

Tennessee School Improvement Planning Process (TSIPP)

Lake Road Elementary School

1130 East Hwy 22
Union City, TN 38261
731-885-5304

Principal: Dennis Buckelew
Asst. Principal: Regina Patterson



Tennessee Department of Education
March 2009

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

Assurances

I certify that Lake Road 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)

TSIP Leadership Team Composition

The TSIP Leadership Team was formulated at the beginning of the 2007-2008 school year. The principal and assistant principal, acting as chair and co-chair, conferred that it was imperative to begin work immediately on our school's improvement plan.

We then began the task of considering who would be productive leaders for the six components of our plan. The chairs were selected according to experience and ability to lead others. In addition to the teachers selected, we considered non-certified personnel, community, and parent representatives. We chose our school secretary and bookkeeper for their ability to be available during the day for input at anytime as well as their dedication to their jobs and their knowledge about the students. For our community representative, we chose a prominent business owner in our community who is also a parent and board member. The company, which he owns, partners with our school to support our students and faculty in various ways. For our parent representative, we chose someone who was also our PTO representative. This would allow us to have more direct feedback and input from a collective group of parents.

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Dennis Buckelew	Y	Administrator	
Regina Patterson		Administrator	
Sandy Simpson		3 rd grade teacher	Component 1a Chair
Maria Matheny		8 th grade teacher	Component 1b Chair
Bennett Kirk		7 th grade teacher	Component 2 Chair
Hope Durall		4 th grade teacher	Component 3 Chair
Bethany Ingersoll		3rd grade teacher	Component 4 Chair

Polly Cole		3 rd grade teacher	Component 5 Chair
Roger Williams		Business Owner	Component 2
Vickie Elam		Secretary	Component 1
Debbie Stevenson		PTO President/Parent	Component 1
Brittney Cooper		Bookkeeper	Component 1

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 Formation and Operation

After the leadership team was formed, the process of the formation of each subcommittee began. Individual teachers were chosen according to grade and subject mixture, teaching experience, and their ability to work together. Each subcommittee was composed of teachers, support staff, parents, and community representatives. Every faculty member and non-certified instructional staff member at our school was included on subcommittees so that everyone in our school could become involved and feel the importance of the plan. Stakeholders were also included on these committees. A faculty meeting was held so that all personnel could see the components of the plan as well as the timelines and assignments. The committee for Component 1a began work immediately to follow this process. Other committees followed and worked closely with the previous committee to pass information along to the next group so that all those involved knew the plan and could see the development. The chairs of each committee worked closely with the other team members to inform them of the progress being made.

Meetings were held throughout the school year with component members. These meetings were held during professional development, workdays, planning periods, scheduled committee meetings, and after school. The chairs conducted the meetings and assigned various tasks for each committee member. The members collected, analyzed, discussed, and prepared their component data to be presented to the entire faculty during scheduled staff meetings. Below is a list of the scheduled meetings for all committees. There were numerous other meetings throughout the year.

8/21/08	11/06/08	02/05/09
9/04/08	12/04/08	03/05/09
10/09/08	01/08/09	04/16/09

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

Member Name	Position	Chair
Sandy Simpson	3 rd grade teacher	Y (1a)
Vickie Elam	Secretary	N
Sherry Johnston	Nurse	N
Dorothy Barnes	Cafeteria Manager	N
Peggy Brooks	2 nd grade teacher	N
Shawn Johnson	Physical Education teacher	N
Donna Windle	Special Education teacher	N
Brittney Cooper	Bookkeeper	N
Debbie Stevenson	PTO president/ Parent	N
Lupita Berner	Educational Assistant	N
Rachel Joost	Educational Assistant	N
Lisa Horner	Educational Assistant	N
Maria Matheny	8 th grade teacher	Y(1b)
Harriet Hicks	4 th grade teacher	N
JoAnn Brown	Educational Assistant	N
Shelly Dudley	Educational Assistant	N
Julie Kline	Educational Assistant	N
Brenda Gray	Parent	N
Becky Parks	4 th grade teacher	N
Michelle Bell	Special Education teacher	N
Kenthia Revell	6 th grade teacher	N
Emily Cross	5 th grade teacher	N

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
---	-----------------------------

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Bennett Kirk	7 th grade teacher	Y
Cheryl Ross	Librarian	N
Janet Keathley	Kindergarten teacher	N
Angie Partin	Kindergarten teacher	N
Sara Stevens	2 nd grade teacher	N
Justin McMahan	Physical Education teacher	N
Laura Terrell	Educational Assistant	N
Letha Reavis	Educational Assistant	N
Gary Bradley	Custodian	N
Roger Williams	Community Business Owner	N
Dana Shelton	1 st grade teacher	N
Melanie Baggett	Kindergarten teacher	N
Ginny Barnes	Food Service	N
Tammy Chessor	Educational Assistant	N
Denise Bell	Gifted Teacher	N

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

X YES	<input type="checkbox"/> NO
-------	-----------------------------

Subcommittee 2 Chair Signature

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Hope Durall	4 th grade teacher	Y
Allison Kail	5 th grade teacher	N
Ellen Bowden	Kindergarten teacher	N
Josh McKinnis	6 th grade teacher	N
Tina Hill	1 st grade teacher	N
Cathy Cavender	6 th grade teacher	N
Stacy Gray	7 th grade teacher	N
Tula Bradley	Custodian	N
Daphne Roberson	Educational Assistant	N
Mel Carty	Maintenance	N
Antoninette Waites	Pre-K teacher	N
Carol Humphries	Educational assistant	N
Teressa Bowman	Food Service	N
Dasha Dunn	Food Service	N

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
---	-----------------------------

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Bethany Ingersoll	3rd grade teacher	Y
Catherine Nailling	5th grade teacher	N
Jennifer Godwin	8 th grade teacher	N
Carole Russell	Title 1 teacher	N
Beth Duncan	2 nd teacher	N
Julie Huggins	Kindergarten	N
Donna Middlebrook	Parent	N
Tammy Snead	Educational Assistant	N
Margaret Hoffman	Educational Assistant	N
Jeanne Foster	Music teacher	N
Jeanette Fisher	1 st grade teacher	N
Carolyn Dickson	Food Service	N
Kandy Morphis	Food Service	N

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

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
---	-----------------------------

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>
Polly Cole	3 rd grade teacher	Y
Tom Kelly	8 th grade teacher	N
Marci Roach	8 th grade teacher	N
Sharon Barnes	3 rd grade teacher	N
Mindy Galbraith	Special Education teacher	N
Shannon Brooks	1st grade teacher	N
Dennis Buckelew	Principal	N
Teresa Hutchison	Educational Assistant	N
Shannon Hogg	Educational Assistant	N
Michelle Allen	Parent	N
Josephine Keightley	Guidance	N
Jennifer Pate	Special Education (CDC) teacher	N
Jennifer Faulkner	6 th grade teacher	N
Regina Patterson	Assistant Principal	N
Andrea Russell	Food Service	N

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)

Lake Road Elementary School utilized the Opinion Surveys of the parents, teachers, students, and support personnel to gather the opinions about the quality of education at our school. The surveys were administered to all parents, teachers, students, and support personnel. As a vital part of Obion County, Lake Road Elementary strives for excellence. By using the information gathered and analyzed in these surveys, we set goals and formulate methods to accomplish these goals. These surveys showed the following areas of strength and weaknesses. Lake Road School will use these surveys to formulate a plan by which the areas of strength will aid us in overcoming the areas of need.

Data Source	Relevant Findings
Opinion Surveys (Student, Parent, Teachers, and Support Personnel)	Areas of Strength:
	1. Teachers will help students when they need it.
	2. Students feel that all school staff help them and foster their self-esteem.
	3. At least 90% of the parents said they are informed about educational policies, their child's progress, and overall they are satisfied with our school.

Data Source	Relevant Findings
Opinion Surveys (Student, Parent, Teachers, and Support Personnel)	Areas of Need:
	1. Both students and teachers agree that students need more time on computers.
	2. There needs to be better communication and support between administrators/teachers and other school personnel.
	3. At least 50% of the teachers feel they have insufficient planning time.

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:

This section of the School Improvement Plan for Lake Road Elementary School includes an overview of school characteristics, student population data, parent or guardian demographics, and community characteristics.

I. School Characteristics

Historical Background and Facilities

Lake Road Elementary School is a public, rural school consisting of grades PreK-8. Established in 1984, Lake Road Elementary School is a consolidation of the Dixie School and Woodland Mills School. The two schools consolidated in the fall of 1984 but were housed on two separate campuses for the first semester. The K-4 classrooms were on the Dixie campus, and the 5-8 grades were on the Woodland Mills campus, while the new building on Highway 22 was being completed. During the Christmas holidays of 1984, the two campuses merged and became our present Lake Road Elementary School. The campus, located at 1130 East Highway 22, west of Union City, Tennessee, is the largest elementary school in the Obion County School System. This educational establishment strives for academic excellence while serving 679 students throughout the school. We are accredited by the Southern Association of Colleges and Schools.

Lake Road Elementary is a PreK-8 school that offers children a well-rounded education. Music, library, computers, a science lab, physical education, guidance, special education, Extended School Program, B.A.S.I.C., after school tutoring, and Family Reading Night are available to supplement the required curriculum. The center core of the school building is comprised of the gym, cafeteria, CDC (Comprehensive Development Center), PreK, and the main office. There are four wings; the south wing houses the kindergarten and first grade classrooms, the west wing includes the second, third, and fourth grades, the north wing contains the fifth and sixth grade and the east wing provides for the seventh and eighth grade classes.

Environmental and Safety Conditions

All doors are locked and there is no entrance into the building except by the front door. Visitors must register in the office upon entering the building and are issued a visitor's pass. Upon leaving the building, the same procedures must be followed. A keyless entry system has been installed for additional security. On February 9, 2009, a 16 camera system was installed for

additional safety. At the end of the day, administrators, designated teachers, and educational assistants monitor students loading of buses. They also assist student “car riders” by supervising the loading and unloading of cars before and after school. The Obion County Sheriff’s Department aids in public safety by insuring safe access to and from the school premises each morning and afternoon.

Early arrivals to school remain in the cafeteria under appointed faculty personnel until they are dismissed to report to their appropriate homerooms. Students who leave early must have a parent, or parent representative, check them out at the office.

To further provide for the safety of the students, the playground areas are fenced in and carefully monitored by staff during recess times. Teachers also ensure safe and orderly passage of students during class changes. Fire drills, tornado drills, and intruder drills are practiced monthly to ensure that all students and faculty know the procedures to follow during a disaster situation.

The Olweus Bullying Prevention Program was implemented in the fall of 2008. This program is taught for a 30 minute class period every Friday morning. The implementation of this program has decreased bullying at our school.

Grade Distribution and Length of School Day and Year

Lake Road Elementary School is composed of grades PreK-8. The number of classes per grade is shown below.

PreK-1	5 th - 3
K -5	6 th - 3
1 st -4	7 th - 3
2 nd -3	8 th - 4
3 rd -4	CDC - 2
4 th - 3	

The teacher-pupil ratio school wide is one teacher per 19.40 students. There are fifteen educational assistants distributed as follows: one Pre-K assistant, three general assistants, one librarian assistant, nine special education assistants, and one Title I Assistant.

The 2008-2009 school year at Lake Road School includes 200 days for faculty and 180 days for students. School days are seven-hours for students and seven and one-half hours for staff. Teacher In-Service is held the first week of August. Students report for their first day the following week. A fall break is scheduled during October and spring break is scheduled in April. There are two Parent/Teacher Conferences scheduled: one in September and one in January. There are seven Professional Development Days scheduled for teachers throughout the school year. Lake Road School observes the following holidays: Labor Day, Thanksgiving, Christmas, New Year’s Day, Dr. Martin Luther King Jr. Day, President’s Day, Good Friday, and Memorial Day.

Operating Budget Distribution Equity and Per Pupil Expenditures

Local education agency policy indicates that operating funds are distributed on an equitable basis throughout the Obion County School System. Title I funds are distributed by federal rules and regulations based on the school with the largest percentage of need. This need is determined by the number of free and reduced lunch eligibilities. According to the 2008-2009 school budget, funding was allocated in the following way: State and local funding, 87.91%; Federal funding is 5.61% (Carl Perkins, IDEA, and Title); and Central Cafeteria is 6.48%. The state percentage is 68.22% and the local revenue is 31.78%. Included in these totals is an allocation of \$471, 254 for Pre-K programs in Obion County. The total school budgets including Capital Outlay, state and local dollars, Central Cafeteria, and Federal allocations is \$32,895,924.

Per pupil expenditure for the system was \$8425.00 compared to a state per pupil expenditure of over \$8345.00 for 2008. There are 3904 total students in the Obion County School System for the year 2008-2009.

Administration, faculty, and staff demographics

Lake Road Elementary School professional staff consists of 47 certified personnel; 41 females and six males, all Caucasian. All school personnel are teaching within the appropriate areas of their certification. Lake Road's percent of highly qualified teachers stands at 99.2% according to the 2008 report card. The faculty not only prides itself in its professionalism but also is interested in one another's well-being. The present staff includes a principal, an assistant principal, 34 classroom teachers, four full-time special education teachers, one school counselor, two physical education instructors, one librarian, one music teacher, one full-time nurse, and one full-time speech and one gifted instructor. This faculty collectively has a total of 778 years of teaching experience. The average number of years of teaching experience is sixteen and one-half years. Among our teachers 57.4% have a BS degree, 29.7% have a MS, and 12.7 % have a MS + 30 hours.

The school is supported by 32 employees who work to insure the smooth operation of the total school plant. These associates' job descriptions encompass office, food, maintenance, housekeeping, educational assistants, and transportation. The principal and assistant principal supervise the staff and students. Lake Road School has sixteen educational assistants holding the highly qualified paraprofessional certification as required by the Tennessee Department of Education. We also have adult members and retired educators to address the needs of staff and students as well as trained and qualified mentors to assist teachers with fewer than five years teaching experience.

Enrollment Data

The total enrollment at Lake Road Elementary is 679 students. There are 320 boys (47.1%) and 359 (52.9%) girls. Of the 679 students, 97 % are Caucasian, 1% are African American, and 3% are Hispanic.

School Curriculum and Programs

Lake Road Elementary School's curriculum materials are on a six-year cycle. State and county guidelines mandate the course offerings for each grade level. Our county provides a comprehensive educational program covering student needs. Curriculum offerings include reading, writing, spelling, language, math, science, and social studies. In addition to the regular math courses, Lake Road is offering an advanced placement /dual credit math class this year. Students in the eighth grade are able to earn junior high and high school graduation credit by taking an Algebra Class. The students are chosen by the junior high math instructor based on their math skills (on a placement test designed by the Algebra I & II teachers at the Obion County High School). This course allows students to better prepare for the state mandated Gateway examination. Our curriculum is geared to accommodate our students' needs and interests.

Lake Road's **Special Education** program serves 139 students. Of the 139 students served by the Special Education Program, 28% are intellectually gifted, 10.7% have speech impairment, 4.3% have specific learning disability and speech, 26.6% specific learning disability, 1.4% other health impaired or speech impairment, 6.4% other health impaired, .7% other health impaired specific learning disability, .7% multiple handicap, 3.5% developmentally delayed, .7% language and speech impaired, .7% language impaired, 2.1% autistic language impaired, 2.8% mentally retarded language impaired, 3.5% developmentally delayed language impaired, .7% visually and language impaired, .7% developmentally delayed and autistic, .7% mentally retarded, 1.4% developmentally delayed speech impaired, 2.1% mentally retarded speech impaired, .7% autistic and speech impaired, .7% other health impairment and language impairment.

Students in grades K-5 served by the special education department participate in a partial pull-out program for language, reading, and math. These students receive extra help in these areas and are taught using the same instructional material as used in the regular classroom. For grades 6-8, students are served by a pull-out program or inclusion. They also are taught using the same instructional materials as the regular classroom. There are a total of six teachers working in the Special Education Program.

The **Comprehensive Development Center (CDC)** serves students who suffer a range of more severe learning and physical disabilities. This program was initiated in 1974 as a joint venture of four school systems. In 1984, the county students were moved to our facility with state of the art classrooms, equipment, and materials. The students in this program are unable to function or be successful in regular, age-appropriate classrooms. They must be evaluated by a psychologist to determine qualification for this program. Developmental delay, mental handicap, and autism are some of the conditions which qualify students to attend the CDC. The students' progress is monitored through the use of written annual Individualized Educational Programs (IEP) for each individual. Instruction is meant to help the students to mature and learn to function in their world. The CDC classes participate in the Special Olympics each year. Students are included in activities with non-disabled peers through such programs as P.E., music, and recess. Most students in the CDC program, through the inclusion program, attend the regular education classroom for instruction with special education accommodations.

Lake Road has 50 students that attend **Speech and Language Therapy** classes. We serve students from PreK-6 grades. Therapy consists of correcting articulation disorders through oral repetition, flashcards, and target worksheets. Language therapy addresses the student's weaknesses through oral/written vocabulary, same/different, grammar skills, following directions, making comparisons, and answering questions. Alternative communication consists of learning sign language, using Picture Exchange System (PECS), and mechanical devices that help the student communicate their wants and needs. Stuttering therapy is also provided and modifications are used to help control the student's dysfluencies.

The Gifted Program known as **PLUS** (Progressive Learning in Unique Situations) Program has one teacher. Students attend this class daily for 30 minutes. The children participate in solving mysteries, various logic problems, open-ended stories that require conductive inquiry, and research projects. PLUS students write a quarterly newsletter for Lake Road.

Lake Road Elementary is a **Title I** Targeted Assistance School. Our federally funded Title program offers participation in reading and math for qualifying students in grades one through three. Students are selected for the program based on the results of two methods of evaluation in addition to teacher opinion. These methods include the results of S.T.A.R. Early Literacy, S.T.A.R. Reading, Scott Foresman End of Year Reading, and Harcourt End of Year Math tests. Checklists of skills are also used. Teachers are asked to describe each student in grades one through three as, "exceeding", "meeting", or "falling below grade level" in reading and math. Students in grades 1-3 are ranked according to these methods. Students scoring below the median are selected to receive additional help and educational assistance in maintaining their academic grade level. One Title I teacher and one Title I Assistant, both highly qualified professionals, serve Title I students in small group settings from classrooms during non-instructional times. The Tennessee Student Performance Indicators for reading and math in grades 1-3 and local curriculum maps for these subjects provide instructional guidance for this program. Weekly coordination with participating teachers assures that learning time is extended with quality instruction. Classroom reading and math teachers complete a form each Friday that includes SPI's, stories to be read, spelling list words, reading skills, math skills, and concepts to be met the following week. Each student maintains a folder for written reading and math work. Students are encouraged to complete fifteen minutes of practice work each Monday-Thursday evening. This also provides parents an opportunity to reinforce developing skills. A parent communication pocket is also provided in the front of each folder for additional written communication throughout the year. The grade level and average percent correct scores obtained from the daily use of Success Maker's math and reading software provide objectives for remediation along with Scott Foresman weekly reading fluency assessments. Diagnostic online reading assessment (D.O.R.A.) is also a tool for intervention assessment. The first and second grade Accelerated Math libraries also offer opportunities for remediation with math students. All of these programs are coordinated, aligned, and spiraled to meet Tennessee Student Performance Indicators. Parent Involvement is encouraged and a student-parent-teacher compact is signed by every parent and child involved in the Title I program at Lake Road. Weekly reading notes that provide the reading, vocabulary, and spelling words that should be mastered by each student in his or her classroom are sent home to parents. Reminders are also sent home for upcoming classroom chapter math tests. Title I students and parents are encouraged to participate in Family Night reading sessions at Lake Road, as well as in after school tutoring.

Title I students and kindergarten students who have younger siblings are offered registration forms for Dolly Parton's Imagination Library. Forms are also provided to Lake Road preschool students and their younger siblings. Parents of Title I students are also provided with adult education opportunities provided by the Obion County School System. Professional Development for administrators and teachers is provided by the Title I teacher during the Lake Road Title I spring planning meeting each May, following the annual West TN Title I Conference.

Lake Road Elementary received its first **Pre-K** class in August of 2007. Students are selected for this program if they are four on or before September 30 and if they qualify for the Free and Reduced Lunch Program. Then if space is available, students with disabilities, those identified as ELL, students in state custody, and those identified as educationally at-risk for failure due to circumstances of abuse or neglect are considered for enrollment. Additionally, those students who do not meet any risk criteria, but are considered the un-served or underserved population of four-year-old children, per written request and approval from the Office of Early Learning are also enrolled if space is available. These children are served by one teacher and one full-time assistant for every 20 children. The maximum class size is 20. The students attend school for a minimum of 180 days and are required to be tested. They are given the Early Childhood Environmental Rating Scale (ECERS) and the Early Language & Literacy Classroom Observation (ELLCO) which identifies specific plans of action for the areas of need identified by these tools. This is done by the end of the first semester for all new programs. They are also given a Family Survey.

Guidance classes are offered once a week for 40 minutes per class. The guidance counselor teaches many topics including decision making skills, character counts, bullying prevention, and career choices. The counselor moves from class to class and then if needed, the guidance counselor spends extra time with students who are referred to her on a special needs basis. In coordination with guidance, Lake Road benefits from **B.A.S.I.C.** (Better Attitudes and Skills in Children). This program, funded by a grant from The Tennessee Department of Mental Health via Pathways Counseling Center, serves grades K-3 twice monthly for 30 minute sessions. Twelve lessons per year are presented on such topics as peer pressure, decision making, problem solving, self-esteem, emotions, and attitudes. Lake Road also teaches the "Right Choices" program to the sixth- eighth grade classes each year to encourage students to make proper decisions on everyday situations.

Physical Education classes are offered to every student on a weekly basis. Students receive 50 minutes per week. Our school uses the gym for physical education classes. Two physical education teachers serve the entire Lake Road population. Our physical education program emphasizes a healthy lifestyle and includes exercise, skills development, and team work. The physical education program is based on the Sparks Curriculum. The Presidential Physical Fitness Challenge is given once a year which consists of three weeks of prep time and three to four weeks for test time. Sports is an extension of the physical education program; junior high football, basketball, softball, and cheerleading are also a big part of our school offerings.

Library classes are offered each week for 40 minutes. Lake Road's one full-time librarian and one part-time assistant also give each student the opportunity for open check-out times during the

day. Our school library contains about 12,000 items of print and audio visual materials. Four computers are located inside the library for student use as well as two computer/powerpoint projector mobile stations equipped for teacher use. In addition to funding received from the county through an average daily attendance formula, money is also generated for library use through book fairs and other fund-raising events.

Music classes are offered to students in grades K-5 at Lake Road. Students in these grades participate in music programs twice a year. Band classes are offered to those students in grades 6-8. Our 6-8th band has band concerts twice a year. Lake Road students also have an opportunity to participate in a Wind Ensemble. In addition, Lake Road hosts the Obion County Chorus program that meets each Monday afternoon after school for students in grades 2-8. The chorus travels to area community events to perform.

There is one **computer lab** located in our building that houses 25 computers. Classes are taught by the classroom teacher. In addition to the lab, there are currently 153 desktop computers and three laptop computers for student use in individual classrooms. Teachers integrate the technology curriculum with state standards and TCAP objectives for all learning areas using various sources such as Brain Pop, Accelerated Reading, and Accelerated Math. Lake Road uses the Discovery Assessment Program. This is a formative assessment program that uses technology to aid teachers in determining areas of strength and need. The benchmark tests for this program are given three times a year. The teachers then analyze the data from these tests to better determine the course of study to reach grade level objectives.

Co-curricular offerings include 4-H, D.A.R.E., Obion County Junior High Spelling Bee, Honor Roll, after-school remediation, Student of the Month, Boys and Girls Scout Programs, yearbook staff class for seventh and eighth grade students, E.S.P.(Extended School Program for after school care), Career Fair, Cultural Art Field Trips, Library Book Fair, Math Lab 6, 7, 8 (math tutoring for grades 6-8), and Academic Bowl.

Special programs include Read Across America Day, Red Ribbon Week, Accelerated Reader Award Ceremonies, Student of the Month Receptions, Luncheon for Staff Birthdays, Reelfoot Rural Ministry Food Drive, Lion's Club hearing and sight examinations, and recycling programs.

For the fiscal year 2008-2009, Lake Road School faculty applied for technology grants through the Obion County School system technology department. Our faculty received classroom technology (LCD projectors) for seven of our classrooms. We anticipate an additional six to seven projectors for the 2009-2010 school year.

Parental Involvement and Support

Lake Road Elementary School is fortunate to have tremendous parental support. The parents and the PTO are involved in various activities throughout the year. These activities are Spring/Fall Fest, chili suppers, and collecting box tops to purchase educational materials. PTO members also serve as classroom helpers for special projects, door and bulletin board decorating contests, Grandparent's Day Breakfasts, Parent/Teacher Conferences, Thanksgiving and Christmas dinners (for which guests are invited), chaperoning field trips, reading in the classrooms, and

class art projects. Two parent-teacher conferences are scheduled each year where parents are invited to talk personally with their child's teacher(s). Parents are encouraged throughout the year to schedule conferences before and after school, during teacher planning times, and by telephone. Teachers stay in contact with parents on a regular basis and as needed via telephone, e-mail, and notes sent home. We continually encourage parents to stay actively involved in their child's education.

Our parents not only give support through the above listed activities but also as members of the local PTO (Parent-Teacher Organization). This organization has fund raisers throughout the year and uses the money to fund classroom teacher requests, support the athletic program, and total building improvement plan.

School Business Partnerships

The Obion County community businesses generously support Lake Road Elementary School. Lake Road has received donations from Williams Sausage, First State Bank, Goodyear Tire and Rubber Company, Snappy Tomato, Hollywood Showcase, Wal-Mart, Health Quest, Curves, Five Seasons Men's Shop, Vanity Fair, E.W. James and Sons Supermarkets, Coca-Cola, Lowe's, Roberson and Hanafee Bros. Sawmills, Commercial Bank, Union City Fire Department, Memphis Arts Council, and The Obion County Arts Council.

Many of the above named businesses provide coupons to our students for achieving goals. They are always more than willing to donate items to our fall/spring festival fundraisers each year. Some also provide free breakfasts to all students during TCAP testing week.

Not only do these businesses provide monetary assistance, they also give their time when we need volunteers to help with special projects. They help our PTO activities, fundraisers, and participate whenever possible at other activities in which our school is involved.

II. Student Population Data

There are 679 students who attend Lake Road Elementary School; 47.1% are boys and 52.9% are girls. Among these, 97 % are Caucasian, 1% are African American, and 3% are Hispanic. At Lake Road, 99.6% of the students are English proficient and the remaining .4% are non-proficient in English.

Student attendance at Lake Road stands at 95.6% in our last study in 2007-2008. This is above the state average of 93%. The number of students eligible for the Federal Free and Reduced Lunch Program has reached 51.48%.

Based on the 2007-2008 Report Card, Lake Road's promotion rate stands at 97.3%, which is above the state goal of 97%. The retention rate is at 2.7%. There were 85 students who transferred in to Lake Road and 85 transferred out. This resulted in neither a loss nor a gain. These students moved out of the area and were no longer able to attend Lake Road School.

At Lake Road Elementary, emphasis is placed on positive student behavior. Overall, students at Lake Road Elementary School are eager to learn, cooperative, and have a happy disposition. In 2007-2008, there were 13 out-of-school suspensions, seven students attended alternative school. During the 2007-2008 school year our school also had one reported incident of drug, alcohol, or tobacco use.

III. Parent or Guardian Demographics

A parent survey was used to collect information on parent demographics during the 2007-2008 school year. Surveys were distributed to all of our 687 students enrolled at Lake Road. Lake Road has approximately 469 families and 433 forms were returned.

According to the parent survey, 76% of our parents are married, 5% are single, 17% are divorced and 2% of our parents are widowed. Among the parents returning the survey, 80% are employed and 20% are unemployed. Of these, 96% are Caucasian, 2% are African-American, 1% are Hispanic, .5% are Asian, and .5% are Native Americans.

Our parent surveys also found that 66% report their highest level of education is a high school degree, 9% do not have a high school degree, 20% are college graduates, and 5% have advanced degrees. The survey also found that 23% of our students live in homes where the income is less than \$25,000; 27.5% live in homes where the income is \$25,000-\$50,000; 27.5% live in homes where the income is \$50,000-\$75,000; 16% live in homes where \$75,000-\$100,000 is made each year and 6% make above \$100,000 a year.

IV. Community Characteristics

Obion County is a county located in the Northwest corner of the state of Tennessee. The county seat is Union City. Obion County has a total area of 555 square miles, 545 miles of it is land and ten square miles is water. Bordering to the west is Lake County, to the east is Weakley County, to the north is the Kentucky State Line, and to the south are Dyer and Gibson counties. The county population is 32,386 (41% urban, 59% rural) with 59 people per square mile. The population includes 87.3% white and non-Hispanic, 9.8% African American, and 2.9% Hispanic and other race.

In Obion County, 22% of the residents have an income below the poverty level and the estimated average household income is \$45,095. The median house/condo value is \$87,146 compared to the state median home value of \$114,000. There are 27,702 family households out of which 6,790 had children living with them; 5,017 were married couples and 1,773 were single-parent households (402 men, 1371 women).

There is one private Christian-based school in Obion County, and it provides an education for 1% of the students in Obion County in grades K-12. There is also a city school system in Obion County serving 20% of the students in Obion County in grades K-12. There are 65 people living in other non-institutional group quarters in Obion County and 294 people in nursing home facilities. Obion County does not have a homeless shelter. Obion County has 35 industries. The Goodyear Tire and Rubber Company and Tyson Foods provide the most jobs for the community.

Other industries include The Kohler Company, The Messenger, and Union City Coca-Cola Company, Lennox Hearth Products, CBK Ltd., William's Sausage, Waymatic Incorporated, Barker Bros. Waste, Jiffy Steamer Company, Baptist Memorial Hospital, Griffin Industries, and numerous medical facilities. Many businesses in Obion County invite students and teachers to visit their facilities. The above listed businesses also donate items for auction in order to raise money for the school. They also donate their time and facilities, when possible, for tours and learning activities. In addition, they provide school supply kits as well as participating in reading and learning activities in the classroom. Area churches also provide support to our school by donating their time and money.

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 Lake Road School. The work progressed through several meetings by committee members. The group discussed what data could be used and how to analyze it. The outcome is expressed in the following plan.

List Data Sources

Academic Assessments

Summative Assessments

- TCAP – grades K-8 administered in the spring
- TCAP Writing Assessments – grades 5 & 8 – administered in February
- TCAP (NCE 3-year average, TVAAS Value-Added gains – issued in the fall
- NCLB Benchmarks-AYP, and NCLB Proficiency Levels – issued in the fall

Formative Assessments

- Student Report cards -K-8-nine week intervals
- Mid-nine week progress reports K-8
- STAR (Standardized Testing and Assessment of Reading) K-8 -three times a year
- STAR Early Literacy- K-1-administered three times a year
- Pre-K Assessment -administered in the spring
- Brigance Pre-K Screening -administered in the spring
- Discovery Assessment Benchmark Tests -grades 3-8-three times a year
- Scott Foresman Reading Pre/Post Tests -K-8
- Accelerated Reading Program- K-8-ongoing
- Accelerated Math 3-6 administered ongoing daily
- Skills, Chapter, and Unit Tests in subjects areas - K-8 - ongoing
- English Placement Test - grade 8-administered in the spring
- Math Placement Test-grades 7- 8-administered in the spring
- TCAP practice tests - K-8-ongoing all year
- Environmental Rating Scale (ECERS) -Pre-K-administered in early fall
- Early Language & Literacy Classroom Observation (ELLCO) -Pre-K-administered in early fall.

Non -Academic Assessments

- Attendance
- Discipline Reports
- Suspension Reports
- Surveys (Student, Parent, Teacher, Support Personnel)

Needs Assessments

- Annual Title I Needs assessment meetings held in the spring

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)

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.

TCAP Writing Assessments (grades 5 and 8)

Reports were gathered for the committee to analyze. The first reports viewed were TCAP Writing Assessments for grades 5 and 8. This data was retrieved from the school's report card for NCLB. This assessment is given in the spring of each school year. Students are presented a prompt, and they are given a designated amount of time to complete a writing piece. It is graded on a 6 point rubric, and the state recognizes a 4 as proficient. Lake Road 5th graders' scores stayed at a proficient 4.4, while the 8th graders increased from a 4.3 to a proficient 4.4.

Areas of Strength

- Grades 5 and 8 have proficient scores
- Grade 8 showed an improvement of 0.1
- Continued improvement was made by grade 8 as requested in the school improvement plan from 2007

Areas of Need

- Grade 5 had the same scores for 2007 and 2008
- Grades 5 and 6 need to work for improvement.

TCAP
NCE 3-year average

Math

Grade	2006	2007	2008	3 yr. average
3	66.9	74.4	67.3	69.5
4	76.7	76.4	81.8	78.3
5	71.9	75.3	69.8	72.3
6	57.3	68.8	65.3	63.8
7	65.9	67.3	68.4	67.2
8	62.8	78.5	68.7	70.0
School Totals	66.9	73.5	70.2	70.2

Reading and Language Arts

Grade	2006	2007	2008	3 yr. average
3	53.9	65.8	57.7	59.1
4	61.9	56.5	65.7	61.4
5	62.8	64.1	59.4	62.1
6	59.3	65.3	65.0	63.2
7	60.4	60.4	57.5	59.4
8	57.0	61.4	63.4	60.6
School Totals	59.2	62.3	61.5	61.0

Science

Grade	2006	2007	2008	3 yr. average
3	63.9	75.9	61.8	67.2
4	69.2	63.4	75.3	69.3
5	56.7	66.3	64.8	62.6
6	55.6	60.6	62.1	59.4
7	60.7	57.8	58.2	58.9
8	71.4	60.7	59.9	64.0
School Totals	62.9	64.1	63.7	63.6

Social Studies

Grade	2006	2007	2008	3 yr. average
3	59.7	68.6	65.6	64.6
4	74.8	69.1	76.3	73.4
5	67.9	69.8	64.4	67.4
6	52.7	59.1	58.5	56.8
7	64.8	58.4	56.8	60.0
8	59.0	60.9	58.0	59.3
School Totals	63.2	64.3	63.3	63.6

Areas of Strength

- In all subjects scores improved from 2007 to 2008 in the 4th grade.
- Science scores improved from 2007 to 2008 in the 4th, 6th, and 7th grades.
- Reading and Language Arts improved from 2007 to 2008 in the 4th and 8th grades.
- Math scores from 2007 to 2008 in the 4th and 7th grades.
- NCE school totals for 2008 were the highest in math with a 70.2.

Areas of Need

- NCE total scores dropped in every subject.
- NCE total scores for 2008 were the lowest in reading/language arts with a 61.5.
- The lowest 3 yr. averages for each subject are in 6th math, 3rd reading/language arts, 7th science, and 6th social studies

TVAAS Value-Added Gains**Math**

Grade	2006	2007	2008	3-yr avg.	State Avg
3					
4	6.1	9.6	7.4	7.7	1.3
5	2.0	-1.4	-6.6	-2.0	.7
6	-6.4	-3.1	-10.0	-6.5	.8
7	10.2	10.0	-.4	6.6	1.2
8	1.5	12.6	1.4	5.2	.3

Reading/Language Arts

Grade	2006	2007	2008	3-yr avg.	State Avg
3					
4	-2.5	2.6	-.1	0	0.8
5	5.2	2.2	2.9	3.5	5.0
6	-2.1	2.5	.9	.4	4.2
7	.2	1.1	-7.8	-2.2	-1.0
8	5.5	1.0	3.0	3.2	3.3

Science

Grade	2006	2007	2008	3-yr avg.	State Avg
3					
4	2.3	-0.5	-0.6	0.4	3.7
5	-3.5	-2.8	1.4	-1.7	0.3
6	-0.9	3.9	-4.2	-0.4	-0.3
7	0.3	2.2	-2.3	0.1	3.8
8	14.5	-0.0	2.1	5.5	-0.4

Social Studies

Grade	2006	2007	2008	3-yr avg.	State Avg
3					
4	11.5	9.4	7.7	9.5	4.9
5	8.2	-5.1	-4.7	-0.5	1.8
6	-11.3	-8.8	-11.3	-10.4	-1.5
7	10.7	5.7	-2.4	4.7	0.5
8	3.2	-3.9	-0.5	-0.4	-1.9

Areas of Strength

- The 3-year average of math gains exceeded the state’s 3-year average in grades 4, 7, and 8.
- The 3-year average of science gains exceeded the state’s 3-year average in 8th grade..
- The 3-year average of social studies gains exceeded the state’s 3-year average in grades 4, 7, and 8.

Areas of Need

- The 3-year average of math gains is below the state’s 3-year average in grades 3,5, and 6.
- The 3-year average of reading/language arts gains is below the state’s 3-year average in all grades.
- The 3-year average of science gains is below the state’s 3-year average in grades 4, 5, 6, and 7.
- The 3-year average of social studies gains is below the state’s 3-year average in grades 5 and 6.

NCLB Benchmarks-AYP

Lake Road Elementary was a target school in 2006. The 2008 report card data recognizes Lake Road as a school in good standing for 2008. Lake Road also received an A in all subjects for academic growth value added, and 99.2% of teachers are highly qualified.

NCLB Proficiency Levels

Math 2006

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8	4%	31%	65%	95%
Economically Disadvantaged	7%	35%	58%	90%
Students with Disabilities	32%	40%	28%	65%

Math 2007

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8	3%	21%	76%	97%
Economically Disadvantaged	2%	28%	70%	96%
Students with Disabilities	18%	63%	19%	95%

Math 2008

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8 Economically Disadvantaged	3%	24.9%	71.6	97%
Students with Disabilities	20%	48.7	30.8	81%

Reading/Language plus Writing Scores 2006

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8 Economically Disadvantaged	5%	45%	50%	95%
Students with Disabilities	21%	57%	22%	77%

Reading/Language plus Writing Scores 2007

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8 Economically Disadvantaged	4%	39%	57%	96%
Students with Disabilities	16%	65%	19%	82%

Reading/Language plus Writing Scores 2008

	Below Proficient	Proficient	Advanced	2-yr Average of Prof. & Adv/
All Students K-8 Economically Disadvantaged	5%	40.6%	54.7%	96%
Students with Disabilities	23%	62.2%	14.4%	81%

Areas of Strength

- Economically disadvantaged students showed a gain in math proficiency from 28% in 2007 to 29.7% in 2008.
- In math, the number of advanced students with disabilities increased from 19% in 2007 to 30.8% in 2008.

Areas of Need

As long as there are students below proficient, Lake Road will have an area of need.

- There has been a slight increase in below proficiency in math in students with disabilities from 18% in 2007 to 20% in 2008.
- In reading/language, for students with disabilities, there has been an increase in below proficiency from 16% in 2007 to 23% in 2008. 5% of all students remained below proficient in 2008.

STAR Reading

Please note these results are taken from the 1st of 3 tests to be given throughout the year. This test is considered a pretest. LR will improve these scores each test.

Grades 1-4

Grades	Below Proficient	Proficient	Advanced
1	66%	26%	8%
2	33%	41%	26%
3	31%	45%	24%
4	16%	53%	31%

Grades 5-8

Grades	Below Proficient	Proficient	Advanced
5	7%	63%	30%
Special Ed. 5	No special education - inclusion		
6	18%	60%	22%
Special Ed. 6	100%	0%	0%
7	12%	52%	33%
Special Ed. 7	100%	0%	0%
8	19%	58%	23%
Special Ed. 8	100%	0%	0%

Areas of Strength

- Grades 4 & 5 had the highest number of advanced students in reading.
- Over a grade span of 2-8, students scored proficient on the pretest of STAR.

Areas of Need

- Grade 1 had 66% below proficient
- Special ed. students in grades 6-8 students scored below proficient.

Discovery Benchmark Results-Test 2 of 3

Please note that these results are based on the 2nd test of 3 to be given throughout the year. LR will improve these scores each test.

Reading

Grades	Below Proficient	Proficient	Advanced
3	8.3%	48.6%	43.1%
Special Ed.	27.3%	63.6%	9.1%
4	1.3%	37.3%	61.3%
Special Ed.	0.0%	33.3%	66.6%
5	0.0%	22.9%	77.1%
Special Ed.	All tested in reg. classroom.		
6	3.5%	38.6%	57.9%
Special Ed.	0%	100%	0%
7	5.3%	32.0%	62.7%
Special Ed.	14.4%	57.2%	28.6%
8	3.5%	34.9%	61.6%
Special Ed.	0%	100%	0%

Math

Grades	Below Proficient	Proficient	Advanced
3	2.7%	46.6%	50.7%
Special Ed.	16.7%	66.6%	16.7%
4	1.4%	27.4%	71.2%
Special Ed.	N/A		
5	1.9%	34.6%	63.5%
Special Ed.	All tested in reg. classroom		
6	14.3%	39.3%	46.4%
Special Ed.	66.7%	33.3%	0%
7	2.8%	36.1%	61.1%
Special Ed.	25%	62.5%	12.5%
8	1.2%	35.7%	63.1%
Special Ed.	0%	0%	100%
Algebra	100%	0%	0%

Areas of Strength

- In reading, 43% & higher of grades 3-8 students scored advanced on the 2nd test excluding Special ed.
- 33% & higher in grades 3, 5, 6, 7, 8 scored proficient.
- Algebra students scored 100% advanced.

Areas of Need

- All grades, excluding 5th, in reading had students scoring below proficient.
- All grades in math had students scoring below proficient.
- Special Education students in reading and math had high percentages of below proficient students.

Attendance

Lake Road School's attendance rate was 96.1 in 2006, 95.6 in 2007, and 95.1 in 2008. Based on this data taken from the 2008 report card, the following strengths and needs were determined by the committee.

Areas of Strength

- Lake Road's attendance rate is 2.1 higher in 2008 than the state's goal of 93.0.

Areas of Need

- Lake Road's attendance rate dropped 0.5 from 2007.
- LR needs to continue to raise the attendance rate and show improvement.

Suspension Reports

Areas of Strength

- Lake Road puts an emphasis on positive student behavior keeping students as safe as possible.

Areas of Need

- There were 13 out-of-school suspensions.

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					
2008 Disaggregated Diagnostic Report					
<u>Gains Between High, Middle, and Low Achievers</u>					
Grade 4	Lowest (1)	2	Middle (3)	4	Highest (5)
Reading/Lang					
% 2008 students in group	3.8	3.8	13.2	37.7	41.5
Gains	1.6	4.5	1.7	-0.6	-0.7
Previous Cohorts					
% students in group	6.9	21.6	20.6	27.0	24.0
Math					
% 2008 students in group	1.9	3.8	11.3	26.4	56.6
Gains	13.5	10.8	10.2	6.0	0.9
Previous Cohorts					
% students in group	4.9	9.9	16.3	28.1	40.9
Science					
% 2008 students in group	1.9	1.9	11.3	11.3	73.6
Gains	-1.7	6.5	0.4	1.7	3.1
Previous Cohorts					
% students in group	6.4	14.7	22.1	26	30.9
Social Studies					
% 2008 students in group	1.9	3.8	1.9	32.1	60.4
Gains	1.1	5.7	8.4	6.1	5.2
Previous Cohorts					
% students in group	6.4	10.8	20.1	25.5	37.3
Areas of Strength					
<ul style="list-style-type: none"> • There was a 4.5 gain in group 2 Reading/Language Arts. • A gain of 10.8 was shown in group 2 math. • There was an increase in the percentage of students in group 5 in science and social studies. 					
Areas of Need					
<ul style="list-style-type: none"> • Reading/Language groups 4 and 5 showed negative gains. 					

Report Card Data Disaggregation

Grade 5	Lowest (1)	2	Middle (3)	4	Highest (5)
Reading/Lang					
% 2008 students in group	6.9	17.2	29.3	22.4	24.1
Gains	7.2	4.6	7.6	4.8	5.8
Previous Cohorts					
% students in group	8.1	16.7	21.4	28.6	25.2
Math					
% 2008 students in group	3.4	6.9	6.9	32.8	50.0
Gains	0.9	2.8	1.9	1.4	0.2
Previous Cohorts					
% students in group	4.8	5.3	16.7	30.6	42.6
Science					
% 2008 students in group	6.9	12.1	19.0	15.5	46.6
Gains	-2.2	-0.1	0.9	2.1	-4.9
Previous Cohorts					
% students in group	8.6	15.7	23.3	26.7	25.7
Social Studies					
% 2008 students in group	5.3	7.0	12.3	21.1	54.4
Gains	20.7	8.7	8.8	6.1	1.8
Previous Cohorts					
% students in group	5.2	12.4	17.1	31	34.3

Areas of Strength

- A gain of 7.6 was shown in Reading/Language Arts groups 3.
- There was a significant reduction of students in groups 1, 2, and 3 in math.
- An increase was in the percentage of students in groups 4 and 5 in social studies.

Areas of Need

- Negative gains were in science groups 1, 2, and 5.

Grade 6	Lowest (1)	2	Middle (3)	4	Highest (5)
Reading/Lang					
% 2008 students in group	5.7	12.9	27.1	24.3	30.0
Gains	6.7	4.2	4.3	3.0	-2.2
Previous Cohorts					
% students in group	10.4	16.5	20.8	2.5	27.4

Report Card Data Disaggregation

Math

% 2008 students in group	4.3	8.6	11.4	31.4	44.3
Gains	-1.5	0.7	-1.5	-2.9	-2.7
Previous Cohorts					
% students in group	7.5	13.2	20.8	28.8	29.7

Science

% 2008 students in group	5.7	10.0	12.9	31.4	40.0
Gains	-2.4	5.2	3.2	3.9	5.2
Previous Cohorts					
% students in group	7.5	19.8	19.3	26.9	26.4

Social Studies

% 2008 students in group	4.3	15.7	18.6	24.3	37.1
Gains	-4.1	-9.5	-10.2	-8.9	-4.1
Previous Cohorts					
% students in group	9.5	16.2	18.6	26.2	29.5

Areas of Strength

- There was a reduction in the percentage of students in math groups 1 and 2.
- Gains were shown in Reading/Language Arts groups 1,2,3 and 4.
- Gains of 5.2, 3.2, 3.9, and 5.2 were made in science groups 2,3,4, and 5.

Areas of Need

- There are no positive gains in social studies.
- There are no positive gains in groups 1, 3, 4, or 5 math.

Grade 7	Lowest (1)	2	Middle (3)	4	Highest (5)
Reading/Lang					
% 2008 students in group	7.1	14.3	19.0	31.0	28.6
Gains	-0.8	-0.6	-1.8	0.0	4.3
Previous Cohorts					
% students in group	15.9	19.4	20.9	21.4	22.4
Math					
% 2008 students in group	5.8	5.8	17.4	26.7	44.2
Gains	10.9	10.9	11.4	12.0	9.9
Previous Cohorts					
% students in group	10.4	17.9	21.4	26.9	23.4

Report Card Data Disaggregation

Science

% 2008 students in group	8.1	15.1	19.8	29.1	27.9
Gains	10.4	1.6	3.0	0.7	6.5
Previous Cohorts					
% students in group	9.0	20.4	21.9	23.9	24.9

Social Studies

% 2008 students in group	8.2	15.3	24.7	28.2	23.5
Gains	9.0	8.7	8.8	7.1	6.7
Previous Cohorts					
% students in group	14.1	12.6	25.8	21.2	26.3

Areas of Strength

- A gain of 12.0 was made in group 4 math.
- A gain of 6.5 was made in group 5 science.
- Social Studies groups 3 and 4 made gains of 8.8 and 7.1
- An increase was shown in the percentage of students in groups 4 and 5 social studies.

Areas of Need

- Negative gains were made in groups 1, 2, and 3 of Reading/Language Arts.

Grade 8	Lowest (1)	2	Middle (3)	4	Highest (5)
---------	---------------	---	---------------	---	----------------

Reading/Lang

% 2008 students in group	7.9	15.9	14.3	23.8	38.1
Gains	0.7	5.3	3.5	3.6	1.2
Previous Cohorts					
% students in group	16.2	22.9	22.4	20.0	18.6

Math

% 2008 students in group	7.9	1.6	14.3	33.3	42.9
Gains	3.8	5.0	7.3	8.8	13.3
Previous Cohorts					
% students in group	11.9	19.0	15.7	22.4	31.0

Science

% 2008 students in group	6.3	28.6	9.5	19.0	36.5
Gains	7.7	9.5	12.1	12.6	10.7
Previous Cohorts					
% students in group	8.6	10.0	25.2	26.7	29.5

Social Studies

% 2008 students in group	6.3	15.9	17.5	27.0	33.3
--------------------------	-----	------	------	------	------

Report Card Data Disaggregation

group

Gains	2.7	2.9	8.1	-0.7	4.5
Previous Cohorts					
% students in group	11.5	15.3	22.0	20.6	30.6

Areas of Strength

- There was an increase in the percentage of students in group 5 math
- Gains of 12.1, 12.6, and 10.7 were made in groups 3,4, and 5 science.
- Gains of 13.3 were made in math group 5.

Areas of Need

- Negative gains were made in group 4 social studies.

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 3				
All students tested	79	65	32	4
Economically Disadvantaged	32	59	41	0
Gender				
Male	32	63	31	6
Female	47	66	32	2
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	76	67	29	4
Hispanic	2			

Areas of Strength

- All economically disadvantaged students scored proficient or advanced.
- 65% of all students were advanced.

Areas of Need

- 6% of males tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 4				
All students tested	55	91	7	2
Economically Disadvantaged	22	82	14	5
Gender				
Male	24	88	13	0
Female	31	94	3	3
Ethnicity				
Black, not Hispanic	0			
White, not Hispanic	54	91	7	2
Hispanic	1			

Report Card Data Disaggregation

Areas of Strength

- 91% of all students tested were advanced.
- 94% of females were advanced.

Areas of Need

- 5% of economically disadvantaged students were below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 5				
All students tested	60	85	12	3
Economically Disadvantaged	24	85	7	7
Gender				
Male	28	93	4	4
Female	32	78	19	3
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	57	86	11	4
Hispanic	2			

Areas of Strength

- 93% of males were advanced.
- 97% of all students tested were proficient or advanced.

Areas of Need

- 7% of economically disadvantaged were below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 6				
All students tested	74	59	39	1
Economically Disadvantaged	26	50	46	4
Gender				
Male	31	52	48	0
Female	43	65	33	2
Ethnicity				
Black, not Hispanic	4			
White, not Hispanic	70	61	37	1
Hispanic	0			

Areas of Strength

- 65% of females were advanced.

Areas of Need

- 4% of all economically disadvantaged students were below proficient.
- 2% of the females were below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 7				
All students tested	90	70	26	4
Economically Disadvantaged	30	60	33	7
Gender				
Male	45	69	24	7
Female	45	71	27	2
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	89	70	85	4
Hispanic	0			

Areas of Strength

- 71% of females scored advanced.
- 70% of all students tested were advanced.

Areas of Need

- 7% of males were below proficient.
- 7% of all economically disadvantaged students tested placed below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Math Grade 8				
All students tested	67	69	28	3
Economically Disadvantaged	23	70	30	0
Gender				
Male	27	67	30	4
Female	40	70	28	3
Ethnicity				
Black, not Hispanic	2			
White, not Hispanic	64	69	28	3
Hispanic	1			

Areas of Strength

- 97% of students scored proficient or advanced.
- 69% of all students tested performed at an advanced level.
- 70% of economically disadvantaged students scored at an advanced level.

Areas of Need

- 4% of males scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 3				
All students tested	79	49	48	3
Economically Disadvantaged	32	44	56	0
Gender				
Male	32	53	44	3
Female	47	47	51	2
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	76	51	46	3
Hispanic	2			

Areas of Strength

- 97% of all students tested were advanced or proficient.
- 100% of economically disadvantaged students scored advanced or proficient.

Areas of Need

- 3% of males were below proficient.
- 3% of all students performed below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 4				
All students tested	55	82	15	4
Economically Disadvantaged	22	68	23	9
Gender				
Male	24	79	13	8
Female	31	84	16	0
Ethnicity				
Black, not Hispanic	0			
White, not Hispanic	54	81	15	4
Hispanic	1			

Areas of Strength

- 96% of all students tested scored proficient or advanced.
- All females tested were advanced or proficient.

Areas of Need

- 4% of all students tested were below proficient.
- 8% of males were below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 5				
All students tested	60	50	47	3
Economically Disadvantaged	27	41	52	7
Gender				
Male	28	39	54	7
Female	32	59	41	0
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	57	51	46	4
Hispanic	2			

Areas of Strength

- 97% of all students tested proficient or advanced.

Areas of Need

- 7% of economically disadvantaged students scored below proficient.
- 3% of all students tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 6				
All students tested	74	57	39	4
Economically Disadvantaged	26	62	31	8
Gender				
Male	31	52	45	3
Female	43	60	35	5
Ethnicity				
Black, not Hispanic	4			
White, not Hispanic	70	57	39	4
Hispanic	0			

Areas of Strength

- 60% of all females students tested scored advanced.

Areas of Need

- 4% of all students tested scored below proficient.
- 5% of females scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 7				
All students tested	90	47	48	6
Economically Disadvantaged	30	37	57	7
Gender				
Male	45	42	49	9
Female	45	51	47	2
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	89	47	47	6
Hispanic	0			

Areas of Strength

- 94% of all students tested placed advanced or proficient.

Areas of Need

- 9% of males scored below proficient.
- 6% of all students tested scored below proficient.
- 7% of economically disadvantaged students scored proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Reading/Lang. Grade 8				
All students tested	67	66	31	3
Economically Disadvantaged	23	61	35	4
Gender				
Male	27	63	37	0
Female	40	68	28	5
Ethnicity				
Black, not Hispanic	2			
White, not Hispanic	64	66	33	2
Hispanic	1			

Areas of Strength

- 68% of females performed at an advanced level.
- 97% of all students tested were advanced or proficient

Areas of Need

- 5% of females scored below proficient.
- 3% of all students tested scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 3				
All students tested	79	51	42	8
Economically Disadvantaged	32	53	44	3
Gender				
Male	32	59	34	6
Female	47	45	47	9
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	76	53	39	8
Hispanic	2			

Areas of Strength

- 92% of all students tested were advanced or proficient.
- 97% of economically disadvantaged students scored advanced or proficient.

Areas of Need

- 8% of all students tested scored below proficient.
- 9% females scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 4				
All students tested	55	75	24	2
Economically Disadvantaged	22	59	36	5
Gender				
Male	24	75	25	0
Female	31	74	23	3
Ethnicity				
Black, not Hispanic	0			
White, not Hispanic	54	76	22	2
Hispanic	1			

Areas of Strength

- 98% of all students tested placed proficient or advanced.

Areas of Need

- 3% of females scored below proficient.
- 2% of all students tested scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 5				
All students tested	60	52	43	5
Economically Disadvantaged	27	44	44	11
Gender				
Male	28	54	43	4
Female	32	50	44	6
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	57	53	44	4
Hispanic	2			

Areas of Strength

- 54% of males scored advanced.
- 95% of all students tested performed at an advanced or proficient level.

Areas of Need

- 6% of females scored below proficient.
- 5% of all students tested scored below proficient.
- 11% of economically disadvantaged students scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 6				
All students tested	74	42	51	7
Economically Disadvantaged	26	35	58	8
Gender				
Male	31	39	58	3
Female	43	44	47	9
Ethnicity				
Black, not Hispanic	4			
White, not Hispanic	70	41	51	7

Areas of Strength

- 93% of all students tested scored proficient or advanced.

Areas of Need

- 8% of economically disadvantaged students were below proficient.
- 7% of all students tested scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 7				
All students tested	90	36	46	19
Economically Disadvantaged	30	33	37	30
Gender				
Male	45	42	36	22
Female	45	29	56	16
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	89	35	46	19
Hispanic	0			

Areas of Strength

- 81% of all students tested were proficient or advanced.

Areas of Need

- 30% of economically disadvantaged students scored below proficient.
- 22% of males scored below proficient.
- 19% of all students tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Science Grade 8				
All students tested	67	45	45	10
Economically Disadvantaged	23	39	52	9
Gender				
Male	27	56	30	15
Female	40	38	55	8
Ethnicity				
Black, not Hispanic	2			
White, not Hispanic	64	45	45	9
Hispanic	1			

Areas of Strength

- 90% of all students tested were proficient or advanced.

Areas of Need

- 9% of economically disadvantaged students scored below proficient.
- 10% of all students tested scored below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 3				
All students tested	79	58	37	5
Economically Disadvantaged	32	56	44	0
Gender				
Male	32	59	31	9
Female	47	57	40	2
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	76	61	36	4
Hispanic	2			

Areas of Strength

- 95% of all students tested were advanced or proficient.
- 100% of economically disadvantaged students placed advanced or proficient.

Areas of Need

- 9% of male students scored below proficient.
- 5% of all students tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 4				
All students tested	55	84	16	0
Economically Disadvantaged	22	77	23	0
Gender				
Male	24	79	21	0
Female	31	87	13	0
Ethnicity				
Black, not Hispanic	0			
White, not Hispanic	54	83	17	0
Hispanic	1			

Areas of Strength

- 87% of females were advanced.
- 84% of all students tested were advanced.

Areas of Need

- 23% of economically disadvantaged students scored proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 5				
All students tested	59	51	41	8
Economically Disadvantaged	27	37	44	19
Gender				
Male	28	57	36	7
Female	31	45	45	10
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	56	52	41	7
Hispanic	2			

Areas of Strength

- 92% of all students tested were proficient or advanced.

Areas of Need

- 19% of economically disadvantaged students scored below proficient.
- 8% of all students tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 6				
All students tested	74	32	55	12
Economically Disadvantaged	26	27	54	19
Gender				
Male	31	35	55	10
Female	43	30	56	14
Ethnicity				
Black, not Hispanic	4			
White, not Hispanic	70	33	56	11
Hispanic	0			

Areas of Strength

- 88% of all students were proficient or advanced.

Areas of Need

- 19% of economically disadvantaged students scored below proficient.
- 12% of all students tested scored below proficient.
- 14% of females were below proficient.

Report Card Data Disaggregation

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 7				
All students tested	90	29	61	10
Economically Disadvantaged	30	27	60	13
Gender				
Male	45	38	47	16
Female	45	20	76	4
Ethnicity				
Black, not Hispanic	1			
White, not Hispanic	89	29	61	10
Hispanic	0			

Areas of Strength

- 90% of all students were proficient or advanced.

Areas of Need

- 10% of all students tested scored below proficient.

	Total # students	% Advanced	% Proficient	% Below Prof.
Social Studies Grade 8				
All students tested	67	31	60	9
Economically Disadvantaged	23	13	78	9
Gender				
Male	27	44	44	11
Female	40	23	70	8
Ethnicity				
Black, not Hispanic	2			
White, not Hispanic	64	31	61	8
Hispanic	1			

Areas of Strength

- 91% of all students were proficient or advanced.

Areas of Need

- 9% of all students tested scored below proficient.
- 9% of economically disadvantaged students scored below proficient.

TEMPLATE 1.7: Narrative Synthesis of All Data

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

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

After a thorough examination of the data, the committee looked for emerging patterns that would indicate areas of strength and areas of need. The committee concluded that the areas of strength include attendance, TCAP Writing Assessment, and NCLB proficiency levels. The attendance rate is 2.6 higher than the state's goal of 93.0. The TCAP Writing Assessment scores are proficient in grades 5 and 8. Finally, the reading and math proficiency levels are significant strengths of Lake Road School. The two year average of proficient and advanced students in math is 97% and 96% in reading and language.

Three areas of need emerged. NCE scores dropped in every subject. In looking at the TVAAS data over the past three years, the math gains in grades 5 and 6 are below the state average. Reading and language gains are below the state average in all grades. In science, gains are below the state average in grades 4, 5, 6, and 7. In social studies, gains are below the state average in grades 5 and 6. Lake Road School also needs to improve their scores on the Discovery Benchmark Assessment test. All grades, except 5th reading and 8th Algebra, have students scoring below proficient.

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

Lake Road is consistently looking to improve in all academic areas. By working with these goals, the committee feels that Lake Road will be on target in making improvements. The committee understands that there are numerous ways to improve academics and achievement, in reference to standards set forth by NCLB benchmarks, with emphasis on grades. The prioritized goals are as follows:

- To improve value added gains in Social Studies to meet or exceed state average with emphasis on 6th grade.
- To improve value added gains in math to meet or exceed state average with emphasis on 6th grade.
- To ensure all Lake Road students are proficient or advanced as mandated by the NCLB benchmark with emphasis on students with disabilities.

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
<p>We believe all students will achieve more academically in a safe, secure, and comfortable learning environment.</p> <p>We believe if decision-making is shared by the principal, parents, faculty, and other appropriate stakeholders, it will enable students to develop a positive attitude towards life-long learning.</p> <p>We believe all students will develop their individual potential and creativity when we maintain high expectations for them.</p> <p>We believe that through additional training and focused skill collaboration, our educators will enhance each child’s skill levels by differentiated instruction.</p> <p>We believe students, teachers, parents, and the community share responsibility for the success of the students’ overall developments.</p> <p>We believe instruction at Lake Road School is driven in part by data provided by TCAP Test, Discovery Assessment, STAR Early Literacy Program, and STAR Reading Programs. This information allows teachers to access needs for each and every student.</p> <p>We believe our policies and procedures should be designed to foster students’ learning, address student needs, and educate students in living moral, responsible, and productive lives.</p> <p>We believe in not only the value of internal and external communication, but also the importance of actively seeking and fostering all stakeholders’ input into the education of our students.</p>

Common Mission

The mission of Lake Road School consists of promoting student achievement through high expectations, shared ownership in the educational process, and the fostering of independent and focused life-long learning.

Shared Vision

We as administrators, teachers, support staff, parents, and the community will strive to help all students reach their full potential so no child is left behind, and they may take their place in an ever changing society.

TEMPLATE 3.1.a: Curricular Practices

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

<p>Current Curriculum 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 schoolwide student achievement benchmark.</p>	<p>School has implemented formative assessment aligned with the school benchmarks.</p>	<p>Support system is in place for enhancing the quality of curriculum and instruction.</p>	<p>Teaching and learning materials are correlated to the state standards and distributed to the instructional staff.</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>Each teacher is provided with a copy of <u>A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum</u>. New teacher mentors indoctrinate new teachers as to best practices on the guide's implementation into the classroom. All teachers have pacing guides which state the objectives to be taught each nine week period. Teachers indicate objectives being taught on daily lesson plans. Web links to state objectives are provided to all parents.</p>	<p>All teachers and administrators at Lake Road have been involved in curriculum mapping. Teacher made pacing guides sequence as well as prioritize the objectives taught each nine weeks. Professional development days at the</p>	<p>Lake Road has aligned its benchmarks with the 2008-2009 Tennessee State Benchmarks which are 89% at the Proficient or Above levels in Reading/ Language Arts and 86% at the Proficient or Above levels</p>	<p>Lake Road administers the Discovery Assessment and the STAR (Standardized Testing and Assessment of Reading) three times yearly. Benchmark tests that accompany textbooks are given at the beginning and end of the school year in each subject</p>	<p>New teacher mentors are provided for first year teachers with training on the implementation of <u>A Blueprint for Learning</u> into the classroom and closely monitor/support curriculum decisions. Professional development time is devoted to curriculum</p>	<p>Every teacher receives <u>A Blueprint for Learning</u>, curriculum map, and pacing guide that prioritizes and sequences the objectives to be taught each nine week period. Carefully selected textbooks that are correlated to the state objectives are provided to each teacher. Lists of web sites that have been</p>	<p>Web links to state objectives are provided to all parents. Stakeholders are also informed by IEP meetings, Parent-Teacher Conferences, PTO meetings, faculty meetings, professional development, grade-level meetings, leadership team meetings, and</p>

		beginning of each school year are devoted to updating these guides. Bimonthly teacher collaboration helps teachers identify problem areas that are addressed at the beginning of the following year when adjustments can be made.	in math. We strive to not only meet but exceed these state benchmarks.	area along with those designed for each unit of study. Teacher constructed benchmark tests are also administered throughout the school year.	including mapping, pacing, and collaboration. The system wide curriculum coordinator and curriculum supervisors monitor the curriculum mapping process and are readily available to offer help to any teacher throughout the year.	correlated to the Tennessee state objectives are distributed. <u>TCAP Coach</u> workbooks have been purchased for teachers that provide lessons that address every Tennessee SPI. Web-based programs such as Accelerated Reading, Internet for Classrooms, BrainPop, Accelerated Math (AM), and Math Facts in a Flash are provided as other tools to support Tennessee's curriculum.	training conducted by the New Teacher Mentor.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify)	TCAP scores in Reading/Language Arts and Math	TCAP scores in Reading/Language Arts and Math	TCAP scores in Reading/Language Arts and	TCAP scores in Reading/Language Arts and Math	TCAP scores in Reading/Language Arts and Math	TCAP scores in Reading/Language Arts and Math	TCAP scores in Reading/Language Arts and Math

all applicable sources)			Math				
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in Math, and a 2% increase in the same subgroup in Reading and Language Arts.
Evidence of equitable school support for this practice	Polling of faculty showed 100% of Lake Road teachers use the Tennessee state curriculum guide and the pacing guides.	Each teacher has a copy of curriculum and pacing guides for each subject area being taught. Teachers use these guides during	Teachers consistently evaluate and utilize feedback from benchmark tests in order to attain and maintain	Discovery Assessment and STAR reading scores are collected quarterly and remain on file in the school office.	The curriculum coordinator and supervisors are easily accessible to all teachers. All teachers have equitable amounts of time for professional development	All Lake Road teachers use the selected textbooks that closely align with the state curriculum. Teachers specify objectives being taught in daily	The variety of communication avenues listed above are planned intentionally to involve all stakeholders.

		collaboration meetings and as a reference when documenting SPI's on daily lesson plans.	high levels of proficiency in math and reading/ language arts.		devoted to curriculum.	lesson plans that are turned in to the principal each week. Student AR accomplishments are posted in classrooms and the library with the librarian awarding honors at the end of the school year. AM is used for "Math-A-Thon" where students are rewarded as they master objectives.	
Next Step (changes or continuations)	Lake Road teachers, as well as teachers system - wide, will continue to yearly update pacing guides. Members of the textbook adoption committee will continue to scrutinize sample textbooks to ensure the adoption of textbooks that most closely align to the state standards and objectives.	Lake Road teachers will continue to update pacing guides at the beginning of each school year. Textbook adoption committee members will continue to adopt textbooks that align with our curriculum.	Lake Road will continue to align its benchmarks with those brought forth by the state with the goal to not only meet but exceed the 2008-2009 Tennessee State Benchmarks.	Evaluation of the Discovery Assessment and STAR reading assessments will be ongoing along with building capacity training as to how to use specific feedback.	Lake Road will continue its current curriculum practices with the addition of providing in-school mentors for teachers who have less than five years experience.	Lake Road will continue its current practices on the adoption of high quality textbooks that are aligned with its curriculum. Additional emphasis will be placed on obtaining more technological curriculum support.	The evaluation of our means of communicating what each child should know at each grade level is ongoing, and we will continue to look for innovative ways of communication.

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 and pacing guides. All grade levels meet bimonthly 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 Tennessee state curriculum.
- **MONEY:** Money is budgeted for highly qualified teachers, educational assistants, curriculum coordinator, two curriculum supervisors, and a New Teacher Mentor who is available for first year teachers. Funding has also been provided for after-school tutoring, system-wide technology coordinator with an assistant, field trips for enrichment, and the hiring of classroom reduction teachers to reduce the number of students per teacher. Money is also allocated for substitutes who work while text book committee members attend textbook hearings.
- **PERSONNEL:** The curriculum coordinator supervises the revision of the curriculum mapping and pacing guides at the beginning of each school year. The coordinator also ensures that each teacher has A Blueprint for Learning and is trained to maximize its use. New teachers are indoctrinated to A Blueprint for Learning by the new teacher mentor. Veteran teachers participate in textbook hearings for the adoption of new textbooks. Samples are distributed to allow all teachers the opportunity to examine and give feedback. Special Education teachers design IEP's for students that correlate to the Tennessee state standards.
- **OTHER RESOURCES:** The Accelerated Math Program of Renaissance Learning, Inc. is a widely used resource in the math curriculum. Objectives directly correlating with Tennessee state standards are assigned to the students. This program automatically scores the assignments and provides instant feedback to the teachers and students. It also generates the next practice assignment taking into account the objectives mastered and the objectives assigned by the teacher. This program enables the teacher to track each student's progress and mastery of objectives required by the state curriculum and national

benchmarks. Title I uses the “Sidewalk” reading program to support the skills introduced in the regular classroom.

“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 teachers with less than five years experience) to observe veteran teachers as to the use and implementation of A Blueprint for Learning. All teachers need more time with professional development geared to "best practices" in curriculum.
- **MONEY:** Continued funding is needed for new technology and the maintenance and upgrading of existing technology.
- **PERSONNEL:** The school leadership team should take a more active role in decisions involving the curriculum. They should attend seminars that address the most current "best practices" in curriculum to be shared with building capacity. A new special education teacher for grades K-5 is needed for the increasing number of students qualifying for special services.
- **OTHER RESOURCES:** Literacy based computer software needs to be purchased.

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. Amounts of time for collaboration across grade levels are neither equitable nor adequate.

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

Lake Road administration is very conscientious in maximizing available funds. All teachers receive an equal portion of half of the school’s BEP money which is placed in individual accounts to be used for classroom needs. A committee meets to help prioritize allocations for the remainder of the BEP funds. In this manner, individual student needs are easily identified.

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

Lake Road far exceeded the NCLB Benchmarks in 2008. 2008 TCAP scores show that 97% of Lake Road students scored in the proficient or advanced subgroups in math and 96% in reading and language arts.

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 a curriculum that is mapped. Pacing guides that have objectives prioritized and sequenced are in place for all subjects in all grade levels. Another strength is the implementation of formative assessments such as STAR and Discovery Assessment aligned with the school benchmarks. 2008 TCAP scores are evident of strong curricular practices in that all state bench marks were significantly surpassed.

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.)

One challenge for Lake Road teachers regards the support system for enhancing the quality of curriculum and instruction. New teacher mentors need to expand their support to teachers with less than five years experience. An informal survey of all Lake Road teachers with less than five years experience revealed that they are overwhelmed and feel they need additional support.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Trained in-school mentors will be assigned to all teachers with less than five years experience in our school system to offer support and monitor curriculum practices.

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 & language backgrounds & with different learning needs & learning styles.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Our teachers actively engage in curriculum mapping with teachers throughout the county to map the curriculum based on state standards. Lesson plans are correlated according to curriculum mapping. SPIs are listed in teacher plan books.</p>	<p>Classroom teachers correlate instruction to state standards. Feedback from TCAP, TVAAS, Discovery Assessment, and STAR is used to direct instruction.</p>	<p>Personal copies of test scores and web access are available to all teachers. Teacher mentors train first year teachers to interpret data and modify instruction accordingly.</p>	<p>Small group instruction, cooperative learning, graphic organizers, think-pair-share, and self-directed learning are examples of research based strategies used by Lake Road teachers.</p>	<p>Classroom lesson plans are reviewed weekly by the principal and unannounced drop-in observations are conducted by administration. Mentors hired by the board of education work with first year teachers on instructional,</p>	<p>Family Reading Night, after school tutoring, and ESP (Extended School Program) are additional services that are offered to students and parents.</p>	<p>Inclusion, provided by the Special Education program, allows Resource and selected CDC (severely handicapped) students to be instructed in the regular education classroom. PLUS addresses the gifted and</p>

					organizational, and management techniques that support the learning process. Staff development and inservice days are sometimes geared toward classroom management issues.		talented population.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, Value-Added, lesson plans, report cards, T-CAP Writing Assessment	TCAP scores, Discovery Assessment, progress reports, TCAP Writing Assessment, and STAR	TCAP scores, Discovery Assessment, report cards, TCAP Writing Assessment, TVAAS, & Teacher Accountability	TCAP scores, Discovery Assessment, report cards, TCAP Writing Assessment, STAR	TCAP & TCAP Writing Assessment	TCAP, Discovery Assessment, STAR, Accelerated Reader, TVAAS, & parent/teacher communication	TCAP scores, Discovery Assessment, weekly assessments by teachers, Woodcock-Johnson Achievement, & report cards
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2008 TCAP scores show that 97% of Lake Road students	2008 TCAP scores show that 97% of Lake Road students	2008 TCAP scores show that 97% of Lake Road	2008 TCAP scores show that 97% of Lake Road	2008 TCAP scores show that 97% of Lake Road	2008 TCAP scores show that 97% of Lake Road students	2008 TCAP scores show that 97% of Lake Road

	scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	students scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	students scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	students scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.	students scored in the proficient or advanced subgroups in math and 95% in reading and language arts. The proficient subgroup showed a 4% increase in math and a 2% increase in reading and language arts when compared to 2007 scores.
Evidence of equitable school support for this practice	Lesson plan books list objectives taught. <u>A Blueprint for Learning</u> and curriculum pacing guides are available to all teachers. Professional development where teachers actually engage in constructing the mapped curriculum.	Notes from teacher collaboration meetings are turned in to administration. Results of any assessments are available for each student.	Every teacher has a copy of <u>A Blueprint for Learning</u> and is shown how to use it; formal and informal observations of teachers.	Sign in sheets from professional development days are on file in the Central Office.	All faculty members have exposure to the information given on professional development days or inservice days.	Students are given information on these programs we offer after school, along with a date and time to attend.	Educational assistants, staff development, and materials aid in assessing and modifying the special needs of students.
Next Step (changes or continuations)	We continually modify mapped curriculum based on the	We will continue this practice.	We will continue using state standards.	We will continue this practice and change if	We will continue to monitor and adjust to	We will continue using state standards.	This is an ongoing process. We will continue

	state curriculum standards and adoption of new textbooks.			necessary.	overcome areas of weakness.		to work with the below level readers.
--	---	--	--	------------	-----------------------------	--	---------------------------------------

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:** Five professional development days are provided each year to introduce current best practices in instruction. Teachers gain valuable instructional strategies as a result of grade level focus collaboration meetings.
- **MONEY:** Funds are allocated for professional development relevant to instructional needs. BEP money is used for instructional purposes. Library funds are used to provide teachers with a resource library containing instructional materials relating to a variety of units of study. PTO funds are available upon approval by the organization to aid in the purchase of instructional supplies.
- **PERSONNEL:** Curriculum and Instruction supervisors monitor and assist instructional practices. All teachers participate in professional development activities that address instructional needs. Collaboration meetings are called as needed to share instructional practices.
- **OTHER RESOURCES:** Facilitators in instructional technology provide training on web-based programs. Classroom computers with internet access, overheads, LCD projectors, and a computer lab are resources that enhance instruction.

“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:** More time should be designated for Lake Road teachers to hold vertical collaboration meetings to share successful instructional practices at the beginning and throughout the school year. More professional development should be planned according to individual schools and current best research with enough time provided at the

beginning and throughout the school year to ensure that teachers have the capacity they need.

- **MONEY:** More money should be allocated for teacher release time during the school year to attend professional seminars and conferences that offer new and innovative ideas on instructional practices.
- **PERSONNEL:** Additional teachers are needed to ensure optimal teacher/pupil ratio. More educational assistants are needed to aid teachers in implementing individualized instruction.
- **OTHER RESOURCES:** Each classroom should be equipped with standard technology such as an LCD projector and laptop to maximize instruction. More web based programs for math and social studies should be purchased.

Equity and Adequacy:

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

Common planning times are scheduled for some grade levels but not all. Not all classrooms are sufficiently equipped with technology; however, a three year technology plan has been implemented that will address this need. Equitable funds are available to each teacher to purchase instructional supplies.

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

BEP money is earmarked for instructional purposes. We feel we have been effective since we have significantly exceeded the NCLB benchmarks.

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

2008 TCAP scores show that 97% of Lake Road students scored in the proficient or advanced subgroups in math and 96% in reading and language arts.

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?

One of Lake Road's major strengths is classroom instruction being aligned with the standards based curriculum. Through the use of curriculum maps and pacing guides, all teachers stay focused on instructional strategies that will promote proficiency.

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.)

One major challenge for Lake Road teachers is to meet the instructional needs of those students with different learning needs and styles who are not proficient. Another challenge is that all classrooms are not yet equipped with technology that allows teachers to use web-based programs that address different learning styles. According to 2008 TCAP scores, 23% of Lake Road's students with disabilities are non-proficient in reading while 20% of the same subgroup are non-proficient in math.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Lake Road leadership team will investigate literature that addresses differentiated instructional strategies and choose the selection to be purchased for the faculty. The teachers will be grouped and asked to read and share with their group chapter by chapter.

Veteran teachers have been assigned as mentors to novice teachers to review and evaluate their instructional practices.

A list of preferred professional development opportunities that will address Lake Road's instructional needs will be submitted to the curriculum supervisors. This will include a request that all teachers countywide participate in grade level and/or subject area sessions to identify best instructional practices and sharing of educational resources.

In accordance with Lake Road's 3-Year Technology Plan, all classrooms will be equipped with an LCD projector and laptop. (13 classrooms in the 2008-2009 school year with a total of 38 by the end of the 2010-2011 school year.) Sixth grade math and social studies classrooms were included in the first 13 since they are targeted areas in Component 1. We will request the purchase of new computer software that aligns with the state standards.

TCAP Coach workbooks have been purchased for each grade level/subject included in the Prioritized List of Goal Targets in Component 1.

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)	Assessments are developed by using the SPIs listed in the Tennessee State Standards.	Teachers use a variety of programs such as Discovery Assesment, Accelerated Reader, Accelerated Math, and STAR to aid in decisions relative to student achievement. Naturally, they also use teacher-made pretests and posttests.	Teachers use TCAP, TVAAS, NCLB Benchmarks – AYP, NCLB Proficiency levels, Discovery Assesment data, STAR, Accelerated Reading and Accelerated Math to collaborate with fellow teachers concerning areas of weakness.	Limited training sessions were devoted to Discovery Assesment where teachers were trained to be “coaches” or “leaders.” New Teacher Mentors provide first year teachers with training in the appropriate use of assessments.	Administration utilizes resource personnel from adopted textbook companies to train teachers to maximize assessment tools included in teacher resource materials. Teachers were trained in Discovery Assesment.	Assessment information is communicated through mid-nine week progress reports, report cards, Parent-Teacher conferences, newsletters, 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 & Discovery Assessment feedback	TCAP & Discovery Assessment scores	TCAP Scores	Teacher Poll	Teacher Poll	Parent Opinion Survey
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in math and a 2% increase in the same subgroup in reading and language arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in math and a 2% increase in the same subgroup in reading and language arts.	2008 TCAP scores indicate significant levels of achievement in all areas. Lake Road exceeded all NCLB Benchmarks. When compared to 2007, 2008 data shows a 4% increase in the proficient subgroup in math and a 2% increase in the same subgroup in reading and language arts.	Results of a teacher poll show that 55% of Lake Road teachers feel that the professional development regarding appropriate use of assessment is adequate. The remaining 45% feel Lake Road teachers need additional professional development in this area.	In response to a teacher poll, 57% feel the support and technical assistance is adequate while 43% feel it is inadequate.	On the Parent Opinion Survey 90.2% agreed that reports concerning our students' progress are adequate.
Evidence of equitable school support for this practice	The educators base their assessments on pacing guides, <u>TN Blueprint for Learning</u> , and the county curriculum map.	Teachers have equal access to these programs to help guide decisions relative to student achievement.	The reports from the collaboration meetings are given to the administration.	This program is available to all Math and Language Arts teachers. Teachers submit quarterly benchmark results.	These materials are available to every teacher. Teachers submit quarterly benchmark results.	There are continual procedures and practices to communicate with students and appropriate stakeholders.

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 Discovery assessment.	We will continue the evaluation of data to create the best lesson plans for diversified learners.	We will request that professional development days are focused on our areas of weakness.	Any additional support will be based on needs indicated in a teacher survey.	We will continue to monitor.
--------------------------------------	---	--	---	--	--	------------------------------

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:** Training sessions are provided for Math/Language Arts teachers in grades 3-8 on the Discovery Assessment program. Sessions led by textbook representatives familiarize teachers with the assessment tools that accompany adopted textbooks.
- **MONEY:** Money is allotted for new textbooks which include assessment tools. STAR, Accelerated Reading, and Accelerated Math programs have been purchased and are upgraded as needed.
- **PERSONNEL:** Classroom teachers oversee and administer all types of assessment. Educational assistants and other staff members serve as proctors during TCAP testing.
- **OTHER RESOURCES:** Selected web based computer programs such as “Brain Pop” 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:** Additional professional development is needed to train teachers in data-driven assessment methods.
- **MONEY:** Money should continue to be allocated for current procedures, as well as, additional training as needed in the use of assessment tools.
- **PERSONNEL:** All teachers need additional training in understanding and implementing high quality assessment practices.
- **OTHER RESOURCES:** Curriculum pacing guides should be adjusted to include the administering of assessments such as Discovery Assessment and STAR which are administered three times a year.

Equity and Adequacy:

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

Assessment tools are available to all teachers. However, training time on the use of assessment feedback as it applies to individual student weaknesses needs to be extended.

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 need to be targeted toward helping teachers use assessments more efficiently in meeting the needs of all students.

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

2008 TCAP results show that 96% of Lake Road students are proficient or above in Reading/Language Arts while 97% are proficient or above in Math. Even though the percentage of non-proficiency is small, we must assume we are not meeting the needs of **all** our students.

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?

One major strength is the assessments used by Lake Road teachers are aligned with the Tennessee Department of Education's standards based curriculum. Assessments such as Discovery Assessment are constructed using Tennessee's curriculum. Relating assessment information to students, parents, and other stakeholders is a second strength. Lake Road School's "Parent Opinion Survey" (as mentioned in Component 1a) showed that 90.2% of parents feel that assessment reports are adequate.

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 provide ongoing professional development training in the use of assessments. We need to use assessments more efficiently in order to target students who are not proficient so that intervention can take place before TCAP. 2008 TCAP scores indicated that we still have a small percentage of students who are scoring below the NCLB benchmarks.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Lake Road administration will request ongoing training in the use of existing assessments as well as any new assessments introduced that align with state standards so teachers can use interventions with students who are not proficient before TCAP occurs.

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, mission and shared vision define the purpose and direction for the school.	Organizational processes increase the opportunity for success in teaching and learning at all schools.	School provides continuous professional development for school leaders.	School is organized to be proactive in addressing issues that might impede teaching and learning.	School is organized to engage the parents and community in providing extended learning opportunities for children.
Evidence of Practice (State in definitive/tangible terms)	Lake Road's vision statement and beliefs are available to all stakeholders through the school website, handbook, and newsletter. The mission statement is posted throughout the school and within the classrooms. It is reviewed with students periodically throughout the year.	Horizontal and vertical collaboration, block scheduling (selected grade levels), common planning times (selected grade levels), relevant professional development, teacher placement, New Teacher Mentor, after school tutoring, and Family Reading Night are examples of these practices. Teachers document lessons to be taught in weekly lesson plans. Announcements are made before classes begin and after classes end, and interruptions during the day are minimal.	School administrators participate in various professional development opportunities which include the following: Principal's Academy, Framework for Evaluation Training Model Schools, State Leadership Conference, and Leadership Styles. Teachers in grades 3-8 were trained in Discovery Assessment.	Administrative walk-throughs, division of hall monitoring duties, parental contacts, and special needs testing are examples of how Lake Road is organized to address issues that might impede teaching and learning.	Open House, after-school tutoring, phone logs, local newspaper connection, school newsletters, classroom newsletters, and monthly calendar of events are ways our school is organized to engage parents and community.

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher lesson plans, discipline reports	Professional Development Logs	Professional Development logs on file in school office, teacher weekly lesson plans.	Documentation of administrative walk-throughs, phone logs, state report card.	Phone logs, parent meetings, sign-in sheets
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	100% of Lake Road teachers submit weekly documented lesson plans for the 2008-2009 school year as opposed to 95% the previous year.	Uninterrupted teaching time has increased by 2% over the previous school year. Time for vertical collaboration has increased by 25% over the previous school year.	According to teacher logs, the attendance rate of Lake Road teachers attending 30 hours of professional development is 100%.	2008 TN Dept. of Education report card shows Lake Road had a 1.2% decrease in suspensions and a 1% increase in the promotion rate.	Sign-in sheets show that 78% of Lake Road parents attend parent meetings at least one time per year.
Evidence of equitable school support for this practice	All students are addressed in the mission statement, beliefs, and vision. The mission statement is posted throughout the school and in every classroom. Mission, vision, and beliefs are approved by faculty and staff as well as student and community representatives.	Every teacher submits lesson plans and evidence of horizontal collaboration meetings throughout the grade levels.	Every teacher submits lesson plans which include documentation that new methods/materials are being used. Evidence of collaboration meetings are on file in the office.	Administrators divide classes. Extra duties such as hall monitoring, bus duty, etc. are divided among specialty teachers and administrators. Positive and negative phone calls are logged.	Lake Road implements various types of media to communicate with parents and the community. Some examples are school notes, newsletters, e-mail, newspaper, radio, and monthly calendar of events.
Next Step (changes or continuations)	Lake Road will continue to place emphasis on the beliefs, mission, and vision and update as	Teachers will be encouraged to continue using horizontal collaboration but also	School leaders will continue to participate in professional	Current practices will continue while increased accountability of	Current practices will be continued.

	needed.	will be asked to include vertical collaboration as well. Student/teacher ratio will continue to be kept low.	development that will meet our school's needs and support our goal of being a high performing school.	teachers for parental contacts will be encouraged.	
--	---------	--	---	--	--

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:** After school tutoring, gifted program, planning time, collaboration meetings, parent-teacher conferences, faculty meetings, parental phone logs, and professional development are organizational practices that contribute to Lake Road's success in teaching and learning.
- **MONEY:** Money is available for professional development speakers and programs. Money is provided for administration to attend conferences/training. Extended contract money is provided for after school tutoring.
- **PERSONNEL:** The administration continuously monitors current organizational practices and researches new practices.
- **OTHER RESOURCES:** Lake Road's website, monthly calendar of events, and PTO newsletters are other resources of organizational practices.

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

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

- **TIME:** The master schedule needs to be examined to find ways of providing more collaboration/planning time for 1-4 teachers.
- **MONEY:** More money should be used to employ more educational assistants.
- **PERSONNEL:** Lake Road needs another special education teacher to accommodate the growing population of special education students in K-4. More educational assistants are needed for release time for teachers in order to provide more collaboration/planning time.
- **OTHER RESOURCES:** Teachers need more time with other Obion County teachers in order to share best practices.

Equity and Adequacy:

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

We make 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. 1-4 teachers do not have adequate or equitable amounts 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?

We are targeting funds and resources to ensure teacher effectiveness, but improvement is needed in this area. Administration will investigate ways to maximize the utilization of educational assistants in order to provide more collaboration/planning time for teachers.

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

Even though we significantly exceed the NCLB Benchmarks, we still have a very 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?

A major strength of Lake Road is its strong leadership in being proactive while dealing with issues that impede teaching and learning. A second strength is that Lake Road's mission and beliefs direct the school environment. Thirdly, a major strength is the outstanding partnership Lake Road has forged with parents, students, teachers, and administration. Strong support is evidenced by the attendance at open house, parent-teacher conferences, and PTO meetings with parents and school personnel.

Organization Summary Questions- Narrative Response Required

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

One major organizational practice challenge is to schedule collaboration/planning time for all teachers. According to a teacher opinion survey (mentioned in component 1), only 23.3% of Lake Road teachers feel they always have sufficient planning time. 27.9% feel that most of the time they have sufficient planning time while 32.6% feel they only sometimes have sufficient planning time.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will look at the master schedule as it relates to planning times. We will also try to provide teachers with more opportunities for both horizontal and vertical collaboration times during professional development and with the more effective utilization of our educational assistants.

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: 03/05/09

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

Goal	To improve value-added scores in social studies to show at least one year’s growth by 2009.
Which need(s) does this Goal address?	This goal addresses students who have or have not attained the required benchmark for proficiency and mastery in social studies.
How is this Goal linked to the system’s Five-Year Plan?	Our goal of improving value-added scores in social studies aligns with the Board’s goal of continuing to achieve value-added scores of B or higher in social studies.

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 1	All Lake Road Social Studies teachers will meet with the textbook representative. Best practices will be presented along with the effective use of our newly adopted textbooks and materials to address Lake Road’s specific needs.	August 2008	Vice Principal	Textbook Representative	No Extra Cost (Included in textbook contract)	Lesson plans will indicate SPI’s with teaching strategies.	Students will increase TCAP scores by 1%.
Action Step 2	Teachers will engage in collaborative planning across grade levels to identify effective teaching strategies and to identify and improve areas of weakness. In house mentors will be assigned to teachers who have taught less than five years to discuss correct pacing.	Aug. 2008- May 2010 (Meetings will be held bi-monthly)	Principal	Educational Assistants available for teachers during recess	No Extra Cost	Focused collaboration sheets will be turned in to the office.	Teachers will be able to teach students more effectively; therefore, increasing AYP.

Action Step 3	Classrooms and computer lab will be equipped with LCD projectors or 42 inch LCD TVs. Teachers will use a variety of web-based social studies software to enhance instruction.	August 2008-May 2011	Principal All Teachers	LCD projectors or LCD TVs Laptops	\$100,000 Obion County Board of Education	Monthly Administrative walk-throughs Teachers will indicate use of technology in weekly lesson plans.	Teachers will utilize technology to maximize instruction for all types of learners.
Action Step 4	The Librarian will work collaboratively with all Social Studies teachers to purchase books, DVDs, and other materials aligned with Social Studies SPI's. The classroom teachers will incorporate these materials into their units of study.	March 2008-May 2010 (bi-yearly)	Librarian Social Studies Teachers	Books and DVDs with Social Studies themes	\$2,000 Library Budget	The Librarian will meet with the teachers bi-yearly to discuss the effectiveness of purchased library materials.	The library will have a larger variety of materials aligned with the Social Studies SPI's.
Action Step 5	Social Studies teachers in grades 3-8 will have a class set of TCAP Coach books to introduce/review Social Studies Standards.	August 2008	Principal	TCAP coach books for each student	\$1,925 Obion County School System	Teachers will use the Lesson Review and TCAP review questions at the end of each section to monitor students' progress.	The students will master all Social Studies SPI's.
Action Step 6	PTO will host a Jeopardy night yearly. Jeopardy categories will focus on Social Studies concepts. Local businesses will be contacted to provide rewards for participation. Information about the event will be submitted to the local newspaper.	March 2009 March 2010	PTO 5 th grade Social Studies teacher	Jeopardy Game Parent volunteers	\$400 for Jeopardy \$24/game PTO funds Community Business will donate rewards	Teachers will be surveyed by the leadership team immediately following Jeopardy night and modifications will be made accordingly.	Students will demonstrate their social studies abilities; parents will feel more involved in their child's education.

Goal 1 - To improve value-added scores in social studies to show at least one year's growth by 2009.

Professional Development –

-All Lake Road Social Studies teachers will meet with the textbook representative. Best practices will be presented along with the effective use of our newly adopted textbooks and materials to address Lake Road's specific needs.

-Teachers will engage in collaborative planning across grade levels to identify effective teaching strategies and to identify and improve areas of weakness.

- In house mentors will be assigned to teachers who have taught less than five years to discuss correct pacing.

Parent and Teacher Involvement –

-PTO will host a Jeopardy night yearly. Parents and teachers will work together to plan the event. Teachers will generate the test question bank, and parents will challenge the students during one portion of the event.

Technology plan –

-Classrooms and computer lab will be equipped with LCD projectors or 42 inch LCD TVs. Teachers will use a variety of web based social studies software to enhance instruction.

The library will be equipped with DVDs that are aligned with Social Studies SPI's.

Communication Plan –

-The Librarian will work collaboratively with all Social Studies teachers to purchase books, DVDs, and other materials aligned with Social Studies SPI's.

-Local businesses will be contacted concerning our annual Jeopardy Night. Information about the event will be submitted to the local newspaper. All stakeholders will be informed about the event through various media including email, letters, and newspaper.

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 03/05/09

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

Goal	To improve value-added scores in math to show at least one year’s growth by 2009.
------	---

Which need(s) does this Goal address?	This goal addresses students who have or have not attained the required benchmark for proficiency and mastery in math.
---------------------------------------	--

How is this Goal linked to the system’s Five-Year Plan?	Our goal of improving value-added scores in math aligns with the Board’s goal of continuing to achieve value-added scores of B or higher in math.
---	---

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 1	August 2008- May 2010 (meetings will be held bi-monthly)	Principal	Educational Assistants available for teachers during recess	No Extra Cost	Weekly lesson plans will indicate SPI’s with teaching strategies	The students will increase TCAP scores by 1%.
Action Step 2	August 2008- May 2010 (meeting quarterly)	Vice Principal	Individual Discovery Assessment results	No Additional Cost	Weekly lesson plans will indicate S.P.I’s with teaching strategies	Lake Road’s AYP will meet or exceed the state’s AYP average.

Action Step 3	Classrooms and computer lab will be equipped with LCD projectors or 42 inch LCD TVs. Teachers will use a variety of web based math software to enhance instruction.	August 2008- May 2011	Principal All Teachers	LCD projectors or LCD TVs Laptops	\$100,000 Obion County Board of Education	Monthly Administrative walk-throughs Teachers will indicate use of technology in weekly lesson plans.	Teachers will utilize technology to maximize instruction for all types of learners.
Action Step 4	Students will use computer based programs that provide assessment and enrichment activities such as Brain Pop, Math Facts in a Flash, and Accelerated Math.	August 2008- May 2010	Principal	Classroom computers Computer Lab	No Extra Cost	Teacher generated reports showing individual student progress will be submitted to the administration every nine weeks.	Students will demonstrate mastery in their math problem solving and computation ability.
Action Step 5	Students in grades 7 and 8 will have the opportunity to participate in the St. Jude Math-A-Thon.	Winter 2009- 2010	7 th and 8 th grade math teacher	Material is provided by St. Jude Consent forms and math workbooks	No Extra Cost	Students can check their own workbooks for accuracy.	Students will improve basic math skills while raising money for St.Jude.
Action Step 6	Students in grades 7 and 8 will have an opportunity to attend math tutoring.	October 2008-May 2009	7 th /8 th head math teacher	Classroom	\$2,000 extended contract	Student's growth as indicated on individual progress reports will be reviewed by teachers and all involved stakeholders every 4 ½ weeks.	Students will meet or exceed the state standards for AYP in math.

<p>Action Step 7</p>	<p>Teachers will participate in county wide collaborative sessions by grade level and/or subject area to identify best instructional practices and sharing of educational resources.</p>	<p>August 2008- May 2010</p>	<p>Elementary and Middle School Supervisors of Instruction</p>	<p>Text books Resources currently being used in best practice lesson plans</p>	<p>None</p>	<p>Teachers will indicate use of best practices in lesson plans.</p>	<p>Teachers will be able to teach students more effectively and therefore increase AYP.</p>
--------------------------	--	----------------------------------	--	--	-------------	--	---

Goal 2 - To improve value-added scores in math to show at least one year's growth by 2009.

Professional Development –

-Teachers will have extended professional development in the use of the Discovery Assessment feedback as it applies to individual students' weaknesses. Classroom instruction will be data driven.

-Teachers will engage in collaborative planning across grade levels and county wide to identify effective teaching strategies and to identify and improve areas of weakness.

- In house mentors will be assigned to teachers who have taught less than five years to discuss correct pacing.

Parent and Teacher Involvement –

-Parents, teachers, and community members sponsor students during the St. Jude Math-A-Thon.

Technology plan –

-Classrooms and computer lab will be equipped with LCD projectors or 42 inch LCD TVs. Teachers will use a variety of web based math software to enhance instruction.

-Students will use computer based programs that provide assessment and enrichment activities such as Brain Pop, Math Facts in a Flash, and Accelerated Math.

Communication Plan –

-Local businesses will be contacted concerning our annual Math-A-Thon. Information about the event will be submitted to the local newspaper. All stakeholders will be informed about the event through various media including email, letters, and newspaper.

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 03/05/09

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

Goal

To reduce by 1% the number of students scoring non-proficient in reading with emphasis on the subgroup of students with disabilities.

Which need(s) does this Goal address?

In reading, 23% of students with disabilities are below proficient in 2008.

How is this Goal linked to the system's Five-Year Plan?

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 1

Teachers will be introduced to research based differentiated instruction strategies through a read and share approach. This will be completed during professional development that occurs after regular school hours. The selected reading will be researched and chosen by the leadership team.

September 2009--May 2010
Monthly

Principal
Vice Principal

Reading materials

\$1,300 for reading materials

Federal Funds and BEP 2.0

Teachers will submit a best practice lesson plan using new ideas for differentiated instruction.

Teachers will more effectively address the learning styles of all students.

Action Step 2

An additional K-5 Special Education teacher will be hired to accommodate the growing number of students with special needs.

August 2009

Supervisor of Schools

Teacher
Classroom Materials

\$50,000
Special Education Funds

Lake Road will receive an additional Special Education teacher.

The children have been accommodated with the addition of a Special Education teacher, evaluate progress by TCAP scores.

Action Step 3	Teachers will have extended professional development in the use of the Discovery Assessment feedback as it applies to individual students' weaknesses. Classroom instruction will be data driven.	August 2008 – May 2010 quarterly	Vice Principal	Individual TCAP results	No Additional Cost	Lesson Plans indicating SPI's with teaching strategies will be monitored weekly by administration.	Lake Road's AYP will meet or exceed the state's AYP average.
Action Step 4	Balanced Literacy Program using Rigby by Design Curriculum. Emphasis will be placed on K-1 students to raise reading levels.	August 2009- May 2010	Assistant Superintendent or Supervisor of Instruction	Rigby Reading Materials	\$40,000 BEP 2.0 Funding	Rigby online assessments will be administered quarterly.	Increase reading scores on TCAP. Less referrals to special education.
Action Step 5	Teachers will administer the STAR reading test and assign reading ranges to each student. A report will be sent to each family detailing their child's reading range. Family Reading Night will be offered where all children have the opportunity to read after school with their parents and take AR reading tests on books that are in their individual reading range.	STAR test will be administered in August, January, and May 2008 – May 2010	Principal	Library Computers Extended Contract Teacher	\$1,250 Extended Contract	Teachers will evaluate student's progress using STAR reports given three times a year.	Parents will partner with students in efforts to improve reading proficiency.
Action Step 6	Students will use computer based programs that provide assessment and enrichment activities such as Brain Pop and Accelerated Reading.	August 2008- May 2010	Principal	Computer with internet access Printer	No Extra Cost	Teacher generated reports showing individual student progress will be submitted to the administration every nine weeks.	Students will increase reading proficiency and therefore meet NCLB benchmarks.

<p>Action Step</p> <p>7</p>	<p>Home & School Connection newsletter will be sent home monthly. The newsletters will contain research based information on ways that parents can help students become more successful at school. The newsletter will provide standardized test secrets, wellness tips, peaceful parenting strategies, super study skills, and A-Z learning activities.</p>	<p>August 2009- May 2010</p> <p>Monthly</p>	<p>Leadership Team</p>	<p>Home & School Connection newsletter subscription</p>	<p>\$198</p> <p>PTO funds</p>	<p>Parents will complete a survey at the end of the year assessing the effectiveness of information provided.</p>	<p>Parents will have a better understanding of how they can help their child.</p>
-----------------------------	--	---	------------------------	---	-------------------------------	---	---

Goal 3 - To reduce by 1% the number of students scoring non-proficient in reading with emphasis on the subgroup of students with disabilities.

Professional Development –

- Teachers will be introduced to research based differentiated instruction Discovery Assessment feedback as it applies to individual students' weaknesses. Classroom instruction will be data driven.

Parent and Teacher Involvement –

-Parents will be invited to accompany their child to family reading night. During this time the parents will read with their child.

-Teachers will administer the STAR test three times a year.

Technology plan –

-Students will use computer based programs that provide assessment and enrichment activities such as Brain Pop and Accelerated Reading.

Communication Plan –

-Parents will receive a monthly newsletter detailing ways they can help their child. This newsletter will contain research based interventions.

-The students in the gifted program will design a school-wide newsletter highlighting school events and including academic and extracurricular information. This newsletter will be published quarterly and distributed to parents and the community.

-Parents will receive a report detailing their child's reading range three times a year. This information will also be discussed during Parent-Teacher Conference in the fall.

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?

A collaborative process was used throughout the Lake Road School TSIP development. It began when Principal Buckelew appointed committees using a selection process that would facilitate the best planning process. Each component consisted of faculty, staff, parents, and community stakeholders. Each one of these groups was represented, and all community stakeholders and PTO members were invited to become actively involved in our school. The Administrative Team explained the plan and timeline to the entire faculty during the first in-service session of the new school year. Then the Leadership Team met and assigned tasks for the component members to complete.

Since that first meeting, the component members have met every week. Sign in sheets were kept and minutes were taken and are on file in the school office. Component 1a met and worked to complete the school and community data and to conduct various surveys to students, parents, staff, and community stakeholders. These surveys were counted and analyzed to further complete student, parent, and community data. Component 1b met to review and analyze the academic and non-academic data using various summative and formative assessments, and non-academic assessments to complete their data. These surveys are on file in the school office. Data from staff, students, and parent surveys, as well as data from the state report card, and testing results, were analyzed and distributed to each component member. This information was then passed on to Component 2 members. Component 2 then met to study both Component 1a and 1b's data to formulate a list of beliefs, a common mission, and a shared vision. Component 2 shared the vision, beliefs, and mission with all other component members. Component 3 then met and worked on the school's curriculum, instruction, assessment, and organization practices needed to finish Component 3. Using the data collected in Components 1 & 3 and the vision, beliefs, and mission statements in Component 2, goals were set and plans were established to meet each goal using various resources available to complete Component 4's plan of action. After each component finished their part, members met and voted to gain consensus from all the stakeholders involved then later presented it to the entire faculty for approval. Lake Road continues to review, revise, and better the programs, goals, and plans set forth in the Tennessee School Improvement Plan.

Evidence of Alignment of Data and Goals – Narrative response required

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

Academic Assessments

Summative Assessments

- TCAP- grades K-8 administered in the spring
- TCAP Writing Assessments -grades 5 & 8- administered in February
- TCAP (NCE 3-year average, TVAAS Value-Added gains) -issued in the fall
- NCLB Benchmarks-AYP, and NCLB Proficiency Levels -issued in the fall

Formative Assessments

- Student Report cards- K-8 - nine week intervals
- Mid-nine week progress reports K-8
- STAR (Standardized Testing and Assessment of Reading) K-8- three times a year
- STAR Early Literacy - K-1- administered three times a year
- Pre-K Assessment - administered in the spring
- Brigance Pre-K Screening - administered in the spring
- ThinkLink for Algebra 1 students two times a year
- Discovery Assessment Benchmark Tests -grades 3-8- three times a year
- Scott Foresman Reading Pre/Post Tests -K-8
- Accelerated Reading Program- K-8 -ongoing
- Accelerated Math 3-6 - ongoing
- Skills, Chapter, and Unit Tests in subjects areas - K-8 -ongoing
- English Placement Test -grade 8 -administered in the spring
- Math Placement Test -grades 7-8 -administered in the spring
- TCAP practice tests -K-8 -ongoing all year

Non-Academic Assessments

- Attendance
- Discipline Reports
- Suspension Reports
- Surveys (Student, Parent, Teacher, Support Personnel)

Needs Assessments

- Annual Title I Needs assessment meetings held in the spring

In Component 1, data is outlined showing Lake Road's strengths and weaknesses. The committee for 1b took this information and created goals for Lake Road's weaknesses. Due to Lake Road being in good standing for NCLB, meeting AYP, and exceeding the attendance goals, the committees decided to focus on value added. In Component 1, the data shows that the value-added scores in social studies and math have some areas of need. Lake Road wants to have all positive gains meeting or exceeding the state's gains. This goal targets students who have or

Evidence of Alignment of Data and Goals – Narrative response required

have not attained the required benchmark for proficiency and mastery in social studies and math. Another area of need described in Component 1 is in reading for students with disabilities. The data shows that 23% in 2008 scored below proficient. This was Lake Road’s largest number of below proficient students; therefore, the committee chose this as a goal based on the data provided.

Teachers will monitor student achievement based on clear, relevant data. Formative, summative, and non-academic assessments data (listed above) will be used to check ongoing progress. In areas of below expected achievement, all persons involved will discuss instructional strategies and interventions and change those that do not appear to be achieving the desired results. Teachers, using informal conferences, will help students track their own data as it aligns with the TSIPP goals.

Evidence of Communication with All Stakeholders – Narrative response required

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

The TSIPP Leadership Team has met with all stakeholders through the planning process and will continue to meet on a monthly basis and minutes will continue to be kept for all meetings that occur. All stakeholders will be kept informed through the following ways:

- All Lake Road staff will be emailed a copy of TSIPP.
- Copies of TSIPP will be placed in the staff lounge.
- During fall Open House, copies will be placed in the lobby for parents to view.
- A copy will be mailed to the Central Office.
- School website

The Leadership Team will meet regularly on a monthly basis to assess alignment with the plan as well as data to support success, or lack thereof, toward proficiency. In house stakeholders will be informed of meetings by announcements and email. Community stakeholders will be informed of meetings by e-mail, phone calls, and personal mail.

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?

School improvement is a continuous process. Decision-making is shared by administration, faculty, parents, and other appropriate stakeholders. Regular bi-monthly meetings among all of these stakeholders will ensure that our beliefs and vision are constantly guiding us toward our goals. The goals created in Component 4 were driven by the goal targets in Component 1 and reflect the appropriate steps required to implement the beliefs, vision, and mission of Lake Road in Component 2. Analysis of TCAP Test, Discovery Assessment Program, STAR Early Literacy Program, STAR Reading Programs, and other formal and informal assessments will aid us in realizing our strengths and weaknesses. Through the use of research-based curriculum,

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

instructional strategies, and differentiated instruction, we should be able to help our students lead productive lives. Our Action Plan, which includes professional development tailored to Lake Road’s needs, collaborative planning across grade levels, county- wide sessions by grade level and/or subject matter, the purchase of necessary resources, and the addition of personnel in K-5 Special Education, will aid Lake Road in ensuring that the beliefs, vision, and mission are aligned with the goals in Component 4.

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?

Lake Road’s action steps in Component 4 are in direct alignment with the analysis of our curriculum, instruction, assessment, and organization in Component 3. Each action step is designed to address identified challenges/needs which will in turn help us achieve our goals. A common thread throughout the analysis process is the need for meaningful professional development that allows teachers to receive more than a “shot in the arm” approach. All teachers need support with best practices in all areas, especially those new teachers with less than five years experience. The leadership team has compiled a list of preferred professional development opportunities tailored to Lake Road’s specific needs. In-house mentors are being assigned to the teachers with less than five years experience.

Action steps are in place to address our weaknesses in the following subgroups: math, social studies, and students with disabilities. These action steps will also benefit our entire student population. Along with more meaningful professional development, upgrades in technology, and resources that address our needs are in the making. After extensive collaboration among the librarian, social studies, and math teachers, resources will be ordered and housed in the library for all classrooms to use. Programs to be added for the 2008-2010 school year include Math-A-Thon and Social Studies Jeopardy night. (One is for social studies and the other for math.) Teachers will be introduced to differentiated instructional strategies monthly in a read and share approach which will equip them to not only recognize the different learning styles in their classrooms but provide suggestions for instruction. Efforts are also being made to acquire an additional teacher to accommodate the growing special education population in K-5.

Suggestions for the Process – Narrative Response Required

What suggestions do we have for improving our planning process?

Every team member should be trained in the data analysis process in Component 1b which will give immediate ownership of the plan. Time should be set aside for a “TSIP Moment” during faculty meetings for teachers to share when they incorporate various strategies/tools mentioned in the action steps into classroom instruction. Documentation should be provided by the leadership team secretary to be used to aid in monitoring and planning for the instructional needs of students. As updates become available, the leadership team will monitor and adjust the process.

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?

Hard copies have been placed in the school office, library, and teachers' lounge. Copies of TSIP have been distributed to all teachers by email.

Implementation of the action steps has already begun in Spring 2008. SIP responsibilities have been assigned to leadership team members. All teachers will be informed of these assignments in the Fall of 2008. Leadership meetings for the 2008-2009 school year have been scheduled for the team to discuss progress and adjustments to be made, as well as for the 2009-2010 school year.

The leadership team will submit a list of preferred professional development for 2009-2010 to the central office in May 2009. This list will be composed of PD opportunities that will meet Lake Road's needs as identified in Component 3 and addressed in the action steps of Component 4. The team will also review books on differentiated instructional strategies and choose one to be presented to the faculty in the Fall 2009 for read/share monthly meetings to be conducted throughout the year.

Lake Road's 3 Year Technology Plan has already been presented and approved with phase I beginning this school year (2008-2009), and phase II to begin in the fall of 2009. Extended contract monies may be reduced for 2009-2010.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

The collection and analysis of data will be compiled throughout the year in order to access needed adjustments. The data will also be used to enable educators to identify weaknesses. Students who are non-proficient will be identified with the analysis of data and will be given the opportunity for remediation. Throughout the school year, formative assessments will be used to access progress and improvement in student learning. The assessments are as follows:

Formative Assessments

- Student Report cards - K-8 - nine week intervals
- Mid-nine week progress reports K-8
- STAR (Standardized Testing and Assessment of Reading) K-8 - three times a year
- STAR Early Literacy - K-1- administered three times a year
- Pre-K Assessment - administered in the spring
- Brigance Pre-K Screening -administered in the spring

- Discovery Assessment for Algebra 1 students two times a year
- Discovery Assessment - grades 3-8 - three times a year
- Scott Foresman Reading Pre/Post Tests - K-8
- Accelerated Reading Program -K-8- ongoing
- Accelerated Math 3-6 - administered ongoing daily
- Skills, Chapter, and Unit Tests in subjects areas - K-8 -ongoing
- English Placement Test grade 8 – administered in the spring
- Math Placement Test - grades 7-8 -administered in the spring
- TCAP practice tests -K-8 -ongoing all year

Our data will be used to involve students in individualized instruction so that we can strengthen our instruction to its fullest potential while meeting the needs of our students at Lake Road.

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, consisting of administrators, component chairs, representatives from the support staff, parents, business owners, and school PTO will meet monthly to sustain the Tennessee School Improvement Planning Process.

The team will meet after the faculty meeting on the first Thursday of each month. The following is a list of Leadership Team meeting dates.

- August 7, 2009
- September 10, 2009
- October 8, 2009
- November 5, 2009
- December 10, 2009
- January 7, 2010
- February 4, 2010
- March 4, 2010
- April 8, 2010
- May 6, 2010

Principal Buckelew and Vice-Principal Patterson are responsible for communicating the meeting time and location. 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 needs of our students.

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?

Lake Road’s leadership team will meet monthly to evaluate available assessment data such as TCAP, Discovery Assessment, STAR, Accelerated Math and Reading reports, and nine week progress reports. Formative/Summative Data Checklists kept by teachers will be used to analyze this data. Also during monthly leadership team meetings, informed assessments such as “TSIP Moment”, reflective e-mail, and focus collaboration logs will be reviewed to discuss implementation of curriculum, instructional, and assessment strategies as dictated by the action steps. From this, the leadership team can determine if the action steps in Component 4 are having the desired effect on student achievement. This information will, in turn, be taken to subject and grade level educators to ensure that all teachers are aware of any changes they need to make. Additionally, administrators will meet with teachers individually to analyze lesson plans, classroom strategies, and interventions. Tutoring strategies will also be analyzed by the content area teacher and referred to after school tutors as necessary.

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?

When analyzing the plan or during continuous monitoring of the TSIPP, the leadership team may deem changes or modifications need to be made. If so, the person(s) responsible for the action step as indicated in Components 4.2 and 4.3 will meet with the leadership team to decide what course of action should be taken to ensure positive student achievement. The leadership results/suggestions will be discussed at subject area and/or grade level meetings whenever the action steps are carried out by the teachers. Should administrators need to offer further professional development or technology opportunities, Central Office will be notified of these adjustments.

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?

All stakeholders (administrators, teachers, parents, and community representatives) will be made aware of the successes and adjustments of the TSIP. The leadership team will supply updates by e-mail to all staff. Teachers will be encouraged to give positive or negative feedback to be considered by the leadership team. Updates to the plan will be posted on the website. Stakeholders will be given the opportunity to supply ongoing input.

Student data generated through various methods will be reported to parents. Results of the STAR Reading tests will be sent home in August, December, and May. Results for the quarterly administered Discovery Assessment will be analyzed by administrators, teachers, students, and parents. Progress reports will show students and parents areas of strengths and needs of improvement. Mid-nine weeks progress reports, as well as quarterly report cards, will be sent home each grading period. Writing Assessment results and TCAP scores will also be sent to

parents.

Data results that communicate successes and adjustments of TSIP will be given by the principal during Open House, Student of the Month receptions, and PTO meetings. School newsletters will devote space to TSIP updates and student successes.