent issues or any concerns they may have. Teachers are asked at the end of each year to provide input in writing of suggestions, which they feel may improve the school for the following year. The suggestions are compiled and taken under advisement when planning for the next school year. The administrative team also works with the grade-level (chairpersons) to develop best practices and procedures that will enhance the overall culture and effectiveness of the school. Family members, parents, and community leaders are encouraged to become active participants in the school. Black Oak provides many opportunities for leadership roles for these groups. Each group is represented on each component of the Tennessee School Improvement Plan sharing in the revision and update process each year. The current PTO organization and Parent Advisory Committee members are also asked to provide input and share in the decision-making process. The administrative team, guided by the principal, believes in the collaborative process; therefore the team consults with stakeholders on a variety of issues including assessment tools, curriculum concerns and development, scheduling, discipline, activities, award programs, and innovative instructional techniques. The goals set forth in our action plan are constantly reviewed and discussed at faculty meetings and the parent advisory meetings. The principal, who leads these meetings, presents to the groups various activities and instructional programs designed to address these concerns. Ways to assess these activities and instructional programs are discussed as well as disaggregation of TCAP and TVAAS. A Leadership Team was formed with the responsibility of carrying out the Tennessee School Improvement Planning Process. From that point, committees were formed to complete each component of the TSIP. Each committee consisted of members of the faculty, staff, a parent representative and community stakeholders. The members of the committees were assigned various tasks to complete. Each committee met, compiled their data, and kept minutes of the activities that took place during their meetings. Upon completion of each component, members

Evidence of Collaborative Process – Narrative response required

met, analyzed the data of each component and the action plan and voted to gain consensus from all of the stakeholders involved to approve the document.

Evidence of Alignment of Data and Goals – Narrative response required

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

Formative Assessments

- Student Report Cards K – 8th grade
- Mid-nine week Report Cards K – 8th
- Chapter and Unit Tests for all subjects K – 8th
- Scott Foresman Reading Pre/Post tests 2nd – 8th
- Accelerated Reading Program 1st - 8th
- STAR Reading Reports Grades K – 8th administered fall, winter, and spring
- Rigby Reads Evaluation and Diagnostic K – 1st administered in the fall
- Star Early Literacy PreK – 2nd administered fall, winter, spring
- Pre-Kindergarten Assessment administered in the spring
- Brigance Pre-K Screening administered in the spring
- Running Record of Text reading K-1 kept weekly and/or bi-monthly
- Observation Survey for K-1 administered at the end of the school year
- Tennessee Review Formative and Benchmark (TFAP) testing results Grades 3-8 administered fall, winter, and spring
- Accelerated Math Grades 3 – 6 administered on-going daily
- English and Math Placement Test for Eighth graders administered March 7, 2008
- Explore Test Grade 8 administered November 2007

Summative Assessments

- TCAP Grades K – 8th grade administered week of April 14-18, 2008
- TCAP Writing Assessment – 5th and 8th grade administered February 5, 2008
- TCAP Alt – Special Education students administered week of April 14-18, 2008
- TCAP (NCE 3-year average, TVAAS Value Added gains issued in the fall
- NCLB Benchmarks- AYP, and NCLB Proficiency Levels issued in the fall

Needs Assessments

- Annual Title One Needs assessment meetings held in the spring

Data from the formative assessment instruments are scrutinized during our professional development days, grade-level meetings, and faculty meetings. This on-going process enables the faculty and staff of Black Oak to remain focused on specific standards that are based on curriculum objectives allowing us to track student gains over time. We feel that this monitoring process makes it possible to determine the effectiveness of our action steps and make necessary adjustments.

Evidence of Alignment of Data and Goals – Narrative response required

When the results from the summative assessments have been received, the entire staff analyzes the data. This process usually takes place at the beginning of the school year during professional development days. Initially, teachers receive school, grade-level and individual student reports of the TCAP test. The reports are reviewed and notes are made concerning strengths and weaknesses of the prior year's class. These notes will help the teachers determine their instructional effectiveness with that group of students. After teachers have noted strengths and weaknesses of their group of students, they share with the next year teachers discussing concerns and observations. The faculty and staff will look at the diagonals from year-to-year to determine possible trends as they study the TVAAS School Report.

The Tennessee School Report Card provides information about our school's overall performance in several reporting categories. The disaggregation of the data by subgroups gives us the ability to design strategies for improvement that meet the needs of our student population. When considering the TCAP Writing Assessment, we find that while we have scores indicating how we scored compared to the state and county, we have no real data to put our hands on. Teachers need specific information about strengths and weaknesses. Perhaps if they scored the writing assessments using a template and scored for stays on topic, uses transition words, uses metaphors and similes, and has a strong introduction and closing, the language arts teachers would be better able to instruct students toward a "recipe for a six".

After careful study of TCAP scores and TVAAS data, specific needs of our students were identified. Charts were made of students who scored non-proficient, proficient, and advanced. Using these charts and identifying the skill deficiencies and weaknesses of the students of Black Oak, goals were derived from our findings and aligned with our data to ensure continued student academic progress and achievement.

The Title I Needs Assessment results are presented to staff representatives, parents and stakeholders at the annual Title I planning meeting in late spring. This meeting is designed to provide insights into teacher, parent, and community perceptions of what our focus needs to be for the upcoming school year. Based on the results of the needs assessment, staff development opportunities are offered to address areas of concern and greatest need. Findings from previous years showed an interest in the Accelerated Math program as a means to bolster student math academic achievement. Therefore, Black Oak was able to purchase the program for grades four and five. When looking at Math TFAP results this year, grades 4 and 5 made gains in the advanced and proficient categories. In the fall, 4th graders had 3% Advanced and 31% proficient with 66% below proficient. In February, the scores were 18% advanced, 44% proficient and 38% below proficient. Similarly, scores for 5th graders in the fall were 0% advanced, 5% proficient, and 95% below proficient. In February, the scores were 14% advanced, 43% proficient, and 43% below proficient. As a result of the needs assessment, TFAP results, TCAP and TVAAS results, Title I funds are available to cover the cost of many of our action steps.

Evidence of Communication with All Stakeholders – Narrative response required

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

The leadership team involves all stakeholders in the school improvement process. Chairpersons and Co Chairs are appointed for each component of the improvement plan. Each group holds several meetings throughout the year to discuss the previous plan and revisions for the current plan. Stakeholders are invited by school memos, phone calls, e-mail, or personal mail to attend the meetings in order to provide much needed input.

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

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

Black Oak’s current school vision, mission and beliefs are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared vision, mission and beliefs. All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school. Black Oak analyzes assessment and evaluation data to plan for continuous improvement for each student, subgroup of students, and the school as a whole. From this data disaggregation, strengths and weaknesses become evident. These weaknesses and limitations are addressed in our school’s action plan so that interventions can be put into place.

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

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

Our action steps align with our analysis of our curriculum, instruction, assessment and organization. When looking at our Value Added (Academic Gain) scores, it is obvious that action steps need to be in place to increase student performance. Our primary focus is on this year’s 7th grade boys. These are the students who were not proficient on the 2007 TCAP test. We are currently implementing curricular, instructional, assessment and organizational improvements to improve these scores. After identifying these students, some interventions have been put in place such as after-school tutoring, extra study time with math teacher for tutoring and homework help. Notices of concern are sent to students who have poor and failing grades as well as e-mails and phone calls. Evidence of these practices found throughout Black Oak’s action steps will be closely aligned with state standards and best practices incorporated.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

The chairs and co-chairs met with the administrative team to discuss ways to improve our planning process. The suggestions made were as follows:

- Component 1b requires more research therefore more team members are needed to relieve the workload.
- Chairs and co-chairs need to be notified in May to begin planning for the upcoming school year. By doing this, TCAP information and TVAAS data will be readily available and at-hand.
- A copy of the TSIPP Rubric and templates should be provided to the chairs and co-chairs.
- An appropriate timeline needs to be created and dates adhered to.

TEMPLATE 5.2: Implementation Evaluation

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

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

In order to begin implementation of the action steps, academic weaknesses, non-proficient sub groups of students, and those scoring in the lower quintiles as evidenced on the School Diagnostic Report of TVAAS are identified. Professional development and training is aligned with goals and action plan, data driven, research based, evaluated to determine its impact, collaborative in design and implementation. Material and educational programs will continue to be purchased to enhance the instructional environment. As mentioned previously, we plan to have the Accelerated Math program fully implemented in grades 3-8 and to have more technological programs available for our students to increase their computer literacy. Additionally, we plan to incorporate this technology in the social studies classes. Using on-line quizzes and other informational sites to enhance the daily objective will add interest to the lesson and perhaps spark an interest in the student to research topics on their own. Websites such as www.brainpop.com, www.SocialStudiesforKids.com and <http://webquest.org/index.php> are excellent sites for teachers use to take the lesson a step further.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Data will be used to monitor our progress throughout the year with necessary changes and adjustments being made. We will use our data to identify areas of weakness and deficiency. Students that are scoring at the non-proficient level will be identified and remediation will be provided. The formative assessments that will be used with projected dates are noted below.

Student Report Cards K – 8th grade

- Mid-nine week Report Cards K – 8th
- Chapter and Unit Tests for all subjects K – 8th
- Scott Foresman Reading Pre/Post tests 2nd – 8th
- Accelerated Reading Program 1st - 8th
- STAR Reading Reports Grades K – 8th administered fall, winter, and spring
- Rigby Reads Evaluation and Diagnostic K – 1st administered in the fall
- Star Early Literacy PreK – 2nd administered fall, winter, spring
- Pre-Kindergarten Assessment administered in the spring
- Brigance Pre-K Screening administered in the spring
- Running Record of Text reading K-1 kept weekly and/or bi-monthly
- Observation Survey for K-1 administered at the end of the school year
- Tennessee Review Formative and Benchmark (TFAP) testing results Grades 3-8 administered fall, winter, and spring
- Accelerated Math Grades 3 – 6 administered on-going daily
- English and Math Placement Test for Eighth graders administered March 7, 2008
- Explore Test Grade 8 administered November 2007

Our data is used to involve students in individualized instruction so that we maximize our instruction time to its fullest potential while meeting the needs of our students.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The School Leadership Team, which consists of administrators, component chairs, parents and community stakeholders, will meet in August of 2008, in December of 2008, and then again in April of 2009 in order to sustain the Tennessee School Improvement Planning Process. At these meetings, the team will monitor the school's progress and decide which steps will be taken in the future to improve and adjust our plan to best meet the need of our students. Mrs. Stone, the principal, is the educational leader of Black Oak. Mrs. Stone and the School Leadership Team monitor our school improvement plan.

Evidence of a Process for Monitoring Plan – Narrative response required

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

Administration and component chairs use a systematic process for monitoring and evaluating the data from the assessments to implement our school improvement plan. Initially, the Leadership Team will gather information from each component chair. Then, the team will peruse the data from the School Improvement Planning Scoring Sheet for Black Oak to make necessary adjustment noted in their comments. The leadership team will disaggregate and examine data from the assessments to make sure that the action steps we included in our plan are meeting the desired goals. It is at this time that necessary modifications are made and deficits are addressed. Celebrations are noted when action steps prove to meet the needs of the goals set forth in the plan.

Evidence of a Process for Adjusting Plan – Narrative response required

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

Mrs. Stone, the school principal, along with the other members of the School Leadership Team will conduct a faculty meeting to review the findings of the SIP. Stakeholders involved in the planning process will be invited to attend this meeting so that the findings can be shared. Our first meeting will be in the falloff 2008. Mrs. Stone will lead a discussion of the School Improvement Planning Scoring Sheet for Black Oak. Additionally, the Component Chairmen will discuss the SIP Rubric with the group. Following this, the faculty, staff, parent representatives, and stakeholders will gather ideas and discuss problem areas of the document. The discussion of problematic areas and strengths will be an ongoing process making necessary adjustments and changes as necessary.

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

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

Black Oak's School Improvement Plan will be available to all stakeholders. We will communicate our successes and adjustments of our plan through school newsletters, written correspondence, Parent Advisory Board meetings, and meetings with stakeholders. Additionally, we plan to post a copy of our SIP on our school website.