

Tennessee School Improvement Planning Process (TSIPP)



**Area 5 Director
Dr. Greg Patterson**

Hermitage Elementary
Barbara J. Frazier

Tennessee School Improvement Planning Process (TSIPP)

Assurances

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

Faculty members along with some parents formed a committee responsible for various components and action steps. The committees were responsible for attaining evidence that supported the information mention in their section. These meetings were and still are held at least once every nine weeks. As stakeholders, change within the building and outside of the building replacements were name, to ensure that there were no gaps in achieving our goal evaluating our school to the fullest.

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Barbara J. Frazier	Y	Principal	
Vera White	N	Secretary	
Alice Quaintance	Y	Informational Specialist	Component 1
Mickie Agee	Y	Reading Specialist	Component 2
Nancy Ivancic	Y	Physical Education	Component 3
Floyd Hays	Y	MIP Conduct	Component 4
Maryann Hicks		4 th Grade	Component 4
Darlene Brinkman	Y	1 st Grade	Component 5
Sharon Howard		Community Member	
Cindy Vickory		Parent	
Julie O'Brien	Y	Art	Co-Chair Component 1b
		11/5/07, 3/24/08, 4/1/08, 4/8/08,	

Component 1a - School Profile and Collaborative Process

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Alice Quaintance	Informational Specialist	X
Michelle Isaacs	2 nd Grade	
Dena Underwood	Special Education Assistant	
Julie O'Brien	Art	Co. Chair
Cindy Vickory	Parent	
Beth Campbell	Kindergarten	
7LaTasha Walker	Guidance Counselor	
Sanja Dalley	General Assistant	
Tracy Dye	1 st Grade	

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

YES

NO

Subcommittee 1 Chair Signature 11/6/07, 11/13/07,11/15/07,11/27/07 11/29/07, 12/6/07,

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair
Mickie Agee	Reading Specialist	X
Karen Mellette	3 rd Grade	
Carrie Rush	Parent	
Jan Ryan	Kindergarten	
Michelle Sloan	2 nd Grade	

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 2 Chair Signature 11/5/07,11/8/07,11/29/07,12/3/07,12/5/07,1/10/08,1/28/08

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

Member Name	Position	Chair
Nancy Ivancic	Physical Education	X
Martha Jones	3 rd Grade	
Robyn Marr	4 th Grade	
Melvin Taylor	3 rd Grade	
Jo Dobernic	Special Education	
Sharon Hurt	MIP Fragile-Special Education	
Michelle Sloan	2 nd Grade	
Jan Ryan	Kindergarten	
Teresa Stahl	Parent	

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 3 Chair Signature 11/8/07,11/15/07, 11/29/07,11/0/08,1/10/08,1/6/08,1/31/08

Subcommittee for COMPONENT 4 Action Plan Development

Member Name	Position	Chair
Floyd Hays	MIP Conduct-Special Education	X
Maryann Hicks	4 th Grade	
Brenda McWhirter	2 nd Grade	
Stacy Goodman	4 th Grade	
Maria Stuart-Jasper	Kindergarten	
Sharon Howard	Community Member	
Nicole Lawrence	Special Education Assistant	

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

YES

NO

Subcommittee 4 Chair Signature 1/23/08, 1/29/08,2/4/08

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

Member Name	Position	Chair
Darlene Brinkman	1 st Grade	X
John Feltt	Music	
Ann King	Office Assistant	
Barbara J. Frazier	Principal	
Kim Kane	Parent	
Alice Quaintance	Informational Specialist	
Mickie Agee	Reading Specialist	
Nancy Ivancic	Physical Education	
Floyd Hays	MIP Conduct	
Julie O'Brien	Art Teacher	
Darlene Brinkman	1 st Grade	

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

YES

NO

Subcommittee 5 Chair Signature 2/18/08, 2/25/08, 3/12/08, 3/24/08

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (including surveys)

Data Source	Relevant Findings
Title I Parent Survey and Title I Needs Assessment Survey of Faculty and Staff and Parents – May 2007.	<p>Participation in the parent survey was relatively low.</p> <p>Parents expressed the need for help in the form of workshops with parenting skills.</p> <p>Parents are pleased with their student’s school.</p> <p>Many of the faculty would like to be trained in Quantum Learning.</p> <p>We have the need to access new resources available to both faculty and students on the internet.</p>
State Report Card	<p>The State Report Card indicated that 87% of our students are considered Economically Disadvantaged.</p> <p>Racial breakdown of our students</p> <p>Attendance and promotion rates</p>
MNPS School Improvement Plan Information Form	<p>Promotion rates have gone up since 2005.</p> <p>Economically Disadvantaged students proficient rate has increased from 83% to 95.8% in reading.</p> <p>Students with Disabilities proficient rate has increased from 50% to 83.3% in reading.</p> <p>Our current mobility rate is 42.2%.</p>

TEMPLATE 1.3.2: School and Community Data

Narrative and analysis of relevant school and community factors:

The committee assigned to develop the school profile included instructional staff, a parent, and support staff. The committee met, reviewed prior information, reviewed staff and parent surveys and the information from the state report card and updated the findings.

School Characteristics

Hermitage Elementary is located on historic property which was once used as hunting grounds by General Andrew Jackson. The school opened in the fall of 1962 as the community first began to expand with 271 students and a faculty of 10. The primary wing was added in 1964 and another addition in 1976 brought the building size to 24 classrooms. The enrollment soared to 941 in 1969-70.

In 1981, to comply with the federal desegregation order, Hermitage Elementary became a K-4 school. The students in grades 5th and 6th were bussed to Wharton School in North Nashville and the students from that area of town in grades 1-4 were bussed to Hermitage Elementary. In 1989 Hermitage Elementary had a student body of 363, with a staff of 31. The federal court lifted the federal desegregation order in 1998, the school zone was altered, and the enrollment has gone down to 255 students at this time.

Enrollment	2003	2004	2005	2006	2007
	287	290	302	258	255

Since then, a PE room has been added and in 2002 the building was upgraded to comply with ADA standards. The school staff has always taken pride in the cleanliness and attractiveness of the school. The school, however, is beginning to show its age and is in great need of improvements made to its electrical, plumbing, roofing and climate control. Recently a leaking roof threatened the new network system installed weeks before. As the school has added computers and other technology equipment to meet the needs of our students, the lack of upgrade of our electrical system has proven to be a problem and possible safety threat. The maintenance department along with the building administrator, both are working closely to resolve this deficiency.

Learning is enhanced through the Library/Information Center, which is open to students and staff daily. The information specialist plans the physical arrangement of the center and schedules, organizes, and supervises the circulation of material. The specialist plans cooperatively with the classroom teachers to provide instruction in developing reference skills and coordinates library activities, which address Academic Standards throughout the curriculum. Our library is approximately 1/3 the size minimum standards recommend for a library and is in need of expansion.

In addition to regular classroom instruction, specialized instruction is provided for students who have had formal assessment and meet the criteria for developing an IEP to meet their needs. One resource classroom provides help for those students needing remediation to become a successful student in the mainstream environment. The school served students in the Comprehensive Development One Mainstream (CD1M) class in 1999-2000. The class was self-contained and traditionally served students who were mentally disabled and benefited from a life-skill instruction. Hermitage currently houses three of the Moderate Intervention Program (MIP) classes. These three programs serve the McGavock Cluster. There are 23 students enrolled in these programs this year, with only 3 students actually zoned to Hermitage Elementary. MIP conduct is a class that serves students with behavior that impedes their learning in the general education environment. We currently serve seven students in this class. MIP-Fragile is a program developed to serve students with more emotional needs and disabilities. We currently have 16 students in these classrooms. MIP-Conduct class has one teacher and one educational teacher assistant to teach four grade levels the academic standards. They must also address other issues that impede the students from participating in a standard classroom. Our MIP-Fragile classes are split by grade levels, 1-2 and 3-4. These two programs share an educational teacher assistant daily.

% Special Education	2003	2004	2005	2006	2007
	11.10%	14.50%	11.90%	13.60%	18%

Leadership Characteristics

The Leader focuses on the students first, and all decisions are made in the best interest of the students. Our mission is to ensure students develop skills, concepts, and behavior essential for productivity. This is expressed and demonstrated through in-service, grade level meetings, and faculty meetings to ensure faculty and staff are committed to the mission statement of the school. Safety and security plans and procedures are developed and rehearsed throughout the year. Expectations of all stakeholders are discussed and shared throughout the year by the leadership of the school to ensure the best safe and secure learning environment.

School principals at Hermitage Elementary have been:

- Susie Cardwell 1962-1963
- William Gentry 1963-1982
- W. L. Nixon 1982-1990
- Bettye Allen 1990-1993
- Steve Perkins 1993-2002
- Edward M. Taylor 2002-November 2003
- Barbara Frazier November 2003-present

Student Characteristics

We have just over 250 students enrolled in our school this year. Over the last several years we have seen as is the case in most schools in our school system a steady rise in the number of students that come and go throughout the year. We have noticed that less than ¼ of our students attend all five years at Hermitage Elementary. Our school’s attendance rate for the

last school year was 94.6%, down slightly from 97.3% the previous year and 95.2% the 05-06 year. Last year's promotion rate of 98% was down from 99.3% the previous year. Our students come from the area surrounding our school with the exception of the students assigned to our three MIP classrooms. These students are bused from their zoned school to participate in the special education programs currently placed at Hermitage Elementary. Our racial mix breaks down as follows – 18.8% African American, 12.9% Hispanic, 65.9% White.

Parent/Guardian Demographics

In the portion of the zone around the school 88.5% of the population is white, 7.7% African American, 3% Hispanic and .6% Asian. In reviewing data from the U.S. Census Bureau, we found the following to be true of the marital status of our parents. The population zone around the school has 24% under the age of 18 and a median age of 36 and 47.82% are married. From the same data we examined the level of education of parents and guardians. In the population zone around the school 19.12% of those over 25 have a high school diploma, and 13.37% have a bachelor degree. In the population zone around the school the median household income is \$42,825 while only 6.5% live in poverty. Of those residents over the age of 16, 97% are employed.

Parent Support

While Hermitage Elementary enjoyed outstanding parental support for many years, recent years show a decline in our parental involvement. Filling the PTO officer positions each year has been a task rather than having many parents interested in holding a position as it has been in the past. Typically parents will come to the PTO meeting if their child is performing in part of the program. While the PTO sponsors the annual fundraisers of the Hermitage Hike and Spring Festival, the faculty and staff have taken on more responsibility of coordinating these events. Fewer parents are volunteering to help in the classrooms with tutoring and clerical help. We attribute much of this decline to the change in the family status and the finances our students' families are experiencing. According to the state report card, 87% of our students fall into the Economically Disadvantaged category. **15 Parents, teachers, students, and community members support through giving feedback to, developing, and agreeing to the Hermitage School Compact and Policy.**

Community Characteristics

Hermitage is part of an area in eastern Davidson County commonly known as Donelson-Hermitage. The population is shifting from an older population, to new younger families moving into neighborhoods built in the 1940's, 50's and 60's. In addition, there is above average growth in the number of new homes built in the area in the last few years.

The 2005 population of Hermitage was 27,562 with a median household income of \$37,810. There is one large private religious-affiliated school in the school zone. There are numerous recreational opportunities in the area including golf courses and lakes.

Community Support

19 The school enjoys tremendous community support in various ways. **7** Members of the local Senior Citizen Center are weekly volunteers in the Friends Learning In Pairs (FLIP) tutoring program. One of our pencil partners, the Donelson/Hermitage Leadership organization

is there to meet the school's manpower needs for such events as First Day of School, PTO meetings, Spring Festival and Read Across America Week. Many area businesses provide gift cards for needed materials and sponsor school nights with a portion of the proceeds being donated to the school. Many community members donate funds and needed items to the school throughout the school year.

Faculty Characteristics

The faculty at Hermitage Elementary is an outstanding mix of new and experienced teachers. Of the 23 certificated staff, 11 have advanced degrees (masters' and masters plus). Two teachers have less than 5 years experience, 10 teachers have between 6 and 15 years experience and 11 have more than 16 years experience. The staff is racially diverse. There are 4 men and 20 women. Of those men and women, 4 are African American. **12All teachers are Highly Qualified.**

Environmental and Safety Concerns

Our school has always been a safe haven for faculty and students. Our students feel secure while at school. Parents have indicated this on the school's surveys. Recent additions to the security of our building include video surveillance inside and outside the building, an intercom entry system for entering the building and an AED provided by our former District Councilman. We maintain order in our classes, which ensures the safety of all students during the school day. Our entire staff participates in the monitoring of arrival and dismissal. All visitors are required to sign in at the office when they enter the building. Parents are required to come into the office to sign out students when they are dismissed early.

School Day Requirements

Our students are required to attend 180 days of classes. The school day is from 8:00 a.m. to 3:00 p.m. The school calendar is determined by the Metro Nashville Board of Education to meet the requirements set forth by the State of Tennessee Department of Education. Interruptions to the instructional day are minimized.

Curriculum

Hermitage Elementary curriculum is mandated and developed by the Metropolitan Nashville Board of Education. Academic Standards have been established by the school district for grades PreK–12, which follow closely the State Standards. Each grade level examines the standards, divides those skills into nine week periods, and plans together to effectively teach the skills. Working collaboratively on in-service days, as well as planning time, has proven to be an effective way to ensure we teach the standards in a reasonable time frame and that we can build on the existing knowledge of our students and faculty. **6We also use the Hands On Science Kits provided by Metro, Accelerated Reader, Language!, Compass Learning, and Study Island. We currently group by reading levels in 4th grade for reading class only. In addition, we work closely with our reading specialist to ensure that we are using research based instructional strategies. Students are out of the regular classroom setting for reading or math tutoring, special education assistance, occupational therapy, physical therapy, speech and counseling. Each student will have art, music and physical education instruction for one hour or more per week (rotating each day among the three specialties). We have computers in every classroom, where teachers are able to monitor the use of Accelerated Reader, the Compass Learning program,**

Think Link Assessments, and use as another resource to enhance student learning. Our library is a major component of our school's community. The library experiences a high volume of circulating books on a daily basis. We are proud of the fact that our students enjoy reading and checking out books daily. Our ratio of books, videos, DVDs to students is 15 to 1. However, at this time our library space is very inadequate to fully service our students, faculty or community. The average age of our collection is older than we desire. We are unable to add many books each year with an allotment of \$7.50 per student for the purchase of books, magazines, videos, DVDs, computer programs and online services. We will continue working with our Central Office staff to correct these deficiencies.

Financial Resources

The district provides funds for instructional use such as classroom supplies, library materials and day-to-day expenditures. Each school is allotted funds according to their student enrollment. The school received \$50.00 per student for 2007-2008, school year. The money was divided as follows:

\$7.50 per student for library books

\$22.50 per student for instructional supplies

\$20.00 per student for copy paper, administrative supplies, and discretionary funds

Along with the district allotted funds, Hermitage receives \$38,080 of Title I funds. The administrator in collaboration with the faculty member representatives and parents decide how to spend these funds to meet the needs of the school.

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

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

List Data Sources
<u>Academic Assessment</u>
District Reading Assessment
Think Link Assessment
Compass Learning
District Math Assessment
Study Island
Teacher made Assessments
District Writing Assessment
End of Unit Assessments
District Art Assessment
District Music Assessment
Star Test
Accelerated Reader
Reading Selection Assessments
Weekly Grammar/Language Assessments
Test Preparation Practice
DSA- Developmental Spelling Analysis Assessments
Language! Assessments

4 th Grade District Writing Assessments
State Report Card
Nine weeks Report Cards
Teacher Observation
TCAP Assessment
TCAP Alt.-Not Applicable
CTE – Not Applicable
<u>Non-academic Assessment</u> Attendance reports
Free and Reduced lunch
Disciplinary Data/ Out-of- School Suspensions
Promotion Rate
Mobility Rate
State Report Card
Teacher Observation
Dropout Rates- Not Applicable
Graduation Rates- Not Applicable
The data listed above is used to better serve our student body. The data is derived from academic and non-academic sources. Parents are informed of assessments results and play an important part in the decision making.

TEMPLATE 1.5: Data Collection and Analysis

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

The Data Collection sub-committee of the School Improvement Team gathered data from the 2007 School Improvement Plan Information Form provided by the District. Data was also collected from the TVAAS report provided by the State Department of Education.

14 Academic Data

TCAP testing measure student mastery of reading, math, science, and social studies in 3rd and 4th grade. This test is administered each school year in the spring. We focus on reading and math to reach the State benchmarks for AYP.

Year	Subject	Proficient/Advanced	Below
2005	Reading	97%	3%
	Math	90%	10%
2006	Reading	92%	8%
	Math	92%	8%
2007	Reading	97%	3%
	Math	95%	5%

14 TCAP Strength

- For the last three years, 90% of our students scored proficient or advanced in reading and math. The percentage took a dive in 2006, however, we were able to increase scores in 2007.
- 47.3% of our 3rd and 4th grade students scored in the Advanced percentile in reading
- 45.5% of these students score in the Advanced percentile in math.
- 83.3% of our Students with Disabilities scored Proficient/Advanced in reading and 61.1% scored Proficient/Advanced in math.

Areas of Need

- We need to identify and address intervention strategies for students performing below proficient in reading and math.
- All the students performing below proficient in both areas were Students with Disabilities. This clearly shows a need to develop a plan of action to address the needs of these students.

- TVASS results indicate that our higher level performing students are not making the expected gains each year. The entire school must address this issue, of scoring well yet, making F's on value added scores each year in reading and math.
- We must address the needs of the students placed in the Moderate Intervention Program (MIP) at our school. These students are placed in rooms with 4 different grade levels and one teacher. Most of them come already performing one to two grades levels below when placed at our school.

District writing assessment for 4th grade

14 Writing Strength

The district conducts a writing assessment each spring for our 4th grade students to prepare them for the 5th grade state writing assessment. This assessment measures the students' ability to write about a cold topic and show mastery of forming their ideas in writing. The scoring ranges from 4- 12. Data shows that almost half of our 4th graders are able to score within the 7 to 12 point range.

Year	Scoring 7+ of 12
2005	36.20%
2006	51.10%
2007	48.20%

Area of Need

- To continue to make progress each year in student writing, there must be school-wide writing activities several times a year for all grade levels to address the low performance of our 4th grade students.
- The school must address the needs of our Students with Disability who are struggling with the writing process.

Non-Academic Data

14 Attendance Rate Strength

Hermitage Elementary consistently has at least a 94% attendance rate each year. The school system has an automated call out system which alerts parents when student are absent from school. We also work closely with our attendance officer and social worker on the issue of attendance.

Year	Attendance Rate
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2004-2005	94.70%
2005-2006	94.50%
2006-2007	94.50%

Areas of need in Attendance

- The target rate for attendance is 98%. We have not been able to reach this benchmark in the last four years. One reason for this may be our high mobility rate of 42%.
- Our attendance officer and social worker work at several different schools and therefore are not available to conduct house calls or hold meeting at the school on a regular basis.

14 Areas of strength

- The school welcomes all students in our family and they are included in every aspect of our daily activity.
- Each MIP student is mainstreamed as much as possible with students of their peers.
- We have exited several students from our MIP programs into the regular population before 5th grade.
- Metro placed another MIP fragile teacher in the building for the rest of this year to alleviate the stress placed on the current teacher who had 14 fragile students in one class with one educational assistant.

Areas of need

The Special Education Department needs to develop the practice of making all MIP classes comprised of only two grade levels to successfully address the academic and emotional needs of the students placed in these programs.

- Until recently our MIP-Fragile classes comprised of 4 different grades levels in one class with one teacher and one educational teacher's assistant. This made it very difficult to address their emotional and academic needs.
- Having only one administrator and a part-time guidance counselor in the building makes it difficult to handle and the emotional breakdowns of multiple students at one time.
- CPI has to be administered daily within the building to ensure a safe and conducive learning environment for all.
- Throughout the year new students are sent to Hermitage to be placed in the MIP programs, which cause a disruption within the classrooms and the entire building.
- We current have one student in this program within the 3rd or 4th grade that was a student here in kindergarten.
- Out of the 23 students currently placed in our MIP programs, only 3 are actually zoned to Hermitage Elementary.

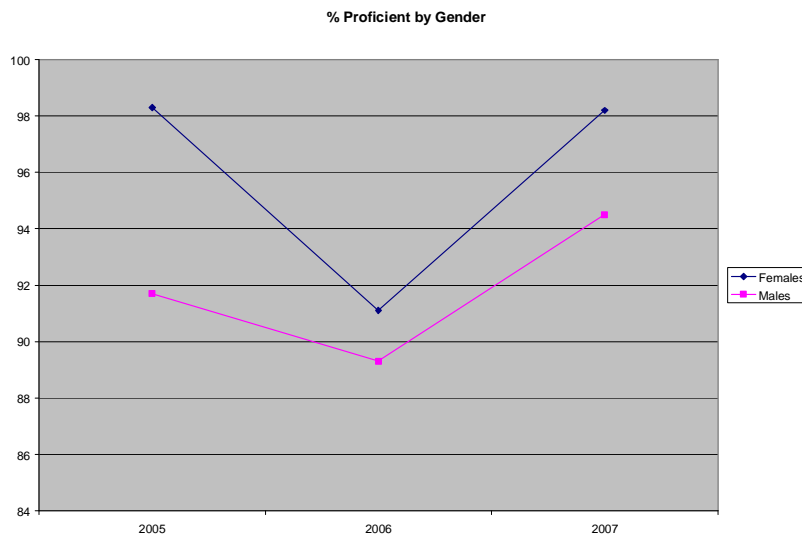
TEMPLATE 1.6: Report Card Data Disaggregation

Report Card Data Disaggregation

Results from TCAP scores, District Writing, District Reading, and District Math assessments along with informal assessments throughout the school year are used to guide teachers us in making research based educational decisions. In addition, teachers follow the District Academic Standards, and use Think Link, Compass Learning, and Study Island data to guide lesson plans and instructional strategies.

One of our major concerns is our analysis of our higher achieving students. Our students in the higher achieving levels did not keep pace with the average national growth expected in reading and math. We are making progress in closing the gap by race, gender, and economically disadvantaged, but our higher achievers are being left behind.

In examining the breakdown of scores by gender, it can be noted that in the area of reading/language, our females scored a percentile proficient of 98.3% in 2004-2005 and decreased to 91.1% in 2005-2006 which was a difference of 7.2%. In the following year of 2006-2007 our females scored percentile proficient of 98.2%, which increased 7.1% for the females. Males scored a percentile proficient of 91.7% in 2004-2005 and decreased to a total of 89.3% in 2005-2006. This was a decrease of 2.4% for the males. In 2006-2007, our males scored a percentile proficient of 94.5% which is an increase of 5.2%. In reflecting on the reason for the increase of the scores in the last two years, our belief is that an additional reading specialist support and volunteer reading tutors, paired with adding more Accelerated Readers books to the library has benefited our reading scores. We are continuing to add more Accelerated readers to our library, maintain a tutoring schedule, and find ways to increase student reading scores.

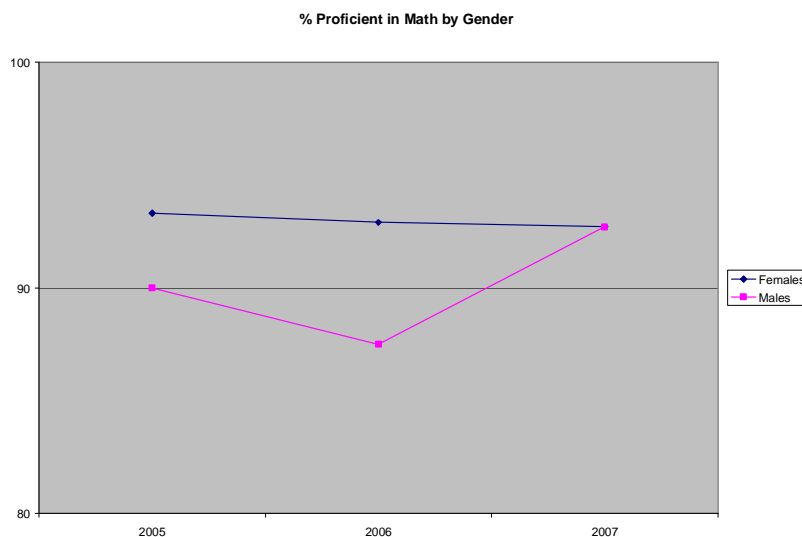


In the breakdown of scores by gender in the area of math, females scored 93.3% proficient in 2004-2005 and made a slight loss to a score of 92.9% in 2005-2006. In the following year, females

Report Card Data Disaggregation

experienced another slight loss to a score of 92.7%. The male population scored 90% proficient in 2004-2005 and had a loss of 2.5% to a score of 87.5% proficient in 2005-2006. In 2006-2007, males made a significant increase of 5.2% to 92.7%. Students are currently using the Compass Learning programs in all grade levels. ThinkLink is a resource used to help address the needs of students. Teachers will strive to seek out additional methods for teaching math that will benefit all our students; including Study Island and additional tutoring where possible.

In examining achievement scores by race, we do not have scores for Asian and American Indians. There were fewer than 7 students in each of these categories, and test scores were not published in order to protect their privacy.



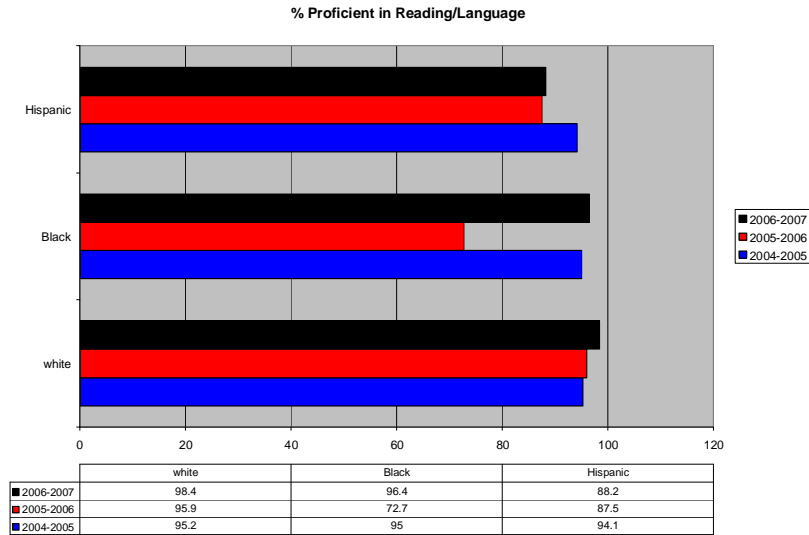
Our Caucasian students' percent proficient achievement of 95.2% in reading/language in 2004-2005 and increased to 95.9% in 2005-2006, and again in 2006-2007, there was another increase of 2.5% to a score of 98.4%. It can be noted that our Caucasian students increased their proficient achievement. Over the three year span in the area of Math, we have gone from a 92.8% proficient to 93.8%. In comparing these scores to those of our African American and Hispanic students, the Caucasian students are performing at a higher level than the Hispanic students. Moreover, there has been a dramatic increase in the African American students' percent of proficient achievement in the areas of reading and math.

African American students' percent proficient achievement of 95.0% in reading/language in 2004-2005, in 2005-2006 they had a tremendous decrease to 72.7%. However in 2006-2007, they made a dramatic rebound to a score of 96.4%. Over the three year span in the area of math, we have increased from an average of 85%, proficient to an average of 92.9%.

Nonetheless, the Hispanic students are scoring lower than our Caucasian and African American students in both reading and math. We will need to further look for and implement strategies that narrow the gap and help all students at Hermitage. Upon reflection as to why the scores would have so dramatically decreased and then risen in the following year, it should be noted that there was a high turn over of faculty during the year. New faculty members needed training on the

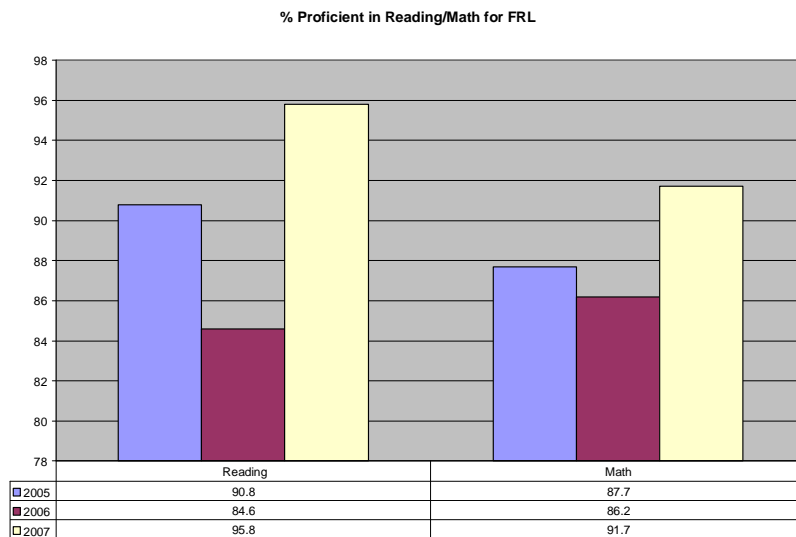
Report Card Data Disaggregation

programs that were being utilized at Hermitage at that time. This time frame included the addition of ThinkLink which gave our teachers a clear picture of student needs based on tested skills.



Our free and reduced lunch participants scored 83.0% proficient in reading during 2003-2004 and moved to 90.8% in 2004-2005. In the area of math they went from 83.0% to 87.7%.

The non-participants scored 89.6% in reading/language and in math 88.1% in 2003-2004. At the 2004-2005 testing, they scored 100% in reading/language and 96.4% in math.



Our Students with Disabilities scored 77.0% proficient in reading during 2005-2006 and moved to 82% in 2006-2007. In the area of math they scored 69.0% in 2006, but dropped to 63% in 2007. within the subgroup Limited English Proficient, we scored 100% proficient in reading and math.

Report Card Data Disaggregation

The administrator and teachers are using this data to help develop lesson plans and adjust what and how we teach to various sub-groups in the school. The more variety of assessments we are able to use, the better data we will have to make those decisions. We will utilize Classroom Connections to analyze the data and develop lessons for those subgroups. Teacher made tests must also begin to reflect the testing methods used in TCAP. Once again, Classroom Connections provides valuable assistance in helping teachers to vary test questions in their classroom. Students should be better prepared to answer questions like those on the statewide test. The data from the reading assessments and Think Link program gives us additional information to adjust the classroom lessons to meet individual needs.

The faculty and staff at Hermitage Elementary are trained in the area of value-added scores. We assess these scores at faculty meetings, and in-services and discuss the performance of our students. We are currently using the assessments program Think Link, as well as our district reading benchmarks to look at student growth throughout the year. Our older students are using Study Island, which allows teachers to see what progress they are making, in addition to what areas need improvement. Currently, we conduct grade level meetings with our reading specialist to help teachers chart individual benchmark scores to determine which students have made one year's gain. Those students who have not made gains or met their intended benchmark have been targeted for tutoring. We have the assistance of FLIP (Friends Learning In Pairs) volunteers, and our specialty area teachers in providing tutoring. Close monitoring of the district reading assessments throughout the year enables the school to track reading progress and form plans to address the needs of those students not making the targeted benchmarks at each testing. The information gained from the Think Link and Study Island programs will help us gauge progress in mathematics as well.

The Tennessee Department of Education Report Card indicated our academic achievement grades are as follows; Math-A, Reading/Language-B, Social Studies-B, and Science-B. These are a slight improvement from previous years, however our Value Added scores from 2006-2007 TCAP results were as follows: Reading/Language-F, Math-F, Science-A, and Social Studies- A. Our reading, math, and science scores stayed the same, as our social studies grade improved. This reports informs us that our students perform well on the State test, however, many are not making the growth needed to show personal gains.

The report shows an average attendance rate of 93% and a 97% average in our promotion rate the last three years. In previous years most suspension are a result of the students placed at our school in the MIP program in our special education programs.

TEMPLATE 1.7: Narrative Synthesis of All Data

Narrative Synthesis of Data

Despite the successes we have in academic achievement grades and reaching district benchmarks, the data reveals a definite weakness in our Students with Disabilities. This subgroup consistently fails to reach the target of 79% proficient in math and the 83% proficient in reading each year. The NCLB benchmarks move up to 89% in reading and 86% in math. We will struggle to reach these goals with the support from all stakeholders and lots of hard work inside the building.

Our Economically Disadvantaged students, while successful in the area of reading and writing, are struggling in math, and seem to be showing a decline. Math results clearly identify areas that must be addressed in this subgroup.

As we continue to strive to stay one step ahead of our higher achiever, we must look for new effective ways to keep them engaged and moving in the right direction to reach their full potential.

TEMPLATE 1.8: Prioritized List of Goal Targets

Prioritized List of Goal Targets

1. Improve student performance for our Students with Disabilities in all areas and strive to move from 82% to 89% in reading to reach NCLB benchmarks this year. In math we need to move from 63% to 86% to reach NCLB benchmarks.
2. Ensure growth for our higher achieving students in reading and math.
3. Close the gap in math for our economically disadvantaged students.

Component 2 – Beliefs, Common Mission and Shared Vision

Throughout this process the administrator met with the chairpersons of each committee to discuss any concerns or findings that needed addressing. The faculty met as a group to discuss issues such as the mission statement and beliefs. The committee went back and made a few changes to reflect new views and strengths of the school. Stakeholders were a part of all major changes and had opportunity to express input. Chairpersons were responsible for keeping their group on task and working effectively. Sign-in sheets were kept as documentation and the notebook is located in the front office. The school administrator acted as the facilitator throughout the process and allowed the faculty to truly self-examine the school and redefine our current beliefs and the vision for Hermitage Elementary.

Template 2.1: Beliefs, Common Mission and Shared Vision

Beliefs
<ol style="list-style-type: none">1. 1 Instruction is driven by ongoing assessment data, as well as district, state, and national standards.2. 2 Students are provided with a variety of research-based instructional methods and technological resources to enhance academic growth to achieve proficiency and beyond for all students.3. Our school emphasizes and encourages awareness, knowledge, and understanding of different cultural and socio-economic backgrounds.4. Students are provided with a safe, orderly, and positive environment that stimulates learning and personal growth.5. Students, parents, teachers, and community members collaborate to make decisions, and cooperatively share in the responsibility for creating an environment for lifelong learning.6. 5, 6 Individual student progress is monitored throughout the school year with frequent collaboration and communication among all parties and stakeholders.7. Staff members will develop, implement and enforce policies and procedures to ensure high expectations are set in order to challenge all students to reach their full potential and beyond.8. Instruction is based on the belief that high expectations generate high performance.9. 5,6 All students can learn and are challenged to succeed.
Common Mission
<p>The mission of Hermitage Elementary is to provide a safe learning environment, which sets high expectations and utilizes research-based high quality instruction to ensure students develop skills, concepts, cultural awareness, and behaviors essential for a lifetime of productive and responsible citizenship.</p>

Shared Vision

Hermitage Elementary will become a school made up of a community of learners (teachers, students, parents, and community members) who collaborate to provide a safe and secure environment and have high expectations for achievement of all students.

TEMPLATE 3.1.a: Curricular Practices

Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

Current Curricular Practices	Uses TDE Standards and Training in Use of Standards MNPS Academic Standards and Unwrapping the Standards	Curriculum Is Prioritized and Mapped MNPS Course Outlines	School-wide Formative Assessments aligned with Benchmarks District Benchmarks And Formative Assessments	Grade Appropriate Standards Based Model for Literacy Academic Standards	Monitoring and supporting Curriculum and Instruction Grade Level Meetings	Material Correlated with State Standards and Distributed District adopted textbooks	Communicates a Shared Vision with Stakeholders District and school student /parent handbooks
Evidence of Practice (State in definitive/tangible terms)	Teachers are required to implement District Standards that meet Tennessee Department of Education standards. Teachers are trained to implement the District Standards by District offered Staff Development and Teacher In-service opportunities.	Curriculum is mapped through our district course outline for each grade level. Teachers use curriculum mapping and backwards design planning.	Hermitage Elementary has established school-wide student achievement benchmarks using district reading, math, writing, spelling, and Language! assessments. Teachers use STAR Reading, Think Link, Study Island, and weekly TCAP assessments to measure student achievement.	Hermitage uses the District Mandated Academic Standards to guide student learning, and mastery in each grade level K-4.	2 Each grade level is required to submit a weekly plan for teaching the standards. The Principal and classroom teachers review test scores from ThinkLink, Accelerated Reader, STAR Reading tests, and Study Island tests. The results are	All textbooks and workbooks, are aligned with State standards, and are provided by the District. They are used for reading instruction by all classroom teachers. Nystrom materials are purchased for social studies instruction. Researched based District Science Kits are used for teaching science.	An outline of the District Standards is provided to each family by the District. The Standards are also posted in the hallways and in each classroom and special subject area for all stakeholders to view. Parent-Teacher Conferences are scheduled in the fall district-wide. The school conducts meetings throughout the

			Teacher use the Edusoft program to measure student achievement. Formative assessments are conducted three times a year for literacy.		used as a guide and support for lesson plans. Teachers monitor weekly TCAP practice tests in order to develop curriculum and instruction necessary for student achievement. 3Edusoft, Safari Montage, and 3Nettrekker enhance curriculum and instruction. The reading specialist monitors all benchmark testing.		year. Mid – term progress reports are issued each grading period. Report cards are issued four times a year. The school has a website that parents can access to receive school information. The principal sends newsletters and District announcements to parents by e-mail. The District has in place an automated telephone messaging system for dispersing pertinent information to parents, teachers and employees.
Is the current practice research-based?	Yes Marzano-What works in schools p. 35-46	Yes Marzano-What works in schools p. 4	Yes Marzano-What works in schools p. 35-46 ERIC	Yes National Center for Educational	Yes Marzano-What works in schools p. 76	Yes Reading Science, Social Studies,	Yes Peter Senge Schools That Learn p. 71 Marzano-What

			Clearinghouse on Assessment			and Compass Math	works in schools p. 128
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Unknown	Yes
Has the current practice been effective or ineffective?	Effective District Standards outline what students should learn and know for each grade level.	Effective The District Standards are a framework for integrating subjects.	Effective The benchmarks allow the classroom teacher to work on a student's individual needs.	Effective The Academic Standards direct student learning.	Effective Grade level meetings are scheduled to monitor student progress.	Effective and Ineffective Current practices have been effective for classroom teachers. These practices have been ineffective for teachers instructing Students with Disabilities.	Effective Current practices have been effective for school staff and parents who have read the handbook. Ineffective for parents who are unable to read. Ineffective for parents who do not read the handbook.
What data source(s) do you have that support your answer? (identify all applicable sources)	The Principal's observations and evaluations of teachers' lesson plans and grade level planning are sources of data to support our answer.	Assessments are reviewed to prioritize and map the curriculum. District outlines for each grade level are followed as evidenced in lesson plans.	The benchmark assessments have been effective in identifying areas where students need more individualized instruction.	Data is derived from TCAP scores in reading, District reading assessments, Think-Link, Compass Reading, STAR Reading, Accelerated Reader, and Balanced	3ThinkLink scores, STAR Reading scores, and Study Island scores indicate support for growth in reading and math scores.	The discrepancy in TCAP test scores for sub groups indicated the need for improvement.	Positive feedback is received from annual parent surveys. Parents attend school activities which are communicated via e-mails and through an automated telephone messaging system.

				Literacy.			
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Lesson plans reflect standards based objectives.	Test scores indicate that curriculum prioritizing and mapping are effective. Curriculum is aligned with assessments.	TCAP test results indicate the percentage of students reaching proficient and advanced levels on state and district mandated testing has increased from the previous year.	Scores from TCAP District reading assessments are used to analyze student's individual growth. Think-Link, Accelerated Reader, STAR reading, Study Island, and weekly TCAP practice tests are used to measure a student's individual strengths and weaknesses.	Scores that increase indicate that curriculum and instruction is effective. Scores that decrease indicate that teachers need to modify instruction and teaching strategies.	There is a discrepancy in TCAP test scores for Students with Disabilities sub-group and their counterparts.	Positive feedback is received on annual parent surveys. Parents attend school activities which are communicated by notes home, via e-mail, and through an automated telephone messaging system.
Evidence of equitable school support for this practice	All teachers have a copy of District Standards K-12. Standards are displayed in hallways and classrooms. Report cards are standards based.	All teachers support curriculum prioritization, and mapping as required in lesson plans.	Evidence of support are increased TCAP scores, increased TVAAS scores in social studies, science, and benchmark	All teachers implement grade appropriate standards based model for literacy. The District provides training and	Teachers review and evaluate assessment results.	Teaching and learning materials are coordinated with state standards. Evidence shows teaching and learning	Standards are available for viewing by all Stakeholders on MNPS website. Information is shared with stakeholders through report

	Standards based objectives are posted in each classroom.		reading scores. Every student is tested on grade level appropriate assessments.	support to assist teachers in implementing the standard based model for literacy.		materials are not equitably distributed i.e. Special Education Programs. The District needs to address issuing materials, and training for new programs in a timely manner.	cards, progress reports, weekly newsletters, the school website, Principal's e-mails, Parent-Teacher Conferences, and an automated telephone system.
Next Step (changes or continuations)	The faculty needs to continue to use District Standards. The District needs to continue training in the use of standards.	The faculty needs to continue to prioritize and map the curriculum.	The faculty needs to continue to use assessments that effectively measure grade level achievement and benchmarks.	The faculty and District need to continue to seek additional training and support for implementation of grade appropriate, standards based, model for literacy.	Teachers need to continue monitoring test results and modifying instruction and teaching strategies when indicated.	The District needs to provide textbooks and workbooks for <u>all</u> students, regardless of classroom assignment.	The faculty needs to continue current practices listed above.

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

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

- **TIME**

Teachers are spending time implementing standards and benchmarks on a daily basis. Assessments are ongoing to meet the needs of each student.

- **MONEY**

District funds provide training for district standards as well as district implemented programs. The district also provides grants for some after school activities. Title 1 money is used judiciously to fill in the gaps for training and materials along with the help of the Parent Teacher Organization.

- **PERSONNEL**

Administration monitors the use of standards within lesson/unit planning. A reading specialist, resource teacher, guidance counselor, school psychologist, and three additional special education teachers, are on staff to ensure the needs are being met of all students.

- **OTHER RESOURCES**

Community volunteers, Friends Learning in Pairs, and the school’s Pencil Partners assist in meeting the needs of the learning community.

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

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

- **TIME**

Teachers are in need of more duty free planning time. More flexibility with time is needed to meet with parents to address the needs of their children. Teachers need more time to meet together and strategize about the needs of struggling students during regular working hours.

- **MONEY**

More funds need to be allocated for materials especially in the area of technology and the media center according to needs and programs, not solely on school size.

- **PERSONNEL**

A full time guidance counselor is needed to address the issues of our students with disabilities and other children in the building. Access to an interpreter is needed to communicate effectively with all second language learner’s guardians. Due to housing three self-contained special education classes, an Assistant Principal is needed to address the behavioral and emotional concerns of students.

- **OTHER RESOURCES**

We need to have an adequate supply of textbooks for all students. MIP- Fragile and Conduct students need to be included in student counts for textbooks and materials. The district needs to supply all classrooms with adequate teaching materials for all students in a timely manner.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? No, more material for higher achieving students in each grade level needs to be purchased when funds are available.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes, as funds become available, we purchase items to address our needs.

Based on the data, are we accurately meeting the needs of all students in our school? No, our TVAAS report indicates we are not meeting the needs of our high achieving students.

Template 3.1.c: Curricular Summary Questions

(*Rubric Indicator 3.2*)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Standards are provided for national, state and district levels and are correlated to work in conjunction with teaching materials. State test scores have continually improved. 14Our school ranks in the top ten percent in our district in reading and math percentages of students who have achieved proficient or advanced ratings on the state TCAP test.

Curriculum Summary Questions- Narrative Response Required

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

A major challenge within our school is addressing the needs of our high achieving, African American, Hispanic and special education populations. This is evident through the gaps in achievement according to TCAP assessment results and the lack of ability to show a year's growth within our high achieving students.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

The special education department is looking into adding an additional special education teacher to help address the concern of having four different grade levels in one class for both of our self-contained classes. We need to request that the Central Office provide more resources to address the needs of our students with emotional and behavioral concerns. An increase in volunteer tutors is needed to address low achieving students. The school is hoping to have funds available each year to purchase the Study Island program, enabling students to work at his/her own pace at home.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>Classroom Instruction is aligned with standards All teachers use MNPS Academic Standards</p>	<p>Instruction in the classroom is aligned with assessments Teachers use district assessments and benchmarks</p>	<p>Teaching decisions are data driven District Benchmarks and ThinkLink data</p>	<p>Environments are designed to engage students in higher order thinking Differentiated Instruction</p>	<p>Teaching strategies are researched based and learner centered Balanced Literacy and Differentiated Instruction</p>	<p>The learning process is supported by classroom organization and management technique School-wide Discipline Plan and Positive Classroom Management</p>	<p>Multiple opportunities are provided for learning beyond the classroom After school enrichment</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>State and district standards are used as a foundation for establishing lesson plans. Objectives, within the standards, help to create instruction that meets the needs of the students' different learning styles.</p>	<p>Most textbooks and ancillary materials used within the classroom contain assessments that are aligned with the standards. Benchmark assessments, based on the standards, are also administered to create a snapshot of each learner and a blueprint</p>	<p>Benchmark testing, performance objectives, pre and post testing, and state assessments determine what skills and standards need to be taught/ re-taught or have been mastered. Teachers use ThinkLink testing for individual students. District</p>	<p>Teachers utilize project based learning, word problems, and literature circles to engage students in higher order thinking skills. Inquiry writing, literature analysis, cultural comparisons, technology assimilations, and hands-on learning are</p>	<p>Teaching strategies used by teachers include: team teaching, cross curriculum teaching, peer instruction, and project based learning. Balanced Literacy model for reading/ writing, and Hands-on Math and Science learning is also used.</p>	<p>Hermitage has a school-wide discipline plan. Each teacher has established daily routines. Teachers post daily learning objectives in the classroom. Daily assignments and homework assignments are posted in the classroom. Jobs, timelines, and rubrics are posted. Progress</p>	<p>4After school art, music and physical education programs are offered to each grade level. 19Hermitage has the Fun Company, a YMCA before and after school care program, located in the building. Study Island is a program for students to improve their skills at home, and before</p>

		for learning.	reading, writing and math assessments are used to measure each student's level of proficiency. Language! Intervention program assessments are used to measure student improvement. Teachers also use TCAP assessments and the District's Developmental Spelling Analysis.	also used to engage students in higher order thinking skills.		reports are sent home midway through the grading period. Parent-teacher conferences are conducted each Fall. A conference can be scheduled, when deemed necessary, by the parent or teacher.	school.
Is the current practice research-based?	Yes Standards based education ensures that all students have access to the same skills and knowledge base.	Yes The use of assessment based standards enables teachers to measure where students are in relation to where they ought to be.	Yes	Yes Marzano-What works in schools p. 22-34	Yes 4-MAT, Backwards Design Peter Senge Schools That Learn p. 117-152	Yes <u>The First Days of School</u> - Harry Wong. Quantum Learning Program	Yes Leading After-School Learning Communities NAESP
Is it a principle & practice of high-performing schools?	Yes National Center for Educational	Yes National Center for Educational	Yes National Center for Educational	Yes Marzano-What works in schools p. 22-	Yes Peter Senge Schools That Learn p. 117-	Yes Marzano-What works in schools p. 76	Yes Leading After-School Learning Communities

	Achievement	Achievement	Achievement	34	152		NAESP
Has the current practice been effective or ineffective?	Effective Alignment ensures that students moving within the District stay on the same path without interruption.	Effective/ Ineffective Current practices are effective for reading, but ineffective for math. There are no District benchmarks for math.	Effective The use of data keeps everyone focused on what is important.	Effective All classrooms are print rich and very inviting for students.	Effective Our approach addresses all learning styles.	Effective The faculty and staff know what is expected of them and the role they have in the success of educating our students.	4Effective After school activities are effective for students having transportation. Ineffective for students with transportation problems.
What data source(s) do you have that support your answer? (identify all applicable sources)	All teachers have a District Standard book for each subject area. Standards are displayed in hallways and classrooms. Lesson plans include Standards addressed in the lesson. Classroom observations ensure that the Standards are being taught.	Instruction is aligned with assessments through the Standards books, lesson plans, classroom observations, and weekly assessments.	Teaching decisions are data driven by the results of assessment through programs listed above, lesson plans, and classroom observation.	Students' higher order thinking skills are developed through lesson plans, classroom observation, and implementation of Response To Intervention.	Teachers use a variety of strategies that are research based and learner centered as evidenced in lesson plans, classroom observation, and teacher evaluations.	Classroom organization and management techniques are evidenced in lesson plans, classroom observations, grade level and school-wide collaboration.	Feedback for after school activities is provided by teachers, students and parents. Community members have also provided feedback.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All teachers have received standards based training in some form,	All classroom teachers have been trained in assessment standards in	All classroom teachers participate in district reading,	The engagement of students in higher order thinking is	All students are exposed to these different strategies through the	Students spend more time on task with the implementation of classroom	Several students have won many competitions within these areas.

	but may not have received it in all content areas that they teach. Administration does not require standards to be written in plans but does require them to be posted within the classroom.	reading and writing. The reading specialist works with teachers and provides support and training if needed. Training in other content areas is offered throughout the year.	spelling, math and writing benchmark examinations. Teachers use Thinklink to assess student skills. Teachers in grades 3-4 participate in TCAP testing. Language! Assessments are administered by one 4 th grade teacher within that program.	effective when it can be applied. At the elementary level, this is ineffective when working with students that lack the foundations necessary to participate in higher order thinking activities.	school-wide Balanced Literacy model. Some students are afforded more opportunities for these strategies based on the different training of individual teachers.	organizational and management techniques.	Increasing student self-esteem transfers to increased self-esteem across all areas.
Evidence of equitable school support for this practice	The District provides training for all general education teachers. However, training is not necessarily accessible for special education teachers within the building.	The reading specialist holds training throughout the year as needed. There is a need for teachers to be trained in assessing reading and writing assessment.	Dates are established by the District to ensure that all assessments are completed within a specific time period by all teachers.	Support is inequitable. Not all teachers can use higher order thinking activities with all students.	Support is inequitable. Not all teachers are trained in the same research based strategies.	Support is equitable. A school-wide discipline plan is in place. Training in classroom management is available for all teachers.	Support is equitable. After school programs are offered to all students.
Next Step (changes or continuations)	Use fellow teachers, who have been through the standards training, to	Teachers need to continue to collaborate on ways to assess students based on the	With an abundance of assessment tools to gather data, teachers need to be	The faculty needs to continue to encourage higher order thinking skills	We need to continue to train teachers in a variety of research based strategies to	Teachers need to continue to seek ways to effectively manage their classroom.	Hermitage needs to continue to offer after school programs.

	mentor other teachers who may have not yet been trained.	Standards.	given more time to evaluate the data to use it as effectively as possible.	when appropriate.	increase the number of students that are exposed to these strategies.		
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Template 3.2.a: Instructional Practices

Current Instructional Practices	Instruction is based on the diverse needs, backgrounds and learning styles of all students Ruby Payne Model						
Evidence of Practice (State in definitive/tangible terms)	5.7 Hermitage provides the least restrictive environments for fragile and conduct students. Teachers use multiple teaching and assessment strategies for all types of learners. Friends Learning In Pairs tutors provide additional reading opportunities for struggling readers. Inclusion into regular classrooms occurs daily						

	for all fragile and conduct students.						
Is the current practice research-based?	Unknown						
Is it a principle & practice of high-performing schools?	Unknown						
Has the current practice been effective or ineffective?	Ineffective Hermitage is a very small school and inadequate resources are provided by the Central Office.						
What data source(s) do you have that support your answer? (identify all applicable sources)	Data is collected through teacher observation, evaluations, lesson plans, and Individualized Education Plans. Office referrals are an additional data source.						
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Test scores for special education						

	students are not equal to their counterparts						
Evidence of equitable school support for this practice	All students are provided access to the least restrictive environment for learning.						
Next Step (changes or continuations)	The faculty needs additional training to address the learning styles, and behaviors of diverse learners. We need additional support from the Central Office.						

Template 3.2.b: Instructional Gap Analysis

Instructional Gap Analysis - Narrative Response Required

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

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

- **TIME**

Teachers are using their time addressing State and Metro Nashville Standards for curriculum through planning lessons/units that meet the needs of all learners. They are using textbooks as well as other supplemental materials to address students’ needs. Administrators, teachers and other specialists are using and analyzing benchmark assessments, formal, and informal assessments to meet the needs of all learners.

- **MONEY**

Title I funding is available for training teachers in the areas of higher order thinking skills, and research based instructional practices. Several teachers have participated in Quantum Learning training and several will be attending training sessions this summer. The district initiates programs with little guidance, training, or time to become familiar with the materials. The Academic Vocabulary notebooks are an example.

- **PERSONNEL**

Currently, two educational assistants are provided by the district for the three special education self-contained programs.

- **OTHER RESOURCES**

Teachers use technology to provide reinforcement of skills and monitoring of strengths and weaknesses of students’ skills.

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

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

- **TIME**

Teachers need more time in evaluating the assessment data such as Edusoft.

- **MONEY**

Funding is needed to provide more technology for students and teachers. Additional funding is needed to provide adequate training and practice for teachers in new forms of technology.

- **PERSONNEL**

Access to an interpreter is needed to communicate effectively with parents that do not

speak English. The system should provide one educational assistant for each grade level.

- **OTHER RESOURCES**

Additional computers are needed to replace outdated ones that are no longer working or being serviced by the district's technology technicians. Other media outlets (i.e., televisions, VCR's,) need to be replaced in order to comply with changing technology requirements in 2009.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? No, updated computers need to be purchased so that all teachers have equitable access for their students.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? The funds that are provided are used wisely, but additional funds are needed to meet the needs of all students.

Based on the data, are we accurately meeting the needs of all students in our school? No, TCAP scores for students with disabilities, African American students, and Hispanic students, are lower than the general populations of our school. TVAAS scores indicate that we are not meeting the needs of all our high achieving students.

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

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

3 As a faculty, we are committed to working collaboratively to achieve success for all learners. Teachers meet together weekly to address standards based curriculum and its implementation. Teachers meet with the reading specialist and administration on a regular basis to determine that all instructional needs are being met for all learners. Teachers continually seek out training opportunities to address the needs of all students.

Instructional Summary Questions- Narrative Response Required

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

One of the major challenges we face as a faculty is diversifying instruction for all learners. This is evident, in our lack of improvement in test scores for our African American, Hispanic and Special Education populations. MIP classes have had four different grade levels in one classroom at the same time. It is most difficult to meet the needs of all students under these circumstances.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Teachers need to continue to attend professional development opportunities that educate them in addressing the instructional needs of a varied student population. More resources are needed to address the needs of our students with disabilities. Hermitage needs to utilize our faculty and staff more effectively. Collaboration between grade level teachers and self-contained special education teachers could provide appropriate materials and strategies for teaching the specific skill these students are lacking. Time is needed for special education teachers to plan with grade level teachers for inclusion activities. Inclusion needs to be of benefit to special education students. Planning time needs to be worked out more effectively to allow for collaboration with grade level teachers and self-contained special education teachers.

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

Current Assessment Practices	Assessment Aligned with TDE Standards District reading, math, writing, art, music assessments	Assessment used to guide decisions Data used to form groups in reading and math	A variety of data is used for making decisions Attendance, Discipline Reports, and Formative Assessments	Assesses all categories of students District Assessments	Uses wide range of assessments CRT Assessments and District Assessments	Provides Professional Development for Assessments Training consultants are provided	Support for developing and using assessments District Staff Development provided
Evidence of Practice (State in definitive/tangible terms)	<p>1The Tennessee Comprehensive Assessment Program (TCAP)and weekly TCAP practice tests are aligned with TDE standards. District reading, math, spelling, and writing assessments are aligned with District, and TDE Standards. Language! Intervention program is aligned with District Standards.</p>	<p>10Principal and faculty members analyze data from all tests scores to provide direction for teaching content, re-teaching, and determining teaching methods. All decisions are data driven to ensure best practices are provided for all learners.</p>	<p>17A variety of data is used by the faculty for making decisions. TCAP disaggregated test scores, District Reading, Math, Writing Assessments, and the District Developmental Spelling Analysis are used in decision making. ThinkLink Learning test results, Language!</p>	All categories of students are assessed with TCAP and TCAP practice tests, District tests, classroom assessments, teacher observation, ThinkLink assessments, AR test, and Star test.	<p>10Teachers use a wide range of assessments. These assessments include TCAP disaggregated test scores, District Reading, Math, Writing, Assessments, District Developmental Spelling Analysis, and Language!, Running Records, Balanced Literacy, Edusoft are additional</p>	<p>13Professional development for assessments has been provided to teachers by the District. Staff development opportunities are always linked to MNPS standards and assessments provided. Training consultants are hired by the school when new programs are purchased.</p>	<p>13District staff development is provided for teachers interested in participating in programs such as : Language!, Running Records, Edusoft, Balanced Literacy, and a Reading Specialist.</p>

			<p>tests, STAR Reading, Accelerated Reading are part of the decision making process. Running Records, and Balanced Literacy aid teachers in decision making.</p> <p>Study Island, Edusoft, Compass Reading and Math, and Saxon Math test scores, and Mountain Math test scores help teachers determine student's areas of strength and weakness. Study Island is a program students can work on at home. Mid-term reports, Report Card grades, and the State Report Card are used</p>		<p>forms of assessment.</p> <p>Non-academic assessment – Free and reduced lunch percentages, attendance records, disciplinary actions, out of school suspensions, promotion rate, and the State Report Card are examples of non-academic assessment.</p>	
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			by teachers in decision making. Non-academic assessment – Free and reduced lunch percentages, attendance records, disciplinary actions, out of school suspensions, and promotion rates are examples of non-academic assessments.				
Is the current practice research-based?	Yes	Yes NAESP- Leading Learning Communities p. 55-66	Yes Marzano-What works in schools p. 158 NAESP- Leading Learning Communities p. 55-66	Yes	Yes NAESP- Leading Learning Communities p. 55-66	Yes NAESP- Leading Learning Communities p. 41-44 Peter Senge Schools That Learn p.385-410	Yes.
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective and Ineffective Test scores indicate a high	Ineffective Test scores from the State come back	Effective Reports are shared with teachers and	Ineffective Students with disabilities are under great	Effective The variety of assessments allow the	Ineffective Professional development takes a teacher	Effective District staff development is effective when

	level of proficiency over all. Ineffective in that Hispanic students and students with disabilities test scores are lower than their counterparts.	late. There is not enough time to analyze the results.	staff.	pressure to perform.	instructor to get a true picture of each student.	away from school and causes stress on all levels.	training and supplies are provided in a timely manner.
What data source(s) do you have that support your answer? (identify all applicable sources)	Assessments are derived from textbooks, which were adopted by the District and are aligned with State Standards.	Students are recommended to receive additional help as needed in academic subjects.	Assessment results from all programs listed above are diagnostic instruments used to determine each student's academic strengths and weaknesses. Students needing additional help will be assigned to the reading specialist, for tutoring, or Friends Learning In Pairs tutoring.	Disaggregated TCAP scores provide the faculty with numerous ways of looking at all students.	Assessment results from all programs listed above are diagnostic instruments used to determine each student's academic strengths and weaknesses. Students needing additional help will be assigned to the reading specialists for tutoring, or FLIP tutoring.	All teachers must participate in staff development or higher learning opportunities in order to maintain their teaching license. ERO (Electronic Register Online) maintains an ongoing list of professional development classes, which have been completed.	Test scores and various programs are used by teachers to enhance student learning, and to determine the need for additional help.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP scores school wide (4 th and 3 rd) Reading 97% Math 95%	Benchmark scores, weekly TCAP test scores	Benchmarks	Number of students achieving proficient and advanced test	Growth shown in each student's tests results	Teachers have completed the work to become "highly qualified."	

	<p>Science 79% Social Studies 83%</p> <p>Sub Groups Reading Hispanic 94% Special Education 82%</p> <p>Math Hispanic 93% Special Education 63%</p>			scores on the TCAP		Teachers have received their Masters Degrees. Teachers continue to participate in on-line courses, i.e. Teacherline	
Evidence of equitable school support for this practice	<p>Teachers attend staff development including standards alignment. Lesson plans include the standards that apply to the lesson. Standards are displayed in the school hallways and in classrooms. Collaborative planning is used within each grade level.</p>	<p>Weekly TCAP practice tests allow students to become familiar with test-taking skills. Teachers use results of various programs to develop practice sessions on computers to reinforce student learning. Tutors are available for students needing help in a particular area.</p>	<p>All teachers are given the opportunity to attend staff development opportunities, during and after school, and during the summer.</p>	<p>All students are being assessed in a variety of ways from the programs listed above.</p>	<p>All students are being given the opportunity to participate in programs based on their ability level.</p>	<p>During staff development days, at the beginning of the school year, teachers review TCAP scores from the previous year to determine the level of the students in their class. Teachers work vertically and horizontally to determine student needs. The principal protects the planning time of teachers to enable them to meet and plan. The principal</p>	<p>Teachers are provided with staff development training in ways to use assessments effectively.</p>

						also meets with each grade level monthly.	
Next Step (changes or continuations)	The faculty needs to continue to insure that materials used are aligned with the standards. Assessments need to be authentic and aligned with the standards. Further work with sub-groups to attain mastery of skills i.e. Hispanic, special education students is needed.	The faculty needs to continue to analyze the data from all test scores and programs used to evaluate student progress. Teachers need to modify content and teaching methods as needed. Students needing extra help need to be identified and extra help provided.	Continue to use a variety of assessment tools to identify student strengths and weaknesses. Continue to monitor the effectiveness of current programs.	Request from the District additional ways in disaggregating test scores for currently used assessment tools.	Continue to use a wide variety of assessment tools.	The principal needs to continue current practices of support for assessment. Teachers need to continue to participate in staff development and course work related to assessment.	Teachers need to continue to communicate vertically and horizontally to provide students with opportunities to achieve mastery of skills.

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

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

- TIME

MNPS has implemented many forms of assessment. Teachers were trained in grading these assessments and then they graded another school’s assessments. This all takes valuable time away from teaching. Tests are given three times a year in reading, math, and writing. There is also a Developmental Spelling Analysis. Teachers must also keep Running Records for each student for reading. Report cards are extensive and require time to complete. Paperwork is overwhelming.

- MONEY

Monies allotted by the State of Tennessee and Metro Government are not adequate to equip the school properly. Textbooks need to be ordered for special education class students to ensure they will have the same opportunities as other students. In order to keep current with technology advances, additional funding needs to be made available. Teachers have computers that will not run current programs. Some of the computers are no longer maintained by the technology staff because of their age. Many of our supplemental assessment programs run on computers. Library space is inadequate and results in students not having opportunities to use the facility when they need to do research.

- PERSONNEL

12 We are very lucky to have a “highly qualified” principal and staff. Hermitage is a good place to work and the faculty is friendly and supportive. There is very little turnover of teachers and the consistency of the staff provides for a familiar atmosphere for our students, parents and the community. Our teachers have taught previous brothers and sisters and even parents.

- OTHER RESOURCES

Hermitage Elementary School has the support of very active volunteers. Parent volunteers help teachers prepare for lessons by providing manpower to make supplemental materials. FLIP volunteers come to school and read with students needing additional help. Retired teachers come and assist teachers. Our PTO is active in providing financial support for teachers in meeting their students’ needs. Pencil Partners assist in the opening of school and other school activities.

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

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

- **TIME**

Teacher time should be spent teaching as much as possible. Assessments should be examined and be kept to a reasonable amount. Teachers need time to analyze the data and make adjustments to lesson plans. When programs are introduced, teacher supplies and training must be presented in a timely manner to give teachers an opportunity to examine and become familiar with the materials before they are to be implemented.

- **MONEY**

Funds are needed to ensure that each teacher has all materials and necessary supplies to implement the curriculum effectively. Every student must have textbooks, and workbooks available for all subjects when they enroll. Computers need to be purchased that will allow students access to programs that enhance learning. Funds are needed to expand and to enhance the Media Center.

- **PERSONNEL**

A full time guidance counselor would enable students to receive immediate attention when problems arise. Teacher aides are needed to assist teachers in filing, creating centers, organizing materials, and creating bulletin boards. This would allow teachers more time to prepare lessons and to meet student needs.

- **OTHER RESOURCES**

Parents need to be our greatest resource. They need to be involved with their student's education. They need to read daily folders, and encourage their students to do the best they can in school. Parents need to continue their child's education at home, reading with them, checking to see if homework is done, and supporting the teacher's efforts in the classroom. Parents need to be active members of the Parent Teacher Organization.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? No, teachers spend extensive time on individual assessments for students. Assessment Days are needed to allow teachers time to assess students properly.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? No, funding is inadequate to meet the needs of all our teachers, especially in the area of technology. Resources that we have are allocated effectively to teachers to meet student needs.

Based on the data, are we accurately meeting the needs of all students in our school? No, data reflects that there is a discrepancy in test scores of African American students, Hispanic students, students with disabilities, and high achieving students.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

14, 17Our TCAP scores reflect that our students do well in reading and math. Our teachers continuously assess students and make changes in teaching strategies to ensure student success. The faculty is stable, which results in continuity and a familiarity with our families and the community. **12**Teachers are “highly qualified”, including the principal.

Assessment Summary Questions- Narrative Response Required

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

Our major challenges include improving our students' knowledge in science and social studies. This is reflected by our TCAP scores in these two areas; having students working on computer programs that could improve scores in is a major challenge in that we have few computers that support student learning in Science an Social Studies. Time management is a challenge for teachers. Due to all District required assessments, teachers are challenged to adequately cover all subjects consistently in order to ensure student mastery of all skills.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Professional development classes in teaching Science and Social Studies objectives would be beneficial to teachers to ensure lessons are being taught to include all objectives assessed on TCAP. More funds are needed to purchase additional computer programs to help students acquire science and social studies knowledge. Teachers and students need to take advantage of Nettekker and Safari Montage. The District needs to review the need for all the District Assessments, and determine if they are really necessary. District funding for aides for teachers is necessary.

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

<p>Current Organizational Practices</p>	<p>School Beliefs, Mission And Vision define the purpose of the school</p>	<p>Organizational Processes ensures that teachers and students are successful Handbooks for teachers, students and parents</p>	<p>Organizational Practices effectively ensure time on task Master Schedule</p>	<p>Professional Development For School Leaders Administrator Staff development</p>	<p>Addressing Issues that Might impede Teaching and Learning Limited interruption in teaching</p>	<p>Supporting a Diverse Learning Community Encore program and Resource classes</p>	<p>Providing Extended Learning Opportunities Encore, 4H, After school enrichment programs</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Stakeholders were given the opportunity for input during the writing of school Beliefs, and Mission Statement.</p>	<p>Teacher Handbook and Parent/ Student Handbook are revised and distributed annually with stakeholder input.</p>	<p>Administrator issues a Master schedule and an Instructional schedule to all faculty and staff with adjustments made as needed.</p>	<p>The Administrator’s staff development is recorded on the Electronic Registrar Online. Development opportunities completed include: Reading for Life (sessions 1,2,3), Principals Literacy Academy, Reading Adoption/Hand-writing, March On-Leadership meetings, Student Behavior</p>	<p>10 Issues that might impede teaching and learning are addressed through the Faculty Advisory Committee, and regularly scheduled Faculty Meetings. Team meetings, and Grade Level meetings are other opportunities for concerns to be resolved. The School-wide Discipline Plan and</p>	<p>5 Supporting our diverse learning community are MIP Fragile, Mip Conduct and Resource classes. Language! Reading Intervention, and FLIP tutors provide additional support for our students. The library contains books printed in different languages. Encore, an enrichment program, is provided for</p>	<p>Students have the option of participating in the following after school programs: Honors Chorus, After School Art, and fitness activities. 4, 19 YMCA Fun Company is offered before and after school for students needing daycare. 9 Junior Achievement, 4H, and the Tennessee Agriculture Extension Nutrition Program are</p>

				(Discipline), CPI (Non-Violent Physical Crisis Intervention), New ELL Enrollment Procedure Training, Cultural Competence and Student Achievement, Ruby Payne for Teachers, No Child Left Behind, 4GL Encore Course for Principals, School Improvement Plan Workshop, Ruby Payne for Administration, and CPR/AED Training.	Master Schedule assist in keeping concerns to a minimum. 7The Guidance Counselor, School Social Worker, and a District Behavioral Specialist are provided to address the needs of our MIP students.	gifted students. The school is ADA compliant. Notes sent home are translated into Spanish.	offered during school hours. Book It, Ozzie and 600 Minutes Reading Program, and Math-A-Thon are programs to encourage students to increase reading and math skills. 9Study Island is a program that challenges students to develop skills while at home. Workshops for parents are offered in the evening by Title I.
Is the current practice research-based?	Yes Peter Senge Schools That Learn p.71-72 NAESP-Leading Learning Communities p. 1	Yes Marzano-What works in schools p. 15-21 Peter Senge Schools That Learn p.330	Yes Marzano-What works in schools p. 95-105	Yes NAESP-Leading Learning Communities p. 51-54	Yes Marzano-What works in schools p. 31	Yes- Research power point on RTI Marzano-What works in schools p.79	Yes Peter Senge Schools That Learn p. 128

Is it a principle & practice of high-performing schools?	Yes Having School Beliefs and a Mission Statement are a principle and practice of high-performing schools.	Yes Having a well defined organizational process in place is a principle and practice of high-performing schools.	Yes Implementing organizational practices is a principle and practice of high-performing schools.	Yes Continued professional development is a principle and practice of high-performing schools.	Yes Providing a quality learning environment is a principle of high-performing schools.	Yes Providing support for a diverse learning community is a principle and practice of high-performing schools.	Yes Providing extended learning opportunities for children that engage the parents and the community is a principle and practice of high-performing schools.
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Ineffective For some sub-groups	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Hermitage has conducted parent, teacher, student, and community surveys.	Feedback is collected from teachers, parents, and students.	Feedback is collected from teachers.	Electronic Registrar Online issues a transcript and a certificate of course completion.	The Instructional Leader has resolved that there will not be concerns that impede teaching and learning.	Disaggregate TCAP data is used to support a diverse learning community.	Positive feedback from faculty, staff, parents, students, and the community indicate a need for extended learning opportunities. Student participation increases each school year.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Faculty, parents, and community representatives have been involved in the development of our School Improvement Plan, School	Stakeholders have input into the development of Handbooks for teachers, and the Parent/Student Handbook.	Time on task is insured by the development of a Master Schedule and an Instructional Schedule.	The Administrator participates in staff numerous staff development opportunities.	Concerns are addressed in a timely manner through the FAC and Faculty meetings.	Hermitage is working to address and close the test score gap that occurs in some of our sub-groups.	Increased participation in extended learning opportunities indicates the effectiveness of these programs.

	Beliefs, and Mission Statement.						
Evidence of equitable school support for this practice	Positive feedback is given by parents, teachers, students and the community.	The faculty, and parents make suggestions of what needs to be included in our handbooks.	Feedback from faculty, staff and parents are positive.	All school Leaders in the District are given equal opportunities for continued professional development	Faculty and staff work together to ensure that teaching and learning are not interrupted.	NCLB mandates are met.	A note is sent home with students giving them information about the activity and the opportunity to participate.
Next Step (changes or continuations)	Hermitage needs to continue to communicate school Beliefs and Mission Statement to all stakeholders.	The school needs to continue to update, and distribute process documents.	The school needs to continue to update, and distribute process documents.	Professional growth needs to be continued by all faculty and staff members.	We need to continue to promote team building for academic achievement.	The faculty and staff need to implement Best Practices Instructional Methods.	School will continue to offer extended learning activities for all students.

Template 3.4.b: Organizational Gap Analysis

Organizational Gap Analysis – Narrative Response Required

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

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

- **TIME**
Teacher and team collaboration is used to enhance school effectiveness for all stakeholder relationships. Professional development opportunities are consistently attended by a majority of the faculty. This process will continue to reflect effective research based instructional practices and methods.
- **MONEY**
Professional development and instructional resources are used to ensure equitable learning opportunities for all students. Title I funds help supplement additional programs and technology materials. The school’s PTO provides some additional financial support for teacher/student development.
- **PERSONNEL**
An experienced faculty and staff continue to develop student achievement and to meet District mandates.
- **OTHER RESOURCES**
19Our Pencil Partners and PTO actively support school needs. Parent volunteers, FLIP tutors, and retired teachers support the school with their time and effort.

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

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

- **TIME**
All teachers will continue to be involved and support the collaborative process. Professional development opportunities should be attended by all faculty and staff members.
- **MONEY**
Monetary resources should be used to strengthen the technology standards as required by the District.

- **PERSONNEL**
Hermitage needs to continue to maintain a highly qualified faculty and staff to positively impact student achievement.
- **OTHER RESOURCES**
Hermitage needs to continue to solicit community resources which have a shared vision with our school.

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers? BEP and CTE funds are equitable to all teachers and all teachers have equal input as to the usage of other funds.

In relation to adequacy, resources are not sufficient to meet all needs. The school relies on Title I, PTO, and other sources for additional money.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Administrative committees consistently review the school budget and allocation of funds.

Based on the data, are we accurately meeting the needs of all students in our school? Some populations need additional support with instructional materials and tutoring.

Template 3.4.c: Organization Summary Questions (Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

14The schools reading and math benchmark scores reflect adequate yearly progress. This is based on district distributed TCAP data and state TVAS scores. The faculty of Hermitage Elementary is cohesive and collaborates to implement best practices and school procedures.

Organization Summary Questions- Narrative Response Required

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

Our challenges are to continue to provide tutoring, adequate instructional materials, parental involvement, and funding for serving the needs of our student population. Another challenge is to insure that the master schedule preserves instructional time.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue to communicate need to all stakeholders for resources such as tutoring, instructional materials and parental involvement to meet the needs of our student population.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal

Raise the reading/language score of 83.3% proficient/advanced to 89% in our subgroup for students with disabilities subgroup and from 95.8% to 97% in our economically disadvantaged subgroup.

Which need(s) does this Goal address?

11 Meet the NCLB target for 2008 as identified by the TN Department of Education

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

11 Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
July 2008	Administrator Frazier	District Approval	\$84,900	Decrease the gap in academic achievement, decrease office referrals, and school-wide disruptions	
August 2008- May 2010	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Information Specialist	computers	School cost- \$0 Funded by the Technology Department	Teacher judgment of effective programs and information provided by the program	

Action Step 1.1

The administrator will request to have an Assistant Principal assigned to the school to monitor the academic progress and to provide more stability in the building for our Students with Disabilities.

8 Action Step 1.2

The teachers will implement the media/computer based program Safari Montage.

			Quaintance				
Action Step 1.3	Request that the technology department provide a technology coach to assist teachers in effectively integrating technology in the classroom	July 2008	Administrator Frazier	District Approval	57	Monitor the amount of technology is used on each grade level	
Action Step 1.4	The teachers will implement the media/computer based program Study Island.	August 2008-September 2009	Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Student computer workstations and Study Island license	School Budget \$841.00	Student participation and parent feedback	
13 Action Step 1.5	Teachers will attend Quantum Learning Training to implement research based teaching strategies.	August 2008 – August 2010	Kindergarten Ryan, PE- teacher Ivancic, Fourth grade Goodman, Marr, and Hicks Second grade Sloan, First grade Dye, Third grade Mellette and Jones Resource Hurt, Administrator Frazier	None	Title I \$6675.00	Adjust implementation to meet curricular needs and student learning requirements	
Action Step 1.6	The teachers will continue to use a variety of media/computer based programs such as instructional videos.	August 2008-May 2010	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers	New VCR equipment and televisions	District Library Funds \$200.00 for videos and P.T.O. funds to purchase new equipment	Teacher feedback on the effectiveness of the video	

			Jones Fourth grade teachers Goodman Resource teachers Dobernic Information Specialist Quaintance				
Action Step 1.7	The teachers will continue to use AR/STAR assessments results to guide reading instruction and encourage student reading.	August 2008- May 2010	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Computers AR and Star programs, Library, classroom and bookroom book collections	District funds\$1623.85 Title I And School's budget-\$4290.00	Data disaggregated by teachers	
Action Step 1.8	The teachers will continue to use ThinkLink assessments results to guide reading instruction and strategies.	September 2008 January 2009 April 2009	First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Information Specialist Quaintance	Student computer workstations Copy paper for reports	District Funded \$300	Data disaggregated by teachers	
Action Step 1.9	The school will continue to purchase, Think Link assessments to guide reading instruction.	August 2008	Information Specialist Quaintance Administrator	Site licenses	Title I \$1604.50	Data disaggregated by teachers	

			Frazier				
Action Step 1.10	The school will provide each teacher with a jump drive as a way to backup all student grades and progress reports.	August 2008	Administrator Frazier	Jump drives	Based on school allotted technology funds	Accurate records of student needs and progress	
Action Step 1.11	The Information Specialist will continue to purchase new AR assessments to motivate student reading.	Throughout the year	Information Specialist Quaintance	Computers, AR, Library, classroom and bookroom book collections	Based on school allotted budget	Student participation	
2, 4 Action Step 1.12	The teachers will utilize motivational programs such as: Sounds Reading Club, Book It, 6 Hours of Reading Club, Mo Jo reading.	September 2008-May 2010	Information Specialist Quaintance	Materials provided by promoters	\$0	Student participation	
6, 18 Action Step 1.13	The resource teacher will utilize remedial programs such as Wilson Reading.	August 2008-May 2010	Resource teacher: Dobernic	Wilson Reading material	District Funded \$0	Test results provided in the program	
Action Step 1.14	The special education teachers will utilize the remedial program Triumphs.	August 2008-May 2011	Resource teachers Dobernic	Triumphs Reading materials	District funded \$0	Test results provided in the program	
17, 18 Action Step 1.15	The teachers will continue to use Developmental Spelling Analysis (DSA) assessments and program results to guide spelling and vocabulary instruction.	August 2008-May 2010	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee	Word Sorts material Copy paper	School Budget \$200	DSA results	

Action Step 1.16	The resource teacher will utilize resource programs SRA.	August 2008-May 2010	Resource teacher Dobernic	SRA kit	\$0	Student mastery of comprehension	
Action Step 1.17	The resource teacher will utilize the program Soar to Success for qualifying students.	August 2008-May 2010	Resource teacher: Dobernic	Soar to Success Kit	\$0	Running records	
18 Action Step 1.18	The teachers will continue to use District Benchmark assessments results to guide reading instruction.	August December May yearly	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee Administrator Frazier	District formative and informative assessment tools	District funded \$0	Student progress in meeting all reading benchmarks	
Action Step 1.19	The District will continue to provide the Language!, Tier 1 Intervention program for struggling 4 th graders.	August 2008-May 2010	Administrator Frazier Fourth grade teacher: Marr	District provided materials	District funded \$0	Exited exam and requirements	
18 Action Step 1.20	The administrator will continue to use specialty area teachers as tutors to tutor identified students.	October 2008-April 2009	Administrator Frazier	Material provided by each grade level for extra practice	\$0	Classroom teacher feedback	
2,3,4 Action Step 1.21	The teachers will use Reader's Theater as a tool to develop reading comprehension and fluency.	Fall 2008-May 2010	Fourth grade teachers Goodman	Materials provided by the company	Title I \$522.50	Student participation	
Action Step 1.22	The teachers will implement Reading A-Z materials into each grade levels activity centers.	September 2008-September 2009	Kindergarten teachers Campbell First grade teachers	Site licenses, copy paper, and toner	Title I \$1156.30	Student progress in meeting all reading benchmarks and performance on TCAP	

			Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee				
4 Action Step 1.23	The teachers will use Literatureplace.com as a reading resource.	September 2008-September 2009	Reading Specialist Agee Fourth grade teachers Goodman	Site licenses	Title I \$379.00	AR participation and benchmark results	
Action Step 1.24	The teachers will continue to implement the Balance Literacy approach on each grade level.	August 2008-May 2010	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee	Grade level reading material, Benchmark assessments material, Formative and informative assessments	District funded	Benchmark results	
6 Action Step 1.25	Hermitage Elementary will continue to work with Friends Learning In Pairs (FLIP) volunteer reading tutors.	September 2008-May 2009	Reading Specialist Agee	Material provided by each teacher on each grade level for extra	\$0	FLIP summary of the program and benchmark results	

				practice			
Action Step 1.26	The teachers will provide test taking strategies for students.	September 2008- May 2009	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee	Test taking practice books	\$200 School Budget	TCAP scores	

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	Raise the math score of 61.1% proficient/advanced to 70% by 2008 in our students with disabilities subgroup and our economically disadvantaged subgroup.
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Which need(s) does this Goal address?	11 Close the gap that exist to meet the NCLB target for 2008 as identified by the TN Department of Education
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How is this Goal linked to the system's Five-Year Plan?	11 Strategic Directive 1: Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
3,6 Action Step 2.1	The teacher will continue using the Marilyn Burns Math instructional program.	August 2008-May 2009	Resource teacher: Dobernic	Marilyn Burns book	No additional cost	Teacher feedback and student improvement on math assessments
5,6 Action Step 2.2	The teacher will continue using the Touch Math instructional program in resource classes.	August 2008-May 2009	Resource teacher: Dobernic	Touch Math Materials	Title I \$ 696.60	Teacher feedback and student improvement on math assessments
Action Step 2.3	The teachers will implement the Touch Math program in first and second grade.	August 2008-May 2010	First grade teachers Brinkman Second grade teachers Isaacs/Sloan	Touch Math Materials	Title I wish list \$700.00	Teacher feedback and student improvement on math assessments
Action Step 2.4	The teacher will continue using the Math in a Nutshell math instructional program.	August 2008- May 2009	Resource teacher Dobernic	Nutshell Material	Title I \$241.68	Teacher feedback
Action Step 2.5	The teacher will continue using the instructional Math and Literature program.	August 2008- May 2009	Resource teacher Dobernic	Math Solution Materials	Title I \$99.94	Results on TCAP Problem solving section

Action Step 2.6	The teachers will continue using Math Manipulative kits.	August 2008- May 2009	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Math Kits	District Funded	Teacher Feedback	
Action Step 2.7	The administrator will implement a school wide math problem solving day each 9 weeks.	August December February April	Administrator Frazier	Word Problem books for all grade levels	School's Budget \$150	Teacher feedback and results of the district math problem assessment	
Action Step 2.8	The teachers will continue to use Think Link testing results and develop Think Link math practice probes.	September 2008- May 2009	First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Color printer and copy paper	Title I \$861.90	Teachers will use student results to target areas in need of improvement	
Action Step 2.9	The teachers will continue to use TCAP math scores to guide instructions	August 2008- May 2009	Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Copies of test results in a timely fashion	No additional funds needed	Student improvement on each math subtest	

	The teachers will implement a variety of media/computer based programs which may include Safari Montage	August 2008-May 2009	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Additional computers in classrooms	No additional funds needed	Teacher use and feedback	
18 Action Step 2.10	The administrator will continue to have specialty area teachers conduct math tutoring for identified students.	October 2008-April 2009, Monday-Thursday	Administrator Frazier Special Skills teachers: Ivancic	Material provided by classroom teachers	No additional funds needed	Classroom teacher feedback	
Action Step 2.11	The teachers will implement the media/computer based programs Nettrackker.	August 2008- May 2009	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Information Specialist Quaintance	Computers	District funded	Teacher judgment of effective programs and information provided by the program	
Action Step 2.12	Continue to use a variety of media/computer based programs such as instructional videos.	August 2008 – May 2009	Kindergarten teachers Campbell First grade teachers	VCR and televisions	Library Fund \$200.00	Teacher feedback on the effectiveness of the video	

			Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Information Specialist Quaintance				
Action Step 2.13	Administer District problem solving Math assessment in 3 rd and 4 th grade.	Spring of each school year	Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Counselor Walker	District provided testing materials	District funded	Assessment results	
9Action Step 2.14	Utilize motivational math programs such as Study Island.	August 2008-May 2010	Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	License for website	Title I \$841.00	Parent and teacher feedback along with student participation	

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal

Move our gain score of -5.7 to -3.0 in 2008 and up to a -1.0 by 2009 in reading/language in our higher achieving fourth grade students.

Which need(s) does this Goal address?

11 Close the gap that exist to meet the NCLB target for 2008 as identified by the TN Department of Education

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

11 Strategic Directive 1: Maximize each and every student's learning and eliminate achievement disparities that exist among different student groups

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Spring 2008, September 2008, and throughout the school year	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic Reading Specialist Agee Guidance Counselor Walker	District's Child Find program and assessments from the psychologist	District Funded \$0	The amount of eligible students identified and participating in the off campus program	

4 Action Step 3.1

Identify students to be evaluated for the Encore program, and encourage participation by qualified students.

			Administrator Frazier Reading Specialist Agee				
2, 4 Action Step 3.2	The teachers will utilize support staff to develop individual research projects to meet the needs of higher achieving students.	September 2008-May 2009	Fourth grade teachers Goodman Guidance Counselor Walker Administrator Frazier Reading Specialist Agee Informational Specialist Quaintance Special Skills teachers Ivancic	Time to coordinate projects and purchased needed materials	P.T.O. wish list \$500.00	Teacher, parent feedback and student participation	
Action Step 3.3	The school will request the technology department to purchase more research base software for higher achiever in each grade level	October 2008	Administrator Frazier Reading Specialist Agee Informational Specialist Quaintance	Software recomend by the technology coach and department	District funded	Technology wish list budget \$1000.	
Action Step 3.4	The teachers will collaborate across grade levels to challenge students with higher level thinking skills in order to achieve their potential in the area of reading.	In-service August 2008, Fall In-service, and Spring In- service	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Planning time to collaborate	No extra funds needed at this time	Bi-monthly meetings across grade levels	

			Reading Specialist Agee				
13 Action Step 3.5	The administrator will provide opportunity for teachers to attend staff development to address the needs of gifted students.	Throughout the school year	Administrator Frazier	Teacher leave forms and the systems ERO website	District funds	Staff Development enrollment records on ERO and outside agencies	

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal Move our gain score of -14.2 to -10.0 in 2008 and up to a -5.0 by 2009 in math in our higher achieving fourth grade students.

Which need(s) does this Goal address? Close the gap that exist to meet the NCLB target for 2008 as identified by the TN Department of Education

How is this Goal linked to the system’s Five-Year Plan? Strategic Directive 1: Maximize each and every student’s learning and eliminate achievement disparities that exist among different student groups

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2) **IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 4.1	Implement a school wide word problem solving day each 9 weeks to increase student comprehension and problem solving skills.	September 2008-May 2009	Administrator Frazier Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Resource teachers Dobernic	Copy paper	School Budget \$100.00	Improvement on district word problem assessment	
8 Action Step 4.2	The school will Identify students to be evaluated for the Encore program, and encourage participation by qualified students.	August 2008-March 2009	Kindergarten teachers Campbell First grade teachers	District's Child Find program and assessments from the psychologist	District funded	Student participation	

			Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Guidance Counselor Walker Administrator Frazier				
Action Step 4.3	The administrator will Implement monthly planning meetings to share effective strategies for teaching math content.	Second Tuesday of each month	Kindergarten teachers Campbell First grade teachers Brinkman Second grade teachers Isaacs/Sloan Third grade teachers Jones Fourth grade teachers Goodman Guidance Counselor Walker Administrator Frazier	No resources are needed	No additional funds are needed	Meeting summary report sheet	
8Action Step 4.4	The teachers will collaborate across grade levels to challenge students with higher level thinking skills in order to achieve their potential in the area of mathematics.	Second Tuesday of each month	Kindergarten teachers: Campbell First grade teachers: Brinkman Second grade teachers: Isaacs/Sloan Third grade teachers: Jones Fourth grade teachers:	Requested material from the technology department	Requested funds of \$500.00 from technology	Meeting summary report sheet	

			Goodman Guidance Counselor Walker Administrator Frazier				
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Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

The collaborative process began with the faculty and staff reviewing the previous SIP during the beginning year in-service. Data was shared from 2006-2007 test results and the discussion began to determine if we met our action step goals. The Leadership team met to develop the timeline for each component to submit and present their report.

The faculty was able to volunteer to participate in one of the five components. The Instructional Leader provided guidance on which faculty member would work well according to each components requirements. Throughout the year the Instructional Leader met with each component and provided information needed to complete component. Sign-in sheets are located in the main office as documentation. The Leadership team met to revise and edit the components to the best of their abilities within each deadline.

As part of the collaborative team we first asked the assistance of our P.T.O. officers to represent our parent stakeholders along with some parent volunteers. These few parents worked well with each component committee and made efforts to attend each meeting. They provided us with feedback and made some outstanding recommendations, which were very valuable. Along with having our parents and key members we also invited members from the community to be involved with this process. A few members of the Leadership Donelson/ Hermitage organization served on a few committees. This gave us a true picture of how the community views our efforts and success.

The Leadership team will meet quarterly each year to monitor and assess the effectiveness of each action step and revise or remove components that are not effective. We will also monitor the purchasing practices made to meet the goals and look for other avenues to raise funds to meet the needs of our students as indicated in component four.

Evidence of Alignment of Data and Goals – Narrative response required

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

10 11 This committee met cooperatively several times, looked over the data and analyzed the testing data from the last three years. They looked at data sources such as: TCAP scores, all the district assessments, ThinkLink, Compass Learning, Study Island, Accelerated Reader, teacher made assessments. From all these assessments, they prioritized the goals according to the test scores that needed to be improved. They assessed where the student need was the greatest, and

Evidence of Alignment of Data and Goals – Narrative response required

how improvement could be made.

The data included the following goals to be addressed: 1) Students with Disabilities- Most of our MIP students enroll in Hermitage a year behind and continue to struggle to catch up and close the gap with their peers. They are not progressing as needed to score proficient in reading or math. 2) We need to continue to search and find new ways to challenge our high achieving students so they too may show a years growth consistently. 3) Our Economically Disadvantaged students are succeeding and becoming successful in closing the gap in reading and writing, but falling behind in math.

Evidence of Communication with All Stakeholders – Narrative response required

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

Hermitage Elementary will continue to communicate with all stakeholders throughout the year. It is essential that all stakeholders are involved and aware of our mission and our progress in meeting our set goals. The Instructional leader will continue to communicate by email, school-wide phone service, one-on-one phone calls and paper newsletters. Teachers, parents, students, and community will continue to work together to meet the needs of all students.

The school website will continue to be updated for accurate information related to the school meeting the SIP goals along with important dates and activities happening in the building. Hermitage Elementary knows how important the parents and community are to our success and we will continue to collaborate with all stakeholders.

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

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

The mission, vision, and beliefs are embedded in the action steps located in component four. Our action steps all relate to our nine beliefs and the school's mission of providing a safe learning environment, which sets high expectations and utilizes research-based high quality instruction to ensure students develop skills, concepts, cultural awareness, and behaviors essential for a lifetime of productive and responsible citizenship. The committee meetings, faculty meetings, in-services, and parent surveys were used to develop consensus on the school's beliefs and mission.

1 Before formulating our beliefs and mission statement, the staff engaged in a comprehensive, student-focused, consensus based process. The process involved teachers, administrator, parents, students, and community members to effectively reflect the principles of our school.

We derive our goals, mission statement, beliefs, desired learner outcomes, and strategies from the original research results that continue to be implemented. The research based rationale remains in place. Initial drafts of the beliefs and mission statements were distributed to all staff, parents, students, and community members for review. Subsequently the planning team collected feedback. Provision was made based on the suggestions.

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

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

17 After thorough review of the curriculum, instruction, assessment, and organization, faculty, parents, and the community, have identified a lot of strengths and a few weakness in all areas. By looking at component three we were able to see the same three key issues stand out, our MIP programs, High Achieving students and English learners. These three areas continue to be a major hurdle for us to get over.

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

Our action steps indicate that we are striving to address those needs. This self study helped ensure that our action steps match what the analysis reflected. The areas of needs were addressed in many different ways, including developing a plan to have greater accountability and a more effective way to monitor implementation of the strategies put in place to improve student performance.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

As we look ahead to address the needs of all students, many suggestions have surfaced. One main issue is the time factor in completing this self study. We need to have training during the first few days of in-service to ensure that everyone understands our school goals and needs. Having a better understanding of the SIP purpose should help Hermitage make its SIP even stronger and more effective.

TEMPLATE 5.2: Implementation Evaluation

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

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

The action steps listed in our SIP are already being implemented at Hermitage Elementary. The staff uses assessment reports from ThinkLink and other formative and informative assessments to guide instruction. Grade level meetings are conducted to discuss to effective use of using the data to gage effectiveness across grade levels. The Instructional Leader has requested for more support services from the Central Office the address the needs of our high special needs population. District assessments and other in formative assessments are used and monitored by the reading specialist and Instructional Leader to help monitor the progress of each student three times a year. Communication forms are sent home to inform parents of student progress and intervention strategies are being developed. The SIP leadership team with review the plan four times a year to evaluate areas of strength and areas to strengthen.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Data obtained from the district, ThinkLink , and teacher made assessment will be used to determine our direction and the plan we develop with input from teachers, staff, parents, and the community. The District data will be used to form classes for each school year and help make decision on how to spend funds provided by the district and TitleI. Information obtained from ThinkLink results will be used as a valuable tool to develop and individual plan for each student. It will also help weed out the unnecessary teaching of projects and lesson already mastered by the students.

The SIP leadership team will evaluate the effectiveness of the action steps implemented in component four during the end of year in-service and share their findings to the school's staff during the August beginning of year in-service. The team will use the report to identify those action steps that should be retained, improved, or eliminated before the school year begins and continue to monitor as the year progresses. The Instructional Leader will develop a plan of how to disseminate information regarding the progress in meeting the goals and objectives of the SIP to all stakeholders

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

The SIP Leadership team will meet at the end of each school year in May, beginning of the new school year in August, and in November to review the effectiveness of the previous SIP. Each meeting will look at the data collected from each grade level to determine what resources need to be implemented for student success. The Instructional Leader will be responsible for monitoring the progress, setting up these meetings, and communicating the specific time, date, and place to the members.

Evidence of a Process for Monitoring Plan – Narrative response required

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

The Leadership team will review all summative data at the beginning of the school year in August. After the review they will determine what adjustments need to be made to the current SIP to meet the needs of our students. The Team will develop a format for sharing the results to our staff at grade level and faculty meetings. The Instructional Leader will be responsible for sharing the schools progress on meeting the goals to the parents and the community during our first P.T.O. program in September.

The School's Leadership team will use a continuous monthly process to review the achievement data to determine if the data aligns with our school goals and all student achievement are on target. Throughout this process the Leadership team along with the Instructional Leader will be very active in making sure all stakeholders are aware of the goals and progress of meeting those goals.

Evidence of a Process for Adjusting Plan – Narrative response required

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

Information from monitoring the SIP will be sent out each nine weeks from the instructional stakeholders. Student placement, researched teaching practices, tutoring, and use of additional support will be monitored throughout the school year. Changes will be implemented as needed based on current information.

ThinkLink results after each assessment will be reviewed by the teachers along with the Instructional leader, at the beginning, middle, and end of year to address the needs of students in 2nd- 4th grade, in math, reading, and science. Reading benchmarks will also be used to address needs. After disseminating the data, the Leadership team will review the recommendations, reassess the goals and progress then make needed adjustments. The Instructional leader along with the other members of the Leadership team will make sure that all stakeholders are informed and held accountable for their responsibilities defined component 4 of the SIP.

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

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

Hermitage Elementary Leadership Team will communicate with all stakeholders throughout the year. It is essential that all stakeholders are involved and aware of our mission and our progress in meeting our set goals. The Instructional leader will continue to communicate by email, school-wide phone service, one-on-one phone calls and paper newsletters. Teachers, parents, students, and community will continue to work together to meet the needs of all students.

The school website will continue to be updated for accurate information related to the school meeting the SIP goals along with important dates and activities happening in the building. Hermitage Elementary knows how important the parents and community are to our success and we will continue to collaborate with all stakeholders.

