

COMPONENT 1

SCHOOL PROFILE AND COLLABORATIVE PROCESS

Debbie Macklin – Chairmen

Pam Burrow

Janet Dowdy

Susan Coley

Alice Peeples

Mary Anne Cross

Linda Wren

COMPONENT 1

SCHOOL PROFILE AND COLLABORATIVE PROCESS

FORM 1.1: SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Keith Frazier	Y	Principal	
Chuck Seratt	N	Assistant Principal	
Debbie Macklin	Y	7th Grade Teacher	Component 1
Brandi Cantrell	Y	Librarian	Component 2
Kenneth Jackson	Y	H.S. Math Teacher	Component 3
Lana Davis	Y	8 th Grade Teacher	Component 4
Kathy Cassetty	Y	7 th Grade Teacher	Component 5
Tommie Kelley	Y	Assistant Principal	Component 6

FORM 1.2: Subcommittee Formation and Operation

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
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Debbie Macklin	7TH GRADE	Y
Pam Burrow	GUIDANCE	
Janet Dowdy	SECRETARY	
Susan Coley	SECRETARY	
Alice Peeples	CAFETERIA	
Mary Ann Cross	CAFETERIA	
Linda Wren	BOOK KEEPER	
Mark Macklin	STAKEHOLDER	
Scarlet McKinney	PARENT	
Brandt Sisson	STUDENT	

Component 1 Subcommittee has met and minutes are on file. YES NO

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
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Brandi Cantrell	LIBRARIAN	Y
Peggy Lohaus	HIGH SCHOOL	
Wayne Bailey	6TH GRADE	
Etta Walker	SPECIAL	
Bryant Driver	AGRICULTURE	
Denise Bell	SPECIAL	
Wanda Seratt	CAFETERIA	
Joe Dowdy	STAKEHOLDER	
Andrew Moore	STUDENT	
Bart Netherland	STUDENT	
Deede Jones	PARENT	

Component 2 Subcommittee has met and minutes are on file.

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

Subcommittee for COMPONENT 3 Academic and Non-Academic Data Analysis

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Kenneth Jackson	HIGH SCHOOL	Y
Jean Clark	HIGH SCHOOL	
Gwin Wood	DRIVER'S	
Marina Greer	6TH GRADE	
Lori Martin	HIGH SCHOOL	
Bill Gray	7TH-8TH GRADE	
Joyce Pickering	CAFETERIA	
Eddie Cassetty	STAKEHOLDER	
Annette Pettigrew	PARENT	
Colin McWhirt	STUDENT	

Component 3 Subcommittee has met and minutes are on file. YES NO

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Curricular, Instructional, Assessment, and Organizational Effectiveness

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Lana Davis	8TH GRADE	Y
Norma Bailey	COMPUTER	
Allison McMinn	7TH-8TH GRADE	
Debbie Stokes	SPECIAL	
Ped Foster	BAND TEACHER	
Nancy Hall	KEYBOARDING	
Phyllis Kelley	STAKEHOLDER	
Melanie Hawks	PARENT	
Bethany Seratt	STUDENT	

Component 4 Subcommittee has met and minutes are on file. YES NO

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Kathy Cassetty	7TH GRADE	
Leah McFarland	6TH GRADE	
Greg Barclay	HIGH SCHOOL	
Lisa Thompson	HIGH SCHOOL	
Shannon Lyon	8TH GRADE	
Tammy Sisson	6TH GRADE	
Angie Fowler	CAFETERIA	
Chip Davis	STAKEHOLDER	
Babbett McConnell	PARENT	
Robert Burrow	STUDENT	

Component 5 Subcommittee has met and minutes are on file.

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

Subcommittee for COMPONENT 6 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Tommy Kelley	ASSISTANT PRINCIPAL	Y
Chuck Seratt	ASSISTANT PRINCIPAL	
Katie Gray	HOME ECONOMICS	
Jeremy McFarland	PHYSICAL EDUCATION	
Brent Wilson	HISTORY TEACHER	
Curt Lee	PHYSICAL EDUCATION	
Kent Greer	STAKEHOLDER	
Debbie Gammon	PARENT	
Shantea Garmen	STUDENT	

Component 6 Subcommittee has met and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 6 Chair Signature

FORM 1.3.1: SCHOOL AND COMMUNITY DATA

School Characteristics

Historical background

South Fulton Middle/High School is a public school, which serves sixth grade through twelfth grade students. Our school is located in a rural/agricultural area. It serves the needs of students who live both in the town of South Fulton, Tennessee, which has a population of 2,688, and the surrounding area. South Fulton Middle/ High school is currently the smallest high school in the county. .

South Fulton Middle/High School first became accredited by the Southern Association of Colleges and Schools in 1998.

Facilities

The present facility, completed in August 1996, consists of 36 classrooms, a library media center, 2 computer labs, 2 gymnasiums, 1 Lightspan Lab, 2 Science Labs, a spacious cafeteria, 2 administrative offices, and 3 Twenty-first Century classrooms

Environmental and safety conditions

Environmental and safety conditions are constantly monitored by the district and staff at South Fulton Middle/High School. All staff members receive training on how to handle hazardous chemicals and blood born pathogens. The school is annually inspected by a Safety Engineer and an Environmentalist. Both conduct regular surveys of the environment and safety conditions at the school. The Tennessee Department of Commerce and Insurance Division of Fire Prevention also conduct an annual inspection.

Periodic drills are conducted on evacuation and safety. These drills include the following codes: fire, tornado, earthquake, and intruder.

Teachers and staff have been trained in the district's classroom crisis response procedures. Each teacher has been given a copy of this handbook which contains information and procedures to follow in the event of an emergency. Security lights are located both inside and outside of the school building. All doors are locked from the outside. All visitors must sign in and out of the office.

In the Fall of 2002, following numerous complaints of “sick building syndrome” from faculty, staff, and the student population, South Fulton Middle/ High School was closed for investigation. Testing concluded that mold was indeed present in a large majority of the classrooms. The clean-up effort lasted for a period of five weeks. Students enjoyed an early fall break, and upon return were bussed to the Obion County School in Troy, Tennessee. They continued attending classes there for a two week period while the students at Troy were on fall break. One week was in turn made up throughout the remainder of the year, consuming regular planned vacation days.

Grade distribution

6 th Grade	72 Students	10 th Grade	78 Students
7 th Grade	71 Students	11 th Grade	51 Students
8 th Grade	70 Students	12 th Grade	47 Students
9 th Grade	61 Students	Total	450 Students

Length of school year/day

Our school year consists of two hundred days. Instructional days make up one hundred seventy-eight. Seven days are reserved for in-service and professional development, three for workdays, and ten for holidays. The length of the school day is from 7:45 a.m. to 2:35 p.m. for students and 7:15 a.m. to 3:00 p.m. for teachers.

Per pupil expenditures

The Obion County School’s district expenditure per pupil is \$6,496, and the Tennessee per pupil expenditure is \$7,469. Homeroom fees for 6th through 8th grade are \$25.00. Each high school department collects a fee. The fees are as follows: business and accounting classes \$10.00, home economics \$15.00, chemistry, biology, and physical science \$10.00, and keyboarding \$10.00. These fees are used to supply materials such as lab materials, groceries, paper, and computer supplies. BEP money was received in September of 2006 in the amount of \$6,200. BEP is dispensed to each teacher in \$100.00 increments for classroom supplies, with the remainder supplementing a general fund for various student supplies.

Glover money is received based upon the number of enrolled 6th graders. This year the amount received was \$1,825.

Administration, faculty, and staff demographics

	Black Male	Black Female	White Male	White Female
Administration			3	0
Teachers		1	10	20
Teacher Assistants				3
Office Staff				2
Cafeteria Staff				6
Custodial Staff and Maintenance			6	
School Nurse				1
Bus Drivers			2	6
Total	0	1	21	38

Years of experience of faculty and administration

TEACHER	GRADE/SUBJECT	ROOM NUMBER	EXPERIENCE	DEGREE TYPE	HIGHLY-QUALIFIED	SEX ORIGIN
Keith Frazier	Principal	HSO	27	MS	Y	M-W
Tommy Kelly	Assistant Principal	MSO	23	MS	Y	M-W
Brandi Cantrell	Library Media 6-12	Library	6	MS	Y	F-W
Lori Martin	Bio. Phy. Sci 9-12	52	14	BS	Y	F-W
Jean Clark	Spanish, Drama 9-12	N 8	33	MS	Y	F-W
Bryant Driver	Agriculture 9-12	Ag	22	MS	Y	M-W
Katie Gray	Family and Cons. Sci.	N 15	27	MS+45	Y	F-W
Greg Barclay	English 9-10	N 9	2	MS	Y	M-W
Nancy Hall	Keyboarding 9-12	N 10	35	MS+45	Y	F-W
Kenneth Jackson	9-12 Math	N 2	30	BS	Y	M-W
Curt Lee	P.E. 6-8	MSG	12	BS	Y	M-W
Peggy Lohaus	Math 9-12	N 7	26	BS	Y	F-W
Jeremy McFarland	Geography PE 6-12	N1 MSG	6	BS	Y	M-W
Chuck Serratt	Chem., Phys. Adm.	N 14	27	MS	Y	M-W
Debbie Stokes	Sp. Education 9-12	N-4	24	BS	Y	F-W
Lisa Thompson	English 11-12	N 3	24	MS+45	Y	F-W
Brent Wilson	World/Us History 9-12	N 5	8	BS	Y	M-W
Gwin Wood	Wellness, Dr. Ed.	N-10	33	BS	Y	M-W
Wayne Bailey	Soc. Studies., P.E.	S-4	30	MS	Y	M-W
Shannon Lyon	Language Arts 8	S 11	1/2	BS	Y	F-W
Denise Bell	Plus 6-8	S 9	23	MS	Y	F-W
Kathy Cassetty	Math, Lightspan 7	S-13-15	21	MS+45	Y	FW
Lana Davis	Math, Lightspan 8	S-12-15	12	Ms+30	Y	F-W
Lewis "Bill" Gray	History, Geo 7-12	S10	30	MS+45	Y	M-W
Marina Greer	Math 6, Language 7	S5	18	MS	Y	F-W
Debbie Mackllin	Language Arts 6-7	S 6	17	BS	Y	F-W
Leah McFarland	Science 6	S 9	2	BS	Y	F-W
Allison McMinn	Science 7-8	S 14	11	MS	Y	F-W
Tammy Sisson	Language Arts 6	S 8	18	MS+45	Y	F-W
Etta Walker	Sp. Education 6-8	S 7	17	BS	Y	F-B
Pam Burrow	Guidance Counselor	Guidance	31	MS+45	Y	F-W
Norma Bailey	Vocational Business	BS	11	BS	Y	F-W
Ped Foster	Band /Music	N-17	5	BS	Y	M-W

The years of experience at South Fulton Middle/High School range from 1/2 to 35+ years. One hundred percent of the teachers who are required to be highly qualified have achieved that status. We do not have a problem attracting teachers as we are located so close to the University of Tennessee at Martin. Due to NCLB all teachers have to be highly qualified. All of the teachers at South Fulton Middle/High School are highly qualified.

There is a mentoring program for new teachers. Mentors monitor new teachers throughout the county. Retired teachers serve as mentors. New teachers are also assigned a mentor from their local school. These mentors are seasoned teachers. The supervisor of instruction for grades 6-12 also serves as a mentor to these teachers. The supervisor also holds meetings for all the newly hired teachers for training and discussion on topics of concern.

Years of Experience

Years of Experience	Percentage of Faculty and Administration
0-1 years	6%
2-10 years	44%
11-20 years	6%
21-30 years	25%
30+ years	19%

Faculty Degrees

Degree	Percentage of Faculty and Administration
BS	42%
MS	33%
MS+30	3%
MS+45	22%

Percentage of faculty and staff who hold advanced degrees

Fifty-eight percent of the teachers and administrators hold a Master's of Education degree or higher. Twenty-five percent of those teachers have at least 30 hours above a Master's degree.

Percentage of faculty teaching courses outside their area of certification

There are no teachers teaching outside of their area of certification at South Fulton Middle/High School.

Enrollment data

South Fulton Middle/High School is a 6-12 facility. There are currently 450 students enrolled in grades 6-12. South Fulton Middle School has 213 students enrolled, while South Fulton High School has 237. A special education program is offered in both middle and high school. Students are referred to the special education program by teachers who suspect learning difficulties. Students go through a battery of testing before they are admitted to the special education program. The middle school also offers a "Plus" program, serving the needs of advanced students. The same procedure for admittance is adhered to for the "Plus" classes. The current enrollment for the middle school special education program is 49. Thirty-one of these students are being served by the "Plus" program. "Plus" enrollment for grades 9-12 is 16.

Curriculum offerings

The academic curriculum at South Fulton Middle/ High School consists of a variety of subjects. The students are allowed to utilize the library on a daily basis to check books in and out. South Fulton Middle/High School is actively involved in the Accelerated Reader program. South Fulton Middle School is fully equipped with a Lightspan lab and a computer lab to enhance academic achievement.

The Special Education program includes a pull-out schedule for the subjects of math, reading, and language arts for those students who struggle in the regular classroom. IEP's are part of the planning and instruction for these students.

South Fulton High School dual credit history and English classes are being offered this year for high school students. A complete list of high school and middle school courses follows.

Curriculum Offerings at South Fulton High School

Music History	English I
Vocal Music	English II
High School Band	English III
Accounting	English IV
Management	Dual Credit English
Webpage Design	Keyboarding
Document Creation/Desktop	Foundations II (Pre-Algebra)
Publishing	Geometry
Creative Writing/Journalism	Pre-Calculus
Biology	Gateway Algebra (for students
Physical Science	having trouble passing the
Spanish I	Gateway test)
Spanish II	World Geography
Drama	Physics
Wildlife Management	Chemistry
Livestock Management	Resource English
Agriscience 1A	Resource Math
Agriculture Power and	Resource Government
Equipment	Resource Economics
Agriculture Mechanics	U.S. History
Family and Consumer Science	Economics/ Government
Housing and Interior	World History
Design/Textiles and Apparel	Dual Credit History
Child Development/Family and	Wellness
Parenting Education	Driver's Education
Nutrition and Foods	Weightlifting Physical Education
Adult Living	

Curriculum Offerings at South Fulton Middle School

6th,7th, and 8th Grade Band
6th,7th, and 8th Grade Physical Education
6th,7th, and 8th Grade Social Studies
6th Grade Health
6th, 7th and 8th Grade Language
6th, 7th and 8th Grade Reading
6th, 7th and 8th Grade Math
8th Grade Pre-Algebra
7th and 8th Grade Computer
6th, 7th and 8th Grade Science
Resource Reading, Language, and Math
6th, 7th and 8th Gifted Class

Unique Programs

South Fulton High/Middle School has a variety of unique programs that help broaden the educational opportunities for our students. A few of these programs are Lightspan, Accelerated Reader, Duel-Credit History, and Duel Credit English.

The Lightspan program consists of students playing educational video games on a Playstation. The games selected for each student offer additional practice and reinforcement in skills that may be causing difficulty in the classroom.

The Accelerated Reader program promotes independent reading skills. Students select their own books based on their reading level. After reading the book, they take a computerized test to determine their comprehension of the story. Teachers are given diagnostic data to help them plan instruction and intervention strategies for each student.

South Fulton High/Middle School has several opportunities to participate in extra curricular activities. Following is a list of these activities.

South Fulton Middle/High School Co-Curricular Activities

American Legion Boys State

American Legion Girls State

American Legion Oratorical Contest

Band

 Solo Ensemble Contest

 All West TN Honors Bands

 Large Group Competitions (Concert Band Contests)

Beta Club (High School)

Beta Club (Middle School)

Builder's Club

Career Day (Local)

Daughters of American Revolution

Drug Awareness Resource Education

Drama Club

 Play Production

Fellowship of Christian Athletes

Future Business Leaders of America

 Leadership Conferences

 State Convention and Competitions

 Fundraiser for March of Dimes, Scholarship, and Community

Projects

 Scholarship and Community Projects

Future Farmers of America

 Community Development Activities

 Competitions

 Conventions

 Leadership Conferences

Family, Career and Community Leaders of America

 Conferences

 Kindergarten Easter Egg Hunt

 Halloween Parties

 Caroling at Nursing Homes

 Talent Shows, Monthly Programs

Gibson Electric Essay Contest

Journalism School Yearbook

 Monthly Full-Page Articles/Pictures for local newspaper

 Monthly Articles for County Newspaper

 School Newspaper

Honors classes

The special needs of our gifted students are met through a PLUS program. This class is designed to challenge those students who excel in academics.

Parental support

Parental support is very important to our faculty and students. We are very fortunate to have the support of our parents through several means.

One of the biggest efforts that parents are involved in is parent/teacher conferences. This year the teachers made personal contacts to parents through phone calls and letters. Parents are overwhelmingly involved in most all extra curricular activities.

Parental support has been evident in the planning of both the SIPS and SACS plan. They have voluntarily served on committees.

The PTO involves a host of parents who contribute both time and money to fundraisers lent to supporting student and teacher classroom needs.

Drug, alcohol, or tobacco incidents or arrests

There is no record of any drug, alcohol, or tobacco incidents or arrests at South Middle/High School.

School-business partnerships

South Fulton Middle/High School is in partnership with several businesses in the community. The First State Bank, along with Reelfoot and Heritage banks are all "Partners in Education". Waymatic is a manufacturing company which supports the school through financial donations. They also provide the printing and design of signs to be used by the school. Jiffy Steamer donates funds for various school materials and activities. Wal-Mart matches the amount of funds raised by all school organizations.

The South Fulton Chamber of Commerce financially sponsors South Fulton's Youth Leadership program. The donations enable students to attend the annual Youth Leadership Conference.

Student Characteristics

Number of students

There are currently 450 students enrolled at South Fulton Middle/High School. The 2005-2006 Tennessee Government Report Card reveals a net enrollment of 489. This figure includes the 6th through 12th grades. The average number of students in 6th through 8th grade classrooms is 22. The average number of students in each classroom grades nine through twelve is 20.

Student demographics

(Information is based on the 2005-2006 Report Card)

There are 407 white students enrolled at South Fulton Middle/High School. That equals 83.2% of the student population. There are 76 African American students, or 15.5%. Three students are Hispanic, which is 0.6% of the student population. Three students are Asian, representing 0.6% of the population.

English Proficiency

All the students at South Fulton Elementary speak English as their primary language. We have one parent whose English skills are weak, creating a difficult communication environment.

Free and reduced lunch rate

Thirty-nine percent of the students participated in the free or reduced lunch rate during the 2005-2006 school year. Forty-one percent of the student population is currently enrolled as of December 2006.

Students scheduled in classes without a credentialed teacher

There are no students scheduled in a class without a credentialed teacher.

Attendance rate

The 6th through 8th grade attendance rate for the 2005-2006 school year was 95.3%. This exceeds the state goal of 93%. The promotion rate was 97.1%. The attendance rate for the 9th through 12th grades was 94.2%, slipping past the state goal of 93%.

Discipline referrals

Records of discipline are kept by the principal. A South Fulton Middle/High School handbook, which describes conduct expectations and discipline procedures, is provided to every parent and student at the beginning of the school year. There were a total of 89 suspensions for the 2005-2006 school year.

Ethnicity and Gender Suspensions and Expulsions

Ethnicity	Number	Percent of Suspensions	Percent of Expulsions
White	57	14%	0%
African American	32	42.1%	0%
Male	55	23%	0%
Female	34	13.6%	0%

Retention rate

The retention rate for the 2005-2006 school year for grades six through twelve was 2.9%, or six students.

Transfer rate

Forty-one students withdrew from South Fulton Elementary throughout the 2004-2005 school year. This is a percentage of 8.4%.

Drop out, graduation, and attendance rate

9th-12th Grades:

	2004-2005	2005-2006	State Goals
Attendance	93.7%	94.2%	93%
Cohort Dropout	4.7%	5.7%	10%
Graduation	89.6%	84.9%	90%

Parent Characteristics

Race/Ethnicity

Mother

African American	Asian	Hispanic	White
12%	.3%	.7%	87%

Father

African American	Asian	Hispanic	White
13%	.3%	.6%	85.3

Marital Status

Mother

Married	Single	Separated	Divorced	Widowed	Remarried
62.3%	8.1%	4.6%	9.6%	.1%	15.3%

Father

Married	Single	Separated	Divorced	Widowed	Remarried
57%	8.3%	4.2%	8.3%	.6%	21.6%

Level of education

Mother

Did not finish high school	15%
High School Diploma/GED	43%
Some College	19.6%
College Degree	22.4%

Father

Did not finish high school	15.3%
High School Diploma/GED	48.5%
Some College	20.6%
College Degree	22.4%

Employment rate

Mother

Employed	83%
Unemployed	17%

Father

Employed	90.6%
Unemployed	8.6%

Income level

(Student's household)

Less than \$10,000	15%
\$10,000 - \$20,000	14.2%
\$21,000 - \$30,000	13.3%
\$31,000 - \$40,000	8%
\$41,000 - \$50,000	8.3%
\$51,000 - \$60,000	9%
\$61,000 - \$70,000	10%
\$71,000 - \$80,000	9.2%
\$81,000 - \$90,000	8%
\$91,000 - \$100,000	1%
More than \$100,000	4%

Community Characteristics

The following information concerning the community characteristics was obtained from South Fulton City Hall, and the Census 2000.

Size of community

Male	1,163
Female	1,354
Total Population	2,517

Demographic breakdown of the populous

Age	Number	Percent
Under 5 years	178	7.10%
5 to 9 years	170	6.80%
10 to 14 years	132	5.20%
15 to 19 years	156	6.20%
20 to 24 years	137	5.40%
25 to 34 years	287	11.40%
35 to 44 years	329	13.10%
45 to 54 years	352	14%
55 to 59 years	153	6.10%
60 years and older	623	24.80%

Race	Number	Percent
White	1,988	79%
African American	490	19.50%
American Indian	7	0.30%
Asian	3	0.10%
Other	5	0.20%

Average income or economic level

The median household income is \$27,462.

Number of private schools in the area

There is one private school located in neighboring Weakley County.

Major employers

The major employers in the area are Goodyear, Tyson, MTD, UTM, Obion County Schools, and Lennox.

Residents with school-age children

Thirty-two percent of the residents have school-age children.

Community involvement or participation in school activities

South Middle/High School is very fortunate to have a community that stays involved in our school in many ways. Businesses as well as our citizens take a great deal of time and energy to help our students. Community businesses contribute large sums of money to support the Student Council Christmas project. The Student Council sponsors needy Children throughout the holiday season.

Local businesses purchase ads to be placed in the yearbook, thus supporting the publication process. Wal-mart sponsors Teacher of the Year. A teacher is chosen locally and is then able to compete on a national level.

Parents and community members support and participate in the Vocational Advisory Committee. They are included in the decision making process, sponsorship, etc.

The Chamber of Commerce sponsors leadership training. The students chosen meet once a month to visit and learn about local businesses.

The VFW sponsors the "Voice of Democracy" speech. This gives students the opportunity to compete on a local level and graduate to the national level upon winning the competition. A monetary reward is given to the winner.

The American Legion Post 72 provides Boys and Girls State. The training received is similar to military experience. They also provide a \$250.00 scholarship. The local and area Rotary Clubs award seniors with various scholarship awards. Students apply for these scholarships during their senior year of high school.

The PTO is a very active group providing much needed monies to the school system. Parents are actively involved in fundraisers sponsored by the PTO, and are eager to work with the school.

The community also helps support the food drive that is held before Christmas. This year over 3,700 food items were donated to help families throughout our community.



FORM 1.3.2: Other Data Sources

Stakeholder Perspectives on the Quality of Education

South Fulton Middle/High School administered a survey to collect data relative to the opinions of students, teachers, parents, and community members on the quality of education offered at our school. Below is a list of the items surveyed and the responses received from the stakeholders.

1. The school work at South Fulton is challenging and requires the students' best efforts.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	78%	22%
Parent	64%	36%
Teacher	80%	20%
Community	76%	24%

2. Our school is preparing students to deal with issues and problems they will face in the future.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	76%	24%
Parent	80%	20%
Teacher	84%	16%
Community	92%	8%

3. Students see a relationship between what they are studying and their everyday lives.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	60%	30%
Parent	68%	32%
Teacher	48%	52%
Community	92%	8%

4. Homework that students are expected to complete helps improve learning.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	78%	22%
Parent	88%	12%
Teacher	100%	0%
Community	92%	8%

5. I am satisfied with the availability of technology at our school.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	36%	64%
Parent	80%	20%
Teacher	20%	80%
Community	60%	40%

6. The evaluation and grading of class work is fair.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	56%	44%
Parent	92%	8%
Teacher	92%	8%
Community	80%	20%

7. Teachers are concerned that students learn the subjects they teach.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	78%	22%
Parent	60%	40%
Teacher	84%	16%
Community	92%	8%

8. Teachers are willing to give students individual help outside of class time.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	74%	26%
Parent	56%	44%
Teacher	88%	12%
Community	76%	24%

9. This school recognizes all types of high achievement demonstrated by students.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	60%	40%
Parent	48%	52%
Teacher	52%	48%
Community	64%	36%

10. Policies concerning discipline are fair at this school.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	56%	44%
Parent	60%	40%
Teacher	76%	24%
Community	64%	36%

11. There is not a significant problem with substance abuse among the students of this school.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	64%	36%
Parent	48%	52%
Teacher	32%	68%
Community	56%	44%

12. Our school provides students and teachers with a safe and orderly environment for learning.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	68%	32%
Parent	76%	24%
Teacher	88%	12%
Community	84%	15%

13. Students are able to participate in the activities (clubs, plays, sports, student government, music, etc.) of which they wish to be a part.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	72%	28%
Parent	80%	20%
Teacher	86%	14%
Community	76%	24%

14. Students would feel welcome in most school activities.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	72%	28%
Parent	25%	0%
Teacher	92%	8%
Community	92%	16%

15. Bullying is not a problem at our school.

	Strongly Agree or Agree	Strongly Disagree or Disagree
Student	22%	78%
Parent	72%	28%
Teacher	48%	52%
Community	72%	28%

Analysis of Relevant School and Community Data

Student Characteristics

Data Source	Relevant Findings
Student Information System	<p>The students at South Fulton Middle School have a 95.3% attendance rate. The promotion rate was 97.1%.</p> <p>The South Fulton High School attendance rate for the 2005-2006 school year was 94.2%. The graduation rate was 84.9%.</p> <p>Forty-one percent of the students in the middle and high school participate in the free and reduced lunch program.</p> <p>The total number of days in which students were suspended in both high school and middle school was 89.</p>
Student Opinion Survey	<p>Seventy-six percent (76%) of students agree that our school is preparing students to deal with issues and problems they will face in the future.</p> <p>Sixty percent (60%) of students agree that they see a relationship between what they are studying and their everyday lives; and only thirty</p>

	<p>Thirty-six percent (36%) of the student body are satisfied with the availability of technology.</p> <p>Sixty-eight percent (68%) of students agree that our school provides students and teachers with a safe and orderly environment for learning although, only twenty-two percent (22%) of students feel that bullying is not a problem at our school.</p>
--	--

Staff Characteristics

Data Source	Relevant Findings
Highly Qualified Status	<p>One hundred percent (100%) of the teachers are highly qualified.</p> <p>Forty-one percent (41%) of the teachers have either a Master’s degree or at least 45 hours above a Master’s degree.</p> <p>Thirty-nine percent (39%) of the teachers have been teaching between 21 and 30+ years.</p>
Teacher Opinion Survey	<p>Eighty-four percent (84%) of teachers agree that our school is preparing students to deal with issues and problems they will face in the future; yet, teachers feel only forty-eight percent (48%) of the students see a relationship</p>

	<p>between what they are studying and their everyday lives.</p> <p>Only twenty percent (20%) of the teachers are satisfied with the availability of technology.</p> <p>Fifty-two percent (52%) of the teachers agree that this school recognizes all types of high achievements demonstrated by students.</p> <p>Forty-eight percent (48%) of teachers agree that bullying is not a problem at our school, while thirty-two percent (32%) agree that there is not a significant problem with substance abuse at this school.</p>
--	--

Parent/Guardian Demographics

Data Source	Relevant Findings
Parent Survey	<p>Sixty percent (59.7%) of the students live in a household headed by two parents.</p> <p>Forty-six percent (45.8%) of the parents have not had any education beyond a high school diploma or GED.</p> <p>Eighty-seven (86.8%) of the parents are employed.</p>
Parent Participation	<p>Parents have the opportunity to participate, and take active roles in a variety of school, both curricular and non-curricular activities.</p> <p>Parents are also encouraged to attend Parent Teachers Conferences held throughout the year.</p>
Parent Opinion Survey	<p>Eighty percent (80%) of parents believe that our school is preparing students to deal with issues or problems they will face in the future, yet sixty-eight percent (68%) agree that students see a relationship between what they are studying and their everyday lives.</p> <p>Forty percent (40%) of parents agree that the school recognizes all types of high achievements.</p> <p>Sixty percent (60%) of parents agree that the policies concerning discipline at this school are fair.</p>

Community Characteristics

Data Source	Relevant Findings
Census 2000	<p>Thirty-two percent (32%) of the community has school-age children.</p> <p>The average household income is \$27,462.</p>
Community Opinion Survey	<p>Ninety percent (90%) of the community members surveyed either strongly agree or agree that the school is preparing students to deal with issues and problems they will face in the future.</p> <p>Eighty-four percent (84%) of the community members believe that our school provides a safe and orderly environment for learning.</p> <p>Ninety-two percent of the community agree that students would feel welcome in most school activities.</p>

Areas of Strength

- * South Fulton Middle/High School offers a variety of co-curriculum activities.
 - * Parental support is very strong. Parents are involved with extra-curriculum activities, Booster Club, PTO, club sponsorships, and various committees.
 - * South Fulton Middle/High School has had no drug, tobacco, or alcohol offenses for the last few years.
 - * All teachers are highly qualified, and there are no classes being taught by teachers outside their fields.
 - * The middle school promotional rate was 97.1%.
 - * More than half of those surveyed agreed that South Fulton Middle/High School is preparing students to deal with issues and problems they will face in the future. (students 76%, parents 80%, teachers 84 %, and community 92%)
-

Areas of Need

*Survey results reveal that both students and teachers see “bullying” as a problem. A mere 22% of the student body, and 48% of the teachers agree that “bullying” is not a problem. This leaves 78% of the students and 52% of the teachers agreeing that “Bullying” is indeed a problem.

* Only 36% of the students, 20% of the teachers, and 60% of the community agree that there is enough technology available at South Fulton Middle/High School.

COMPONENT 2

BELIEFS, MISSION, AND VISION

Brandi S. Cantrell- Chairman

Peggy Lohaus

Wayne Bailey

Etta Walker

Bryant Driver

Denise Bell

Wanda Seratt

Bart Netherland

Andrew Moore

Deede Jones

Joe Dowdy

Indicator: 2.1 Collaborative Process

For this component, the collaborative process began with a group of individuals consisting of middle school teachers, high school teachers, special education teachers, parents, support personal, students, and community representatives. The group met and discussed the changes that have been made in the School Improvement Plan process since last we completed one. Jobs were assigned and the group dismissed. Several of the jobs that were assigned included: writing surveys to be completed by stakeholders, processing completed surveys, brainstorming for mission statement, outlining topics needed for inclusion, and gathering all information needed to complete component two of the School Improvement Plan. Over a span of several months, the group met at various times to discuss progress and reassign roles as needed. The end result was a completed mission statement, statement of beliefs, and a clarified vision for our school.

Indicator: 2.2 & 2.3 Beliefs

- **We believe students have, not only the right, but also the responsibility, to learn from a challenging curriculum that will make them an asset to the society in which they live.**
 - **Every teacher has the right to teach a challenging curriculum that will prepare their students for success in life.**
 - **All assessments should be inclusive of material covered in class whether from the textbook, class notes, or assignments.**
 - **Decision making in the school community should be a collaborative process and include input from dedicated members of the school and community.**
 - **School policies should be fair to all involved, whether teachers or students. Policies should be evaluated on a yearly basis to assess the value of specific policies to the school community.**
 - **Our school should encourage student growth both inside and outside the classroom. Extra-curricular activities, although very important, should not interfere with academics.**
 - **We believe all students should have the opportunity to develop into contributing citizens. Some of the characteristics our students should acquire while attending SFMS/SFHS include self respect, respect for others, leadership skills, and good communication skills.**
 - **Our classrooms should provide positive, safe learning environments in which students might be allowed to evolve into the contributing citizens that are the future of Obion County.**
 - **Education is a mutual concern for students, the school, families, and members of the community.**
-

Indicator: 2.4 Mission Statement

The mission of South Fulton Middle/High School is to create a learning environment that will motivate students to become life long learners as well as contributing citizens to the community in which they live.

Indicator: 2.5 Vision

The vision for South Fulton Middle/High School is that graduates of South Fulton High school will take the knowledge they have attained at this school and use it to lead Obion County into a new era of prosperity. These leaders will be pillars in the community and will be role models for future generations.

Obion County School System

2005-2006

The mission of the Obion County School System is to provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.

The goals of the Obion County Board of Education are as follows:

1. To vigorously seek ways for all students to reach their full potential.
 2. To provide highly qualified personnel who are passionate about their work.
 3. To provide and maintain a safe environment appropriately equipped for maximum learning.
 4. To advocate active parental, business, and community involvement in the Obion County School System.
 5. To promote the development of responsible citizens.
-

COMPONENT 3

ACADEMIC AND NON-ACADEMIC

DATA ANALYSIS

Kenneth Jackson-Chairman

Marina Greer

Jean Clark

Gwin Wood

Lori Martin

Bill Gray

Joyce Pickering

This component contains separate reports for middle and high school. This is because of the types of data reported.

FORM 3.1: Variety of Academic and Non-Academic Measures

Data Source
Writing Assessment
End of Course Test
Value-Added Scores
Gateway Scores
State Report Card
Disaggregated Materials
Adequate Yearly Progress
Demographic
ACT

FORM 3.2: Data Collection and Analysis

South Middle/High School 9-12 Report

In order for us to determine our strengths and needs, this committee used a variety of assessment tools to measure student performance. The data we measured is both academic and non-academic. This allowed us to target a list of goals to help us meet State and Federal benchmarks.

The data from these assessments are used as a base in developing and implementing school improvement not only in instruction but also other areas such as attendance, test taking, and graduation.

All Algebra I, Biology, and English II students are required to take a State test and score a minimum of proficient in order to graduate. Also introduced into the State testing process are the end of course test for Math Foundations, English I, Physical Science, and U.S. History.

Adequate Yearly Progress

South Fulton Middle/High School made AYP in all required areas both for 2004-2005 and 2005-2006 school year. We are designated as a school in Good Standing according to the benchmarks of *No Child Left Behind*. The percent proficient target scores were Math 75%, Reading/Language 90% and attendance 93%. Grades 9-12 achieved and surpassed these targets with 88% in Math, 94% in Reading/Language and 94% attendance. The *No Child Left Behind* categories is as follows:

Total School, White, African American, Hispanic, Asian/Pacific Islander, Native Americans, Economically Disadvantaged, Special Education, and Limited English Proficient. Of these categories, South Fulton Middle/High School could count only these cells for 2005-2006 test year: Attendance, Total School, White, and Economically Disadvantaged. The remaining categories did not have the required number of students to be counted in the *No Child Left Behind*.

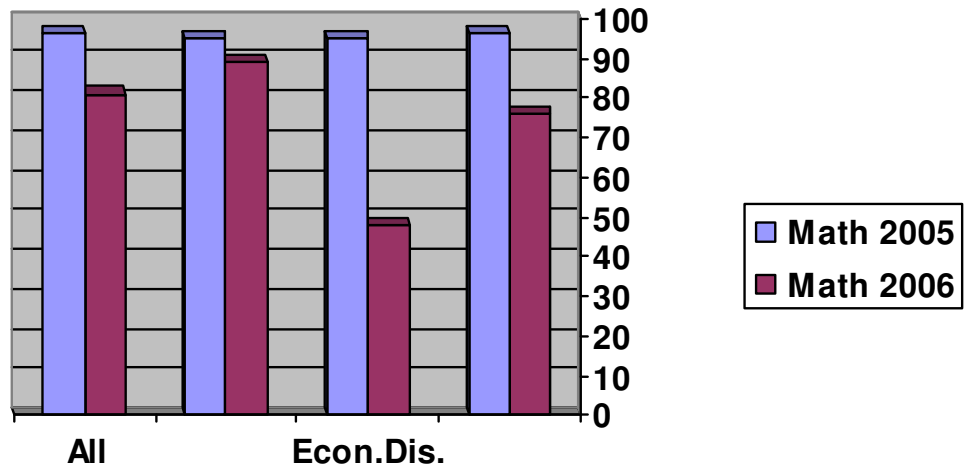
Attendance Rate % Met	Tested Math % Met	Math Prof/Adv % Met	Tested Reading/Lang % Met	Reading/Lang Prof/Adv % Met
2005 93.7 Y	99 Y	96 Y	99 Y	94 Y
2006 94.2 Y	99 Y	81 Y	100 Y	97 Y

Academic Data Section

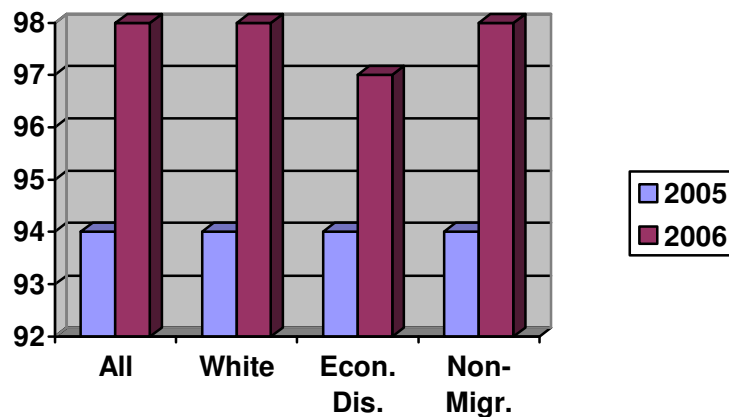
South Fulton Grades 9-12

Due to student demographics at South Fulton Middle/High School there are too few students in most categories to report and record. The following graphs reflect information on all students, white, economically disadvantaged, and non-migrant.

Graph of Algebra I-% Proficient/Advanced



Graph of Reading and Writing-% Proficient/Advanced



The TVAAS scores in the following charts were also used. They indicate that Biology and Reading/Language exceeded predicted scores for the three year period. It also indicates that math scores fell below predicted levels. Indications are good on the writing scores also.

Test	Year	Mean Student Score	Mean Score %tile	Mean Predicted Score	Pred. Score %tile	School Effect	School Effect %tile
Biology	2004	566.2	73	554.4	64	9.7	82
	2005	553.6	61	545.6	52	6.1	74
	2006	557.9	64	551.0	59	6.1	74
	3-Yr-Avg	558.3	65	550.0	57	7.6	79

Test	Year	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	School Effect	School Effect %tile
English 2	2004	523.3	56	516.2	50	4.6	84
	2005	539.5	64	523.3	57	5.2	85
	2006	540.2	58	524.7	42	10.5	99
	3 Yr-Avg	534.7	59	524.6	50	6.8	94

Test	Year	Mean Student Score	State
Writing Assessment	2004	3.00	
	2005	3.40	
	2006	4.5	4.0

Test	Year	Mean Student Score	Mean Score %tile	Mean Pred. Score	Pred. Score %tile	School Effect	School Effect %tile
Alg.I	2004	551.8	65	556.1	68	-3.8	38
	2005	550.4	63	557.9	68	-6.7	30
	2006	537.4	50	545.0	57	-7.1	26
	3-Yr.-Avg	545.1	58	551.8	63	-5.9	28

AREAS OF STRENGTH

- English students scored an average of 9% above predicted TVAAS scores.
- Biology students scored an average of 8% above predicted TVAAS scores.
- The writing assessment scores increased over the 3 year period.

AREA OF NEED

- Algebra I scores have declined
 - Writing scores must remain at an acceptable level
-

Form 3.3: Report Card Data Desegregation

Disaggregated NCLB Benchmark Data

We found in Reading/Language plus Writing that for 2004-2005 and 2005-2006 in our disaggregated materials that 6% of all students are performing below proficient. Of the remaining 94% of the students 53% of those are at the Advanced Level.

Levels	% of students
Below proficient	6
Proficient	41
Advanced	53

Economically Disadvantaged

In 2004-2005 Algebra I students were 5% below proficient. In 2005-2006 that % was at 52% below proficient. This made our 2 year average at 29% while the state was at 26%.

Algebra I

Levels	% of students
Below Proficient 2005	5%
Below Proficient 2006	52
Proficient 2005	63
Proficient 2006	37
Advanced 2005	32
Advanced 2006	11

In Reading/Language students have averaged 7-8% below proficient and 92-93% proficient. This includes all students: White, African American, Economically Disadvantaged, Male, and Female. Target scores for the state were set at 90% proficient. South Fulton exceeded these with a 3-yr. average of 92.5%.

Reading/Language

Levels	% of students
Below Proficient 2005	7
Below Proficient 2006	8
Proficient 2005	51
Proficient 2006	58
Advanced 2005	42
Advanced 2006	3

Next we looked at End of Course Test to involve more subject areas. Since most of these test have only been established in the last 1 to 2 years information is limited. However we found them some what beneficial. Math scores for 2004-2005 and 2005-2006 indicated an average of 16% below proficient with 84% proficient/advanced. Physical science for 2005-2006 had 98% at proficient/advanced and English for 2004-2006 shows an average of 10% below proficient for the 2-yr. period. U.S. History had 96% proficient/advanced for 2005-2006. we compared these scores to the State scores which indicated 20% below proficient in Math, 16.6% in Physical Science, 14.5% below proficient in English I, and 10% below in U.S. History.

Non-Academic Data:

Graduation rates were 89.6% for 2004-2005 and 84.9% for 2005-2006. State goal was 90%. South Fulton fell short each of these 2 years.

Cohort Dropout was 4.7% and 5.7% with a state goal 10% for the same 2 year period.

Our school consisted of 486 students for 2005-2006, 407 White, 76 African American, and 3 Hispanics. Also 39% or 190 students were economically disadvantaged. In 2004-2005 the student population was 445 with 375 White and 66 African American and 4 Asian.

Suspensions for 2005-2006 were: 14% White, 42% African American, 23% Male, and 14% Female.

Form 3.4: Narrative Synthesis of All Data

After considering this data we found our strengths to be in the fact that Biology and Physical Science students have scored 97-100% proficient in these 2 areas. Another strength is in the fact that Writing scores have progressed each year and were at 4.5 for 2005-2006 as compared to 3.2 for 2003-2004. Also scores have been around the 99% proficient for English I and II.

Weaknesses show in the math area with 20% below proficient in algebra for the last 2 years and 17% below proficient in Foundations Math for the same period. We also note that Writing scores have improved but need to progress even further.

There is very little data on other courses, but with end of course test being implemented, there will be more data in the future.

Form 3.5: Prioritized List of Goal Targets

South Fulton Middle /High School met the Federal Benchmarks and we were above all state targets. However with math scores as close to state targets we feel that this area needs some attention. Also writing needs attention to keep these scores headed in the right direction. We want students to excel in all areas. Math is an area of concern even at the state and national levels. Writing also is an issue being addressed at these 2 levels. South Fulton wants the student to know that education is important, they are important, and we care.

1. Math Goals: Reduce the deficient category by 10%. This would in effect raise the proficient and advanced scores by 2%.

2. Writing Goals: The three-year average was at 3.86 for 2003-2006. Our goal is to reach and maintain an average score of 4.0. This is considered competent and meets grade-level standards.

Adequate Yearly Progress

South Fulton Middle School made AYP in all academic areas and in attendance during both 2004-2005 and 2005-2006 school years. South Fulton Middle is designated as a school in Good Standing according to the benchmarks of the *No Child Left Behind*. The percent proficient target scores in 2004-2005 through 2006-2007 were Reading/Language Arts 83%, Math 79%, and 93% Attendance. South Fulton Middle achieved and surpassed these targets with 93% in Reading/Language Arts, 91% in Math, and 95.3% in attendance. The *No Child Left Behind* categories are as follows: Total School, White, African, American, Hispanic, Asian/Pacific Islander, Native American, Economically Disadvantaged, Special Education, and Limited English Proficient. Of these areas South Fulton Middle could count only the following cells for the 2005 and 2006 test year: Attendance, Total School, White, and Economically Disadvantaged. The following categories did not have required number of students to be counted in the *NO Child Left Behind*: Native Americans, Asian/Pacific Islander, Limited English Proficient, Hispanic, Special Education, and African Americans.

Disaggregated NCLB Benchmark Data

Grade 6 Reading/Language Arts Students in each Performance Level

In sixth grade, 7% of students are performing below proficiency; 64% are performing at Proficient level; and 29% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	5
Proficient	46
Advanced	21

Students with Disabilities, excluding Speech

In sixth grade, 38% of students are performing below proficiency; 63% are at the Proficient level, and no student performing at the Advanced level.

Levels	Number tested
Below Proficient	3
Proficient	5
Advanced	0

Economically Disadvantaged

In sixth grade 13% of the economically disadvantaged are performing below proficiency level; 70% are performing at the Proficient level; and 17% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	4
Proficient	21
Advanced	5

Ethnic Groups, Gender and Performance Levels

In sixth grade 33% black and 3% white are performing below proficiency. Also, 10% males and 3% females are performing below proficiency.

Levels	White	Black	Males	Females
Below Proficient	2	3	4	1
Proficient	40	6	11	19
Advanced	21	0	27	10

Grade 6 Math

Students in each Performance Level

In sixth grade, 11% are performing below proficiency; 54% are performing at the Proficient level; and 35% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	8
Proficient	39
Advanced	25

Students with Disabilities, excluding Speech

In sixth grade, 62% of students are performing below proficiency and 38% are performing at the Proficient level.

Levels	Number Tested
Below Proficient	5
Proficient	3
Advanced	0

Economically Disadvantaged

In sixth grade, 20% are performing below proficiency; 67% are performing at the Proficient level; and 13% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	6
Proficient	20
Advanced	4

Ethnic Groups, Gender and Performance Levels

In sixth grade, 44% black and 6% white are performing below proficiency. Also, 10% males and 13% females are performing below proficiency.

Levels	Black	White	Males	Females
Below Proficient	4	4	4	4
Proficient	5	59	38	26
Advanced	1	24	16	9

Strengths:

Only 7% of the students are performing below proficiency in Reading/Language Arts.

In Reading/Language Arts only 3% in ethnic group and gender are below proficiency.

Weaknesses:

38% of students with disabilities are below proficient in Reading/Language Arts.

20% of economically disadvantaged students are below proficient in Math.

33% of black male/female students are performing below proficient in Reading/Language Arts.

44% of black male/female students are performing below proficient in Math.

Grade 7 Reading/Language Arts

Students in each Performance Level

In seventh grade, 21% are performing at the Below Proficient level; 56% are performing at the Proficient level; and 23% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	13
Proficient	34
Advanced	14

Students with Disabilities, excluding Speech

In seventh grade, 62% are performing at Below Proficient and 38% are performing at the Proficient level.

Levels	Number of Students Tested
Below Proficient	5
Proficient	3
Advanced	0

Economically Disadvantage

In seventh grade, 31% are performing Below Proficient; 52% are performing at the Proficient level; and 17% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	9
Proficient	15
Advanced	5

Ethnic Groups, Gender and Performance Levels

In seventh grade, 28% males and 14% females are performing below proficiency; 44% black students and 17% white students are performing below proficiency.

Levels	Black	White	Males	Females
Below Proficient	4	9	9	4
Proficient	4	30	17	17
Advanced	13	1	6	8

Grade 7 Math

Students in each Performance Level

In seventh grade, 18% of students tested are performing below proficiency; 39% are performing at the Proficient level; 43% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	11
Proficient	24
Advanced	26

Students with Disabilities, excluding Speech

In seventh grade, 62% of students are performing below proficiency; 25% are performing at the Proficient level; and 13% are performing at the Advanced level.

Levels	Number Tested
Below Proficient	5
Proficient	2
Advanced	1

Economically Disadvantaged

In seventh grade, 31% of the students are performing below proficiency; 28% are performing at the Proficient level; 41% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	9
Proficient	8
Advanced	12

Ethnic Groups, Gender and Performance Levels

In seventh grade, there is no discrepancy between black and white, male and females performing below proficiency.

Levels	Black	White	Male	Female
Below Proficient	3	8	8	3
Proficient	5	19	9	15
Advanced	1	25	15	11

Strengths:

14% black female students are performing below proficiency in Reading/Language Arts.

Only 10% of the female students are performing below proficiency in Math.

Weaknesses:

44% of black students are performing below proficiency in Reading/Language Arts.

31% of the economically disadvantaged students are performing below proficiency in Math.

**Grade 8 Reading/Language Arts
Students in each Performance Level**

In eighth grade, 8% of students tested are performing below proficiency; 43% are performing at the Proficient level; 49% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	6
Proficient	33
Advanced	37

Students with Disabilities, excluding Speech

In eighth grade, 63% of students are performing below proficiency and 38% performing at the Proficient level.

Levels	Number Tested
Below Proficient	5
Proficient	3
Advanced	0

Economically Disadvantaged

In seventh grade, 12% of the economically disadvantaged students are performing below proficiency; 60% are performing at the Proficient level; and 28% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	3
Proficient	15
Advanced	7

Ethnic Groups, Gender and Performance Levels

In eighth grade, only 10% of white male students are performing below proficiency.

Levels	Black	White	Male	Female
Below Proficient		5	5	1
Proficient		28	18	15
Advanced		37	18	19

*Value not computed for fewer than 8 students; in eighth grade there are only 6 black students.

Grade 8 Math

Students in each Performance Level

In eighth grade math, 7% of students tested are performing Below Proficient; 41% are performing at the Proficient level; 53% are performing at the Advanced level.

Levels	Number of Students Tested
Below Proficient	5
Proficient	31
Advanced	40

Students with Disabilities, excluding Speech

In eighth grade, 50% of students with disabilities are performing below proficiency and 50% are performing at the Proficient level.

Levels	Number Tested
Below Proficient	4
Proficient	4
Advanced	0

Economically Disadvantaged

In the eighth grade, 8% of the economically disadvantaged students are performing below proficiency in math; 60% are performing at the Proficient level; and 32% are performing at the Advanced level.

Levels	Economically Disadvantaged
Below Proficient	2
Proficient	15
Advanced	8

Ethnic Groups, Gender and Performance Levels

In eighth grade, only 7% of white males are performing below proficiency in math.

Levels	Black	White	Male	Females
Below Proficient		5	4	1

Proficient		26	18	13
Advanced		39	19	21

Strengths:

Only 7% of the economically disadvantaged white males are performing below proficient in Reading/Language Arts and Math.

Only 3% of females are performing below proficient in Math.

All black students are proficient or advanced in Math.

Weaknesses:

50% of students with disabilities are below proficient in Math.

63% of students with disabilities are below proficient in Reading/Language Arts.

Writing Assessment

The TCAP writing assessment is given to eighth graders and scored with a 6-point rubric. Students must score at or above a 4 to be considered proficient in writing skills. South Fulton Middle has stayed proficient for the last 3 years with an average of 3.85 and has an A on the State Report Card. When comparing the data from 2005 and 2006 writing assessments, it appears that the percentages of students at or above proficient level went down from 92% in 2005 to 89% in 2006. When comparing total girls proficiency, it went down from 100% in 2005 to 93% in 2006. Total boys went up from 85% in 2005 to 93% in 2006. When comparing ethnic data, it appears that the percentage of total black students who scored at or above proficient level on the TCAP Writing Assessment fell from 100% in 2005 to 67% in 2006. The total white students who scored at or above proficient level went from 91% in 2005 to 89% in 2006. While white girls remained at 100%, white boys' proficient level fell from 84% in 2005 to 80% in 2006. Black boys fell from 100% in 2005 to 67% in 2006. The following charts show the data disaggregated and makes the decrease more obvious.

Girls Writing

2005	100%	100%	100%
2006	93%	100%	67%
	All girls	White	Black

Boys Writing

2005	85%	84%	100%
2006	93%	80%	67%
	All boys	White	Black

All Students

2005	92%	91%	100%
2006	89%	89%	67%
	All	White	Black

Strengths

- The writing assessment indicated that an area of strength for South Fulton Middle students was that the total boys improved by 8% from 2005 to 2006.
- The assessment also indicated that white females stayed at 100% proficiency level.
- South Fulton Middle has stayed proficient with an average of 4 or higher on the writing assessment for the past 3 years.
- Students at South Fulton Middle have scored A's for the past 3 years on the State Department of Tennessee's report card.

Area of Need

- Overall, the students showed a drop in their performance of 3% from 2005 to 2006. The greatest area of need, when comparing the data from 2005 to 2006 is the performance of black boys. Their percentage of scores at proficient level or above dropped 33%.
 - Another area of need is the performance of the girls. Their percentage of scores at proficient or above dropped 7%.
-

2006 TCAP for Grade 6, 7 & 8
Average Reporting Category Performance Index
(RCPI)

6th Grade

	Total System	Total School	Difference	Total State	Total School	Difference	
Reading/Language							
Content	76	73	-3	74	73	-1	
Meaning	74	71	-3	72	71	-1	
Vocabulary	63	60	-3	62	61	-2	
Writing/Organization	55	52	-3	54	52	-2	
Writing Process	65	62	-3	64	62	-2	
Grammar/Conventions	68	64	-4	66	64	-2	
Techniques and Skills	62	59	-3	61	59	-2	
Mathematics							
Number Sense/Theory	70	68	-2	69	68	-1	
Algebra Thinking	70	68	-2	69	68	-1	
Data Analysis & Probability	63	61	-2	62	61	-1	
Measurement	58	56	-2	59	56	-3	
Geometry	64	62	-2	64	62	-2	
Science							
Interactions Living/Environmental	59	60	+1	55	60	+5	
Food Prod/Energy for Life	53	53	0	50	53	+3	
Diversity/Living Things	60	59	-1	57	59	+2	
Biology Change	67	65	-2	63	65	+2	
Earth's Place in Universe	59	60	+1	55	60	+5	
Energy	54	55	+1	51	55	+4	
Social Studies							
Economics	47	41	-6	47	41	-6	
Government & Civics	56	50	-6	56	50	-6	
Geography	53	47	-6	53	47	-6	
Prehistory-Ancient Civilization	56	52	-4	56	52	-4	
Dark Ages-Ren	54	50	-4	54	50	-4	

7th Grade

	Total System	Total School	Difference	Total State	Total School	Difference	
Reading/Language							
Content	69	69	0	65	69	+4	
Meaning	72	72	0	69	72	+3	
Vocabulary	70	68	-2	66	68	+2	
Writing/Organization	71	70	-1	67	70	+3	
Writing Process	66	65	-1	63	65	+2	
Grammar/Conventions	58	56	-2	55	56	+1	
Techniques and Skills	58	56	-2	54	56	+2	
Mathematics							
Number Sense/Theory	69	68	-1	66	68	=2	
Algebra Thinking	64	64	0	62	64	+2	
Graphs and Graphing	62	61	-1	60	61	+1	
Data Analysis & Probability	71	71	0	68	71	+3	
Measurement	57	56	-1	55	56	+1	
Geometry	76	76	0	73	76	+3	
Science							
Structure & Functions of Orgs	63	61	-2	60	61	-1	
Ecology	61	58	-3	56	58	+2	
Heredity/Reproduction	52	49	-3	48	49	+1	
Space, Weather, & Climate	55	54	-1	51	54	+3	
Structure /Properties/Matter	67	68	-1	63	66	+3	
Social Studies							
Economics	62	58	-4	59	58	-1	
Government & Civics	65	60	-5	62	60	-2	
Human Geography	68	64	-4	65	64	-1	
Physical Geography	63	57	-6	60	57	-3	
History	58	53	-5	54	53	-1	

8th Grade

	Total System	Total School	Difference	Total State	Total School	Difference	
Reading/Language							
Content	67	66	-1	65	66	+1	
Meaning	67	65	-2	65	65	0	
Vocabulary	68	67	-1	66	67	+1	
Writing/Organization	68	66	-2	66	66	0	
Writing Process	64	63	-1	62	63	+1	
Grammar/Conventions	59	58	-1	57	58	-1	
Techniques and Skills	60	58	-2	58	58	0	
Mathematics							
Number Sense/Theory	69	67	-2	66	67	+1	
Algebra Thinking	72	70	-2	69	70	+1	
Real World Problem Solving	56	55	-1	55	55	0	
Data Analysis & Probability	71	70	-1	69	70	-1	
Measurement	66	64	-2	62	64	-2	
Geometry	54	52	-2	51	52	+1	
Science							
Organisms interact/Environ	67	57	-10	60	57	-3	
Heredity/Reproduction	61	53	-8	55	53	-2	
Earth Features	84	78	-6	77	78	+1	
Earth's Resources	72	63	-9	65	63	-2	
Motion & Forces	69	62	-7	62	62	0	
Matter	56	49	-7	49	49	0	
Social Studies							
Economics	64	61	-3	60	61	+1	
Government & Civics	60	57	-3	57	57	0	
Human Geography	62	59	-3	59	59	0	
Physical Geography	66	63	-3	63	63	0	
History	64	61	-3	61	61	0	

After looking at the grades on the State Report Card the area of Social Studies was closely looked at. Consistently in the 6th and 7th grade the subtest for Governance and Civics, Physical Geography, and Economics were low compared to the county and the state. South Fulton Middle also had the following subtests in Math that were below the county in Number and Operations, Algebraic Thinking, Data Analysis and Probability, and Geometry for 6th and 8th grade. In Reading/Language Arts, consistently in the 6th and 8th grade the subtest for Meaning, Writing/Organization, and Techniques and Skills were low compared to county.

Form 3:3 Report Card Data Disaggregation

South Fulton Middle and High School is a 6-12 school and consisted of 489 students in 2005-2006. Since 39% of the students were on free or reduced lunch, they were considered to be economically disadvantaged. South Fulton Middle/High is considered a safe school with a status of good standing. However, the principal knows the proper steps to take when a violent crime occurs. The proper people are contacted and the Title IV form is correctly filled out and mailed in along with following the board procedure outlined in the policy manual for Obion County Schools. Our data could only be disaggregated with gender, ethnic groups, and economically disadvantaged due to our numbers.

Demographics

South Fulton Middle/High School's student population is 83.2% white, 15.5% African American, and 0.6% Hispanic, and 0.6% Asian.

Suspensions and Expulsions

In the 2005-2006 school years, 57 white students and 32 African American students were placed on suspension. Of these numbers 55 were male and 34 were female. No students were expelled.

Non-Academic

South Fulton Middle School's attendance rate was 95.3% and the promotion rate was 97.1%. We met the benchmark set by the state for both categories. South Fulton High School's attendance rate was 94.2% compared to the state goal of 93%. South Fulton High School's cohort dropout was only 5.7% compared to the state goal of 10%.

The graduation percent for South Fulton High School was 84.9%. We did not meet state standard which was set at 90%.

**Growth Difference between High, Middle and Low Achievers
Grade 6**

	Low		Middle		High
Science 2006	-4.7	2.0	5.8	1.6	3.1
3 previous years	-9.0	-4.2	-4.6	-3.8	-4.6
% 2006 in ea. Group	12%	21%	21%	24%	19%
Reading/Language 2006	0	3.0	-2.4	4.9	1.2
3 previous years	1.9	4.0	5.1	-.3	2.4
% 2006 in ea. Group	11%	22%	28%	20%	20%
Math 2006	1.8	-6.2	-.2	1.0	-4.7
3 previous years	.2	1.0	2.7	1.0	-.4
% 2006 in each Group	12%	17%	29%	22%	20%
Social Studies 2006	-10.7	-6.6	-1.9	-5.1	-7.9
3 previous years	-14.5	-4.4	-3.0	-4.8	-4.2
% 2006 in ea. Group	14%	23%	28%	23%	12%

Strengths: In Science all students showed a positive gain except for eight students at Level one. The mean gain was positive from levels 2-5.

Weaknesses: A negative gain in Math for level's 2, 3 and 5. All levels showed a negative gain in Social Studies.

Growth Differences between High, Middle, and Low Achievers Grade 7

	Low		Middle		High
Science 2006	17.0	2.5	10.0	11.7	17.5
3 previous years	6.6	7.3	7.6	7.3	13.9
% in ea. Group	15%	16%	31%	24%	15%
Reading/Language	0	-3.3	.1	1.5	-.8
3 previous years	-2.1	-1.9	-2.3	-2.2	-2.8
% in ea. Group	7%	16%	24%	38%	15%
Math	4.6	8.5	5.1	4.8	1.6
3 previous years	-1.1	1.2	7.9	8.4	11.8
% in ea. Group	13%	13%	23%	35%	16%
Social Studies	6.4	1.0	-1.5	-.1	1.2
3 previous years	7.4	.2	-2.0	1.0	-3.6
% in ea. Group	13%	25%	24%	25%	13%

Strengths: In Math and Science all levels showed positive gains.

Weaknesses: In Reading/Language Arts there were negative gains at levels 2 and 5. Also, in Social Studies negative gains were shown at levels 3 and 4.

Growth Differences between High, Middle and Low Achievers Grade 8

	Low		Middle		High
Science 2006	0	.5	0	-9.7	20.0
3 previous years	2.6	7.1	4.9	6.9	-.3
% in ea. Group	16%	18%	16%	24%	27%
Reading/Language	0	6.7	8.0	4.1	0
3 previous years	-.1	1.0	-.3	1.5	-.8
% in ea. Group	13%	24%	28%	26%	9%
Math	-5.4	1.0	3.9	-.7	5.3
3 previous years	-3.9	3.8	4.1	5.3	-2.1
% in ea. Group	20%	17%	17%	26%	20%
Social Studies	8.4	-1.7	5.9	4.5	0
3 previous years	.5	.1	1.9	-.8	.2
% in ea. Group	17%	24%	20%	30%	9%

Strengths: In Reading/Language Arts all levels showed gains.

Weaknesses: The highest two groups didn't show gains in Science. Only the 2nd level showed a negative gain in Social Studies. In Math, levels 1 and 4 had negative gains.

NCE'S

Based on a 3 year average of NCEs, all students had scores of 53.3 or above. South Fulton Middle received an A in Math, B's in Reading/Language and Science, but a C in Social Studies. All of these scores remain the same compared to 2005.

South Fulton Middle School's TVAAS 3 year averages for students in grades 6, 7, and 8 shows a gain in Reading/Language, Science, and Math. In social studies there was an increase in 2006 when compared to the 2005 average. However, this increase was not significant enough to meet the State Growth Standard of 0.0. In 2006

South Fulton Middle received an A in Reading /Language; an A in Math; and A in Science; and a C in Social Studies.

On the Writing TCAP Assessment students have performed above average and received an A in 2005-2006. We have received an A since 2004.

Criterion Referenced Tests

On the criterion-referenced test, South Fulton Middle School had less than 45 students in all subgroups.

One hundred percent of South Fulton Middle School's students tested in Reading and Math. Therefore, South Fulton Middle School met the federal benchmark for participation.

Eighty-nine percent (89%) of the students that were tested were found to be proficient or advanced in Math in 2005-06 for 6th through 8th grade. This is a decrease from 2004-05 percentage of ninety-one (91%) scoring proficient or advanced. Ninety-two percent (92%) were found to be proficient or advanced in Reading/Language/Writing in 2005-06. This was a decrease in comparison to 2004-05 where the students had a ninety-three percent (93%) score for proficient and advanced. South Fulton Middle met the federal benchmarks in Reading and Math.

Prioritized List of Goal Targets

South Fulton Middle School received a C from the Value Added on the State Report Card. We want our students to excel in this area. Therefore we will address goals for the Social Studies subject area.

1. Social Studies Goal

By the end of 2007-2008, students in grades 6-8 will increase each subtest percentile within Social Studies up to state standards. A main focus will be placed at the 6th grade level.

Component 4

Effectiveness Curricular, Instructional, Assessment, and Organizational

Lana Davis, chair

Norma Bailey

Allison McMinn

Debbie Stokes

Ped Foster

Nancy Hall

Phyllis Kelley

Bethany Seratt

Melanie Hawks

Component 4- Curricular, Instructional, Assessment, and Organizational Effectiveness

Form 4.1 Collaboration

Describe the school's capacity for collaboration of the administration and instructional staff and other stakeholders to support student learning.

Collaboration at South Fulton Middle/High School takes place between several different parties. Collaboration between teachers and parents is very important. Parents receive a report card every 9 weeks. Mid-term progress reports are also sent out after 4.5 weeks into each grading periods. Parent-Teacher Conferences are held during the fall and spring, and individual teachers communicate with parents as needed throughout the year. Some teachers even use an online grade book, so parents can check their child's progress on a daily basis.

Teachers collaborate with each other by meeting in Focused Collaboration groups monthly. These groups address weaknesses in student achievement and instructional strategies. The middle school teachers meet according to subject area while the high school teachers meet collectively to address writing skills. During these meetings teachers identify a specific weakness that the students have not mastered. After establishing a skill to focus on, teachers then share instructional strategies and suggestions to use to aid the students in

learning. The teachers then review the skill with the students and follow-up with a reassessment. At the next meeting, teachers share whether or not their students improved. If the improvement is acceptable, another skill is selected. If more work is needed, the teachers collaborate further to identify a successful strategy. Records of each meeting are given to the designated administrator who reviews the process and offers help when needed.

The principal Mr. Frazier holds monthly faculty meetings to share policies, procedures, and progress. During these meetings each teacher has a chance to share suggestions for improvement or to clarify a specific goal or responsibility. Administrators are also available before and after school or during planning periods if a teacher needs additional time.

The vocational classes at South Fulton collaborate with stakeholders and parents through advisory committees. Each program: Future Business Leaders of America, Family Career and Community Leaders of America, and the Future Farmers of America establishes a committee of parents and business to meet with in order to make sure that each program's goals and instruction is up to date and aligned with future work requirements.

Because of South Fulton Middle/High School's size and rural location, informal collaboration is also very important. Students, parents, stakeholders, teachers, and administrators are always welcome to contact one another, schedule a meeting, or just ask a question during a chance meeting. Obion County's open door policy makes collaboration much easier.



Form 4.2 Evaluation of the Decision-making Process

Describe the evaluation of the school's organizational structure for decision-making, noting strengths and limitations.

Decisions at South Fulton Middle/High are made at several different levels. David Huss, the director of schools, is currently rewriting the county's policy manual by updating all procedures and processes. Principals also meet monthly with the director to address concerns and needed improvements. Faculty meetings then follow, giving teachers a chance to share questions or comments on any changes taking place.

Other decisions are made at the school level by teachers. Textbook committees, formed of teachers of that subject throughout the district, analyze and select appropriate course curriculum. Teachers also have the opportunity to recommend professional development and offer suggestions on the school calendar.

One of the main strengths in the decision making process at South Fulton Middle/High School is the principal's open-door policy. Keith Frazier welcomes questions and concerns. He listens to suggestions for improvement and often implements others' ideas. This type of shared authority is a definite benefit to learning and instruction.

Other strengths include school size, pupil to teacher ratio, school safety, and commitment of the teachers. One of the main weaknesses is the lack of input from all stakeholders. Although everyone has the opportunity to offer suggestions and comments, the “squeaky wheel gets the oil”. For even greater improvement, more data and feedback needs to be collected, as well as more training on data analysis. Finally, teachers need the opportunity to help write policies and procedures, not just comment on their implementation.

Form 4.3 Resource Allocation

Describe the overall school's resources including materials, human resources, and funding sources with a connection to school improvement.

Funding at South Fulton Middle/High comes mainly from local, state, and federal governments. Each year teachers receive \$200 BEP money. One hundred dollars goes in a collection pool to purchase items that the entire school can use like media equipment. Each teacher then has \$100 dollars to spend on materials to enhance their classroom instruction. PTA also gives money each year to those teachers who submit a specific request. This year we also received a grant for 16 security cameras. These will help monitor the halls and aid in dealing with school bullying which was identified as a problem in our school survey on the quality of education. Seventy-eight percent of the students and fifty-two percent of the teachers agreed that bullying is a problem at South Fulton Middle/High School.

Resource	Amount/Donation	Connection to School Improvement
BEP	\$6,200.00	Used to purchase instructional materials to be used in the classroom.
Glover	\$1,825.00	Used to help maintain the Lightspan Lab where reading, language arts, and math TCAP skills are reviewed and practiced
Peer Tutoring Grant	\$4,612.50	Used to help monitor and adjust students who need

		additional time to master skills or who understand a peer perspective more easily.
Extended Contract	\$5,625.00	Used to help monitor and adjust students who have trouble completing homework or who need additional time to master skills.
Camera Grant	\$15,000	Used to purchase 16 cameras to be placed in the halls and outside of the building in order to deter bullying and increase school safety.
Memphis City Arts Council	Guest speaker	Used to increase interest and excitement in American history and social studies.
General Fund	Writing Award	Used to reward students scoring a 6 on the TCAP writing assessment.
Writing Across the Curriculum	25 min. every Wednesday by every teacher	Used to practice persuasive and expository writing in order to continue raising our TCAP writing assessment.

Form 4.4 Curriculum Analysis and Support

Describe programs and processes in place for curriculum analysis and support (i.e. correlations to state standards and benchmarks, alignment, coordination, curriculum mapping, articulation, communication, monitoring and adjustment).

All curriculums at South Fulton are aligned with state standards. Through curriculum mapping during the 2003- 2004 and 2004-2005 school years, all county teachers met and aligned instructional objectives with state standards. They also aligned textbooks with state standards. To ensure that textbooks align with state standards and benchmarks, all textbook adopted since then and all textbooks adopted henceforth must be aligned specifically with Tennessee's Blueprint for Learning.

Curriculum is also analyzed through Focused Collaboration. As teachers meet to discuss and focus specifically on an instructional weakness, they often realize a textbook's ineffectiveness in addressing a specific skill. Through sharing specific teaching strategies professional development occurs, curriculum is adjusted, and instruction is improved.

Dual credit classes and Gateway classes are also used to support the curriculum.

Dual credit English and history, through Dyersburg Community College, are offered for juniors and seniors while Gateway Algebra is offered for any student who did not pass the Gateway exam in Algebra I.

Finally Career planning is offered for all eighth through twelve grade students. Students in the eighth grade begin career planning in September by attending a Tri-County Career Fair at Dyersburg State Community College. In the spring eighth graders research careers in the computer lab and plan their high school courses. The interest inventories and research collected is saved on an internet data based and can be accessed throughout their high school career.

Form 4.5 Instructional Analysis and Support

Describe programs and processes in place for analyzing and supporting the instructional process (i.e. use of research-based strategies, adaptation for all students, appropriate staff development, time utilization, monitoring and adjusting).

Instructional analysis takes place through teacher evaluations and data analysis. Along with state mandated evaluations, school administrators conduct at least 2 “walk-through” evaluations of each teacher. These quick evaluations give administrators the chance to connect strengths and weaknesses in test data to classroom instruction.

Test data is analyzed at the district level and the school level. School administrators meet with instructional supervisors to determine the strengths and weakness of the assessed subjects. These meetings foster changes in scheduling along with professional development needs.

Teachers also meet to analyze their individual subject data. This data is used to make direct improvements in classroom instruction and assessment of state assessed skills.

TCAP and Value-added data have shown an improvement in our writing assessments. The eleventh grade three year average is 3.85 while the eighth grade is 4.2. Writing across the Curriculum every

Wednesday for 25 minutes has helped support the writing teachers and articulate the importance of writing in every subject and in everyday life. This process will continue until we have an average score in both grades of 4.2

Professional development is also used to support instruction. October 18, 2006, we had an in-service on teaching vocabulary using researched-based methods. We also used an entire day of professional development to work on Focused Collaboration and School Improvement.

Finally tutoring is used to support instruction. All students have the opportunity to go to peer tutoring after school where high school students stay after and work one on one with them. Students may also go to Mrs. Sisson or Mr. Seratt on Monday-Thursday afternoon for tutoring in any subject area.

COMPONENT 5

SCHOOL PROFILE AND COLLABORATIVE PROCESS

Kathy Cassetty-Chairman

Leah McFarland

Greg Barclay

Lisa Thompson

Shannon Lyon

Tammy Sisson

Angie Fowler

Component 5-Action Plan Development

Introduction

South Fulton Middle/High School has developed a plan to address the needs of our students, parents, staff, and stakeholders. This plan will address the needs of our students, edify the instructional/educational procedures within our school and reflect the mission and vision of our school system.

Weaknesses have been identified as the following: middle school weakness is found in social studies; high school weaknesses are found in Algebra I and Writing.

For **Middle School Social Studies** the team members observed the most recent and accurate data available. A plan was devised to reduce the deficit and increase the gains on the middle school social studies scores by targeting the sixth grade students. We decided that an increase in teacher collaboration with other teachers in the system would be beneficial in our planning efforts. Our goal is that students in grades six will increase their Social Studies scores by 2.2%.

For **High School Writing** For writing we addressed the eleventh grade TCAP writing assessment. South Fulton's three-year average from 2003-2006 was 3.86. Our goal is for eleventh grade students to reach and maintain an average score of 4.0 which is considered competent and meets grade-level standards.

For **Algebra I** we evaluated the Gateway Assessment. We found that 19% of the students scored below proficient, 35% scored proficient, and 46% scored in the advanced category. We devised a plan to reduce the deficient category, while at the same time raising the proficient and advanced scores by 2%.

Our action plan to address these weaknesses is as follows:

Action Plan I

Desired results, Part 3, NSSE Goals for Student Learning:

Middle School Social Studies

Target Goal: Students will show improvement on TCAP scores for Social Studies in sixth grade.

Belief Statement: The belief statement of South Fulton Middle/ High School is to challenge each student to be a contributing citizen by assuring personal and intellectual development.

Mission Statement: To provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.

Vision Statement: The vision for South Fulton Middle/High School is that graduates of South Fulton High School will take the knowledge they have attained at this school and use it to lead Obion County into a new era of prosperity. These leaders will be pillars in the community and will be role models for future generations.

School System's Five Year Goal Statement: Vigorously seek ways for all students to reach their full potential.

State Board Master Plan: We will prepare students to achieve world class standards and leave school prepared for postsecondary education, work, and citizenship.

School Profile: When focusing on social studies for sixth grade, we found that two out of the last three years were in the red, which indicates no gain. The three year average NCE gain was in the red with a -2.6.

Expectations/Results: We would like to see an increase on Social Studies scores by the end of the 2006-2007 school year. Students in grade six will increase their Social Studies scores by 2.2%.

Evaluation: The gains will be reviewed after a one year period, using the most sophisticated data analysis available and we will continue to update action plan and ensure that it is being implemented.

Next Steps: We will make sure the action plan is being followed. We will continue to update action plans as goals are being met.

Long-Term Goal: Student performance on TCAP will continue to improve by 2.2% each year until our goal has been met. Then a new action plan will be written.

Expectations/Results: We will expect that students' scores will continue to increase over the next three years. At this time, a new action plan will need to be considered.

Action Step	Time Line Beginning-End Monitor	Required Resources & Cost	Person Responsible	Assessment
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Professional Growth

Have a workday/professional day with other sixth grade social studies teachers from the county.	August-May (Twice a year)	\$45 for sub each time	Pam Tankersley	Written plan of action for all sixth grade social studies teachers throughout county (checklist)
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Have collaboration meetings with other teachers from other county schools to get ideas.	Continue collaboration meetings throughout the school year (Aug-May once each semester)	\$45 for sub each time	Pam Tankersley	Progress report (comparing goals in beginning of year to goals achieved at the end of the year)
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Curriculum-Instruction

Focus on SPIs being tested. TCAP Coach Books for each student	Begin at beginning of school year with SPIs and continue until May	\$298.50	Pam Tankersley	TCAP score comparison
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Train teachers to interpret and incorporate TVAAS information	August-May	\$0	Pam Tankersly	Teacher Surveys/Principal Evaluations
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Communication-Climate

Network with other teachers in the school who have taught the subject area.	August-May	\$0	Pam Tankersley	Keep networking log
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Provide progress reports to students to indicate levels of learning	August-May	\$0	Pam Tankersley	Signed reports
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Community Involvement

Teacher will find "local" news that falls into the category of "social studies" and invite featured guest(s) to visit classroom.	August-May	\$0	Pam Tankersley	Surveys
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Students will be encouraged to research local history facts and share with the class.	August-May	\$0	Pam Tankersley	Written Summaries by student depicting facts learned
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Action Plan II

Desired results, Part 3, NSSE Goals for Student Learning:

Algebra I Scores

Target Goal: To raise Algebra I scores by two points each year for the next three years.

Belief Statement: The belief statement of South Fulton Middle/ High School is to challenge each student to be a contributing citizen by assuring personal and intellectual development.

Mission Statement: To provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.

Vision Statement: The vision for South Fulton Middle/High School is that graduates of South Fulton High School will take the knowledge they have attained at this school and use it to lead Obion County into a new era of prosperity. These leaders will be pillars in the community and will be role models for future generations.

School System's Five Year Goal Statement: Vigorously seek ways for all students to reach their full potential.

State Board Master Plan: We will prepare students to achieve world class standards and leave school prepared for postsecondary education, work, and citizenship.

School Profile: The Gateway Report for Algebra I shows 19% of the students scored below proficient, 35% scored proficient, and 46% scored advanced.

Expectations/Results: Beginning in 2006-2007, students in Algebra I will improve Gateway scores by 2%.

Evaluation: Compare Gateway pretest results with end of year Gateway results.

Next Steps: We will continue to monitor progress as action plan is being followed. We will update action plan as new data comes available.

Long-Term Goal: We will continue to see an increase of 2% of students gaining proficiency on end of year Gateway results.

Expectations/Results: We will work diligently on our plan with expectations of an improvement on scores and we will alter plan as needed for improvement for continued increase.

Action Step	Time Line Beginning-End Monitor	Required Resources & Cost	Person Responsible	Assessment
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Professional Growth

Teachers need to teach SPIs being tested.	August-May	\$0	Kenneth Jackson Peggy Lohaus	Teacher Observation/ Classroom Test
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Train teachers in how to interpret and incorporate TVAAS information	August-May	\$0	Keith Frazier Tommy Kelley	Teacher Surveys/ Principal Evaluations
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Curriculum-Instruction

Pre-Test to determine if students are ready for Algebra I at end of 8 th grade school year	April-May	\$0	Lana Davis	Sharing Assessments
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Implement Gateway Algebra I class	August-May	\$0	Kenneth Jackson	School Records
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Communication-Climate

Provide progress reports to students to indicate level of learning	August-May	\$0	Kenneth Jackson Peggy Lohaus	Signed Reports
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Algebra I teachers consult with 8 th grade math teacher to get classification	May 2007	\$0	Lana Davis Peggy Lohaus Kenneth Jackson	Sharing Assessments
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Community Involvement

Low performing students will be provided a peer tutor	August-May 2007-2008	\$0 (Grant from Dyersburg State Community College)	Nancy Hall	School Records
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Partners in Business Education will come and present lessons on how their field of work corresponds to Algebra I (bankers, investment brokers, accountants, etc.)	August-May 2007-2008	\$0	Peggy Lohaus Kenneth Jackson Businesses in Community	Surveys Student articles in local newspaper
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Action Plan III

Desired results, Part 3, NSSE Goals for Student Learning:

High School Writing

Target Goal: Eleventh grade students will show improvement on the TCAP Writing Assessment.

Belief Statement: The belief statement of South Fulton Middle/High School is to challenge each student to be a contributing citizen by assuring personal and intellectual development.

Mission Statement: To provide a safe learning environment that fosters academic success, promotes good character, and contributes to the community by preparing its students to meet the challenges of tomorrow.

Vision Statement: The vision for South Fulton Middle/High School is that graduates of South Fulton High School will take the knowledge they have attained at this school and use it to lead Obion County into a new era of prosperity. These leaders will be pillars in the community and will be role models for future generations.

School System's Five-Year Goal Statement: Vigorously seek ways for all students to reach their full potential.

State Board Master Plan: We will prepare students to achieve world class standards and leave school prepared for postsecondary education, work, and citizenship.

School Profile: Based on the TCAP Writing Assessment Scoring Rubric, a score of 4 is considered competent and the benchmark which schools need to achieve. South Fulton's three-year average from the 2003-2004 school year to the 2005-2006 school year was 3.86 which shows a need for improvement.

Expectations/Results: Writing skills improvement and adequate facility in the use of language based on action steps, monitoring, and focus on long-term goal over a five-year period.

Evaluation: Compare the eleventh grade TCAP Writing Assessment test results from one school year to the following school year to determine improvement. Eleventh grade students will remain at the proficient category of the six-point scale rubric for the TCAP Writing Assessment.

Next Step: Follow-up evaluations to determine progress based on school-wide monthly collaborative writings and weekly writings in English classes. Monitor success by adding further action steps to insure reaching long-term goal.

Long-Term Goal: A score of 4.0, which is considered competent and meets grade-level standards, will be maintained. An increment of 2% thereafter will be expected to reflect the range of excellence.

Action Step	Time Line Beginning- End Monitor	Required Resources & Cost	Person Responsible	Assessment
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Professional Growth

Focus collaboration using SPI's for writing	Aug.-May	\$0	Chuck Seratt Lisa Thompson	TCAP Writing for 11 th graders
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Explanation of TCAP Writing Assessment Rubric and rubrics in general	Fall Inservice of new school year	\$0	Lisa Thompson Greg Barclay	Each teacher provides an example of a rubric used in class
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Curriculum-Instruction

School-wide monthly writing topic	Monthly	\$0	Lisa Thompson Faculty	File in collaborative notebook with randomly scored essays
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Frequent writing prompts in English class	Aug.-Feb.	\$0 Writing prompt paper	Lisa Thompson Greg Barclay	Essays graded using State Rubric
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Communication-Climate

Monthly posted High Achievers	Monthly	\$0	Lisa Thompson Greg Barclay	Scores of 5-6 from State Rubric
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Mock Writing Assessment	Jan./shortly before actual Writing Assessment	\$0 Writing prompt paper	Pam Burrow Lisa Thompson	Essays scored using State Rubric
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Community Involvement

Local community professionals come to school to talk about writing in their careers	Fall-1 visit per grade	\$100 Gift for each professional who volunteers to speak	Pam Burrow Lisa Thompson Greg Barclay Chuck Seratt	Student surveys about presentations
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Publish best paper from Mock Writing Assessment	Jan.	\$0	Lisa Thompson Greg Barclay Brandi Cantrell	Essays scored with State Rubric and judged by 3 teachers
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COMPONENT 6

THE SCHOOL IMPROVEMENT PLAN AND PROCESS EVALUATION

Tom Kelley- Chairman

Katie Gray

Charles Seratt

Curt Lee

Jeremy McFarland

Brent Wilson

6:1 Formation Assessment

The administration, faculty, staff and stakeholders of South Fulton High/Middle School are committed to providing all students with a quality educational experience. In order to accomplish this goal, the School Improvement Team will model focus collaboration, shared decision-making skills, provide active leadership, and anticipate the need for resources and follow up support. Our School-Parent Involvement Plan has been developed to assist teachers, parents and community representatives in enhancing student learning, while strengthening the instructional and organized program. This plan is data driven and consists of scientifically research-based strategies that employ action steps to be implemented during the school year 2006-2007. Some activities are expected to require continuance and refinement in practice the following year. Throughout the year faculty and staff will meet and discuss the action steps and their effect, refining and staff members will meet to discuss our effectiveness.

The formation assessment instructions to be used will be provided by the district and the teachers at South Fulton Middle/High School. The indicators that will help complete the formative assessments during the scheduled intervals are shown below.

Assessment Instruments to be Used	Data Analysis Procedures	Pre-Determined Intervals	Comparisons
Teacher Observation Classroom discussion & Observation	Teachers use data and observations to make changes to instruction for and for enrichment	Daily	Teachers will compare on a daily basis and then with weekly skills test followed by Unit test. Overall the TCAP in grades 6-8 proficiency level will be compared.
Weekly Skills Test/ Teacher Made Test	Teachers review individual scored, analyze number of students at specific mastery levels	Weekly and/ or as Planned	Teachers in grades 6-8 compare scored to the level of proficiency of TCAP. Teachers in Grades 9-12 will compare progress

			with the Gateway & State curriculum guides.
Unit Test	Teachers will record scores in grade book and report cards and monitor the scores for increase percentages	Every 9 weeks or as planned	Teachers in grades 6-8 compare scored to the level of proficiency of TCAP. Teachers in Grades 9-12 will compare progress with the Gateway & State curriculum guides.
Focus Collaboration Skills	Teachers of each subject area review individuals scores, analyze number of students at specific mastery levels	Every 3-4 weeks	Teachers will look at percent of class mastery to determine if skill needs to be focused on again. In grades 6-8 TCAP comparison of subtest will be compared for mastery. Teachers in Grades 9-12 will compare progress with the Gateway & State curriculum guides.
Writing assignment across curriculum with a topic picked by teachers	All teachers will conduct an in class writing assignment on the same day & class period each week. Turn in & prepare for the writing assessment taken each year	Weekly Grade 9-12	Teachers will compare program from week to week. They will check for particular skills to reinforce.

6.2: Summative Assessment

Assessment Instruments To Be Used	Data Analysis Procedures	Long-Term Comparisons	Communication Strategy
TCAP Test 6 th Grade Social Studies	Studied scores for last 3 years and determined a NCE gain of -2.6	Plan to increase scores up to 2.2% by the end of school year and reevaluate thereafter.	Faculty meetings and workdays will be held to discuss results.
Gateway Algebra I scores.	Studied last year's Gateway report and determined 19% of students below proficient.	Plan to increase by 2 % each year. Compare pretest and end of year results.	Letters will be sent home at beginning of school informing of results.
TCAP Writing Assessment 11 th Grade	Studied 3 year average from 2003-2006 which was a 3.86.	Goal is to receive a minimum average of 4.0 to be competent.	Meetings between parents and teachers will take place at the end of the first nine weeks grading period. (Parent teacher conference)

6.3: SIP Process Evaluation

Publication: The School Improvement Planning Team (SIP Chairman) reviews collected information and then distribute that information to concerned affiliates. Summative assessment results are shared during board meetings and principals' meetings. These results are also shared at faculty meetings, grade level meetings, parent teacher conferences, and through school newspaper and local community newspapers. On the individual basis, specific information is shared with parents through M-term meetings, E-mails, and phone calls. Components of the action plan and formative assessment results are shared through the same channels.

Feedback: All affiliates are asked to supply feedback to the SIP team. The Student Council also supplies feedback throughout the year along with the continuous information from faculty and staff. This information is vital for the implementation of the action plans which are based on formative and summative assessment.

Implementation: The SIP team, Grade Chairman, and school administration implement the School Improvement Plan. To make sure the plan is being effectively implemented, faculty meetings and other presentations will be held regulary. Every nine weeks the SIP will be reviewed to make sure the action plan is being carried out effectively.

Debriefing: All affiliates will be involved as the plans are implemented. All comments and ideas will be reviewed painstakingly. In addition, the Student Council will relay and necessary information, and the action plan will be carried out to the fullest extent.

Monitoring and Adjusting: During every in-service or scheduled work day (scheduled in district calendar) for each nine-week session, the SIP team will meet to monitor the School Improvement Plan and insure that it is being used effectively. The SIP team will collaborate with all faculty and involved parties to discuss any needed adjustments. All documentation of monitoring checks along with weekly collaboration minutes will be kept on file and turned into the administration. The concept of continuous school improvement will be enhanced by implementing, monitoring, and adjusting our plan.
