

Altruria Elementary School

Tennessee School Improvement Planning Process (TSIPP)

SIP Templates



**Tennessee Department of Education
Commissioner Kevin Huffman**

September 2, 2011
Date of Revision

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

I certify that Altruria 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

Component 1A - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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

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

TEMPLATE 1.1: SIP Leadership Team Composition (Rubric Indicator 1.1)

SIP Leadership Team			
Member Name	Leadership Chair?	Position	Name of Subcommittee(s) (when applicable)
Mrs. Janna C. Turner	Yes	Assistant Principal	Component 3 & Component 4
Ms. Marva Johnson	No	Principal	Component 2 & Component 5
Mr. Keith Hamsley	No	Assistant Principal	Component 1a & 1b
Mrs. Laura Brewer	No	Kindergarten Teacher	Component 3 - Curricular, Instructional, Assessment, and Organizational Effectiveness
Mrs. Liz Wehmeyer	No	Second Grade Teacher	Component 1a - School Profile
Mrs. Amy Haynes	No	Third Grade Teacher	Component 1b- Data Analysis
Mrs. Jennifer Carkeet	No	Fourth Grade Teacher	Component 2- Beliefs, Mission, and Vision
Mrs. Jackie Watson	No	Special Education Teacher	Component 4- Action Plan Development
Mrs. Susan Lawson	No	Fifth Grade Teacher	Component 5- The School Improvement Plan and Process Evaluation
Mrs. June Clayton	No	Paraprofessional	Component 3- Curricular, Instructional, Assessment, and Organizational Effectiveness
	No	Student	Leadership Committee
Mrs. Christine DeFillippo	No	Community Member	Component 2- Beliefs, Missions, and Vision
Mrs. Rebecca Klutz	No	Parent	Component 1b- Data Analysis

Component 1A - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

**TEMPLATE 1.3.1: Data Sources (including surveys)
(Rubric Indicator 1.3)**

Data Sources (including surveys)	
Data Source	Relevant Findings
Elementary Student Opinion Inventory Survey	<p>A total of 20 students attending Altruria Elementary responded to the on-line survey. Of these various students 100% agreement was obtained on the survey items indicating:</p> <ul style="list-style-type: none"> • School does a good job in teaching. • Many subjects are made available. • Teachers want students to learn. • Homework given is valuable to learning. • Administrators and teachers are caring. • Students are generally happy with school. <p>95% of the responding students agreed that:</p> <ul style="list-style-type: none"> • Current learning will be valuable in the future, away from school. • There are a variety of resource areas, including a library. • Teachers give students extra help. • Cheating is not allowed. • Students are treated fairly by teachers. <p>The areas of greatest concern indicated by student responses included:</p> <ul style="list-style-type: none"> • 15% of the students responding did not feel that there were enough computers for student use, • 10% of the students responding did not feel that positives were given for a good job at school.
Teacher Opinion Inventory Survey	<p>Forty-six teachers completed the SCS Teacher Survey for Altruria Elementary School. Complete agreement (100%) was noted on eight of the twenty-six survey items. The faculty fully agreed that:</p> <ul style="list-style-type: none"> • Teachers have high expectations for all students. • Teachers maintain and expand an updated, challenging, and relevant instructional program. • Teachers strive for achieving proficiency and beyond for all students. • Teachers use a variety of teaching strategies and learning styles on a daily basis. • The use of school and community resources to help students is encouraged. • Students are recognized for a variety of achievements. • There is a clear measure of progress for student achievement implemented throughout the year. • School leaders encourage collaboration among teachers. <p>The most significant concerns noted by the majority of the responding faculty indicated that:</p> <ul style="list-style-type: none"> • 59% of the teachers do not feel adequate funding is provided to maintain up-to-date materials for all classrooms. • 61% of the teachers indicated there was a need for greater up-to-date computers and other technologies available in the school for students.

Data Sources (including surveys)	
	<p>It should also be noted that:</p> <ul style="list-style-type: none"> • 14% of the teachers did not feel that the computer based “Power School” program was an effective communication tool, which was an improvement from the previous survey. <p><u>All other survey items obtained greater than 87% agreement from all respondents.</u></p>
Parent Opinion Inventory Survey	<p>Eighty-nine parents responded to the School Improvement Plan Survey for Parents. It should be noted that all participants did not respond to all survey items. The percentages indicate the total number of responses provided per survey item. There were no survey items that attained 100% agreement from all participants.</p> <p>Significantly high agreements indicated through the parental responses included:</p> <p>99% of parents agreed that:</p> <ul style="list-style-type: none"> • Education offered to students at our school is of high quality. • Our school provides textbooks and supplies that are current and in good condition. • Our school provides sufficient opportunities for parent involvement. <p>98% of responding parents agreed that:</p> <ul style="list-style-type: none"> • Altruria is doing a good job teaching Language Arts. • Teachers use a variety of teaching strategies and learning activities to help students learn. • Students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. • Parents feel that their opinions are considered when important school decisions are made. <p>The greatest parental concerns were focused on the need for improved communication as indicated by the following responses:</p> <ul style="list-style-type: none"> • 11% of the parents did not agree that adequate time, space, and facilities are provided for student activities. • 10% of the parents did not agree teachers provide a reasonable and appropriate amount of homework to help students succeed. • 10% of the parents did not agree that a counselor is available to help their children select classes and provide guidance for the future. <p>All other survey items were responded with greater than 90% agreement by all participating parents.</p>
Community Opinion Survey	<p>Four Community Members responded to the School Improvement Plan Survey.</p> <p>There were fifteen survey items that attained 100% agreement from all participants. These included:</p> <ul style="list-style-type: none"> • Education offered to students is of high quality. • Students are provided with opportunities to learn important knowledge and skills in each subject. • Citizenship is effectively taught. • School ranks well academically, when compared to other schools. • Teachers hold high expectations for student learning. • All students in our school have equal access to a quality education. • School staff reflects the diversity of the community. • School provides a safe and orderly environment for learning. • Safety measures are in place at our school. • Community members feel welcome at our school. • School provides sufficient opportunities for community involvement. • School sponsored activities are open to members of the community. • School has a positive impact on community’s property values. • Tax dollars spent on this school are a wise investment for our community. <p>The greatest community concern (25%, provided by one respondent) were in the following areas of disagreement:</p> <ul style="list-style-type: none"> • Our school offers learning opportunities that support the full range of student abilities. • Up-to-date computers and other technologies are used in our school to help students learn. • The community respects teachers in our school. • Students are respectful of school and community property. • Community members’ opinions are considered when important school decisions are made. • School keeps local media current on events at the school. • The quality of school influenced my decision to live in this community.

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

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

**TEMPLATE 1.3.2: School and Community Data
(Rubric Indicator 1.3)****Narrative and analysis of relevant school and community factors:****Historical Background**

Bartlett, Tennessee is located in the geographic center of Shelby County. Altruria Elementary was opened in 1977 in a growing residential area of Bartlett, TN. This was at the beginning of a very rapid population growth in the city of Bartlett. The Bartlett population within the next ten years rose from approximately 17,000 to almost 27,000. Altruria's original physical structure only provided for 31 classrooms and was planned to serve Kindergarten through sixth grade students. There was also a gym, cafeteria, library, a main office area, teacher's workroom, 5 student bathroom areas, and a playground area with swings, 2 climbing areas and open fields with paved walking paths. Shelby County Schools added the "Kindergarten wing" allowing for 13 more classrooms and additional bathroom areas. Another hallway was also added that included two special education classrooms with a shared bathroom facility and 7 regular classrooms. There was also included a smaller teacher's lounge. During the past ten years Altruria's peak student population has been 1,183 students and due to the extension of the school boundaries in 2005, has maintained an average attendance of 750-800 students over the past 5 years.

The school boundaries were expanded during the 2005 – 2006 school year. This increase in Altruria's district shifted part of the student population from Bartlett Elementary to Altruria.

The city of Bartlett's population is currently at 47,500. Industries, service, and retail businesses are now predominant throughout the Bartlett area, rather than the farm lands from just a couple of decades ago. The City of Bartlett provides a community center, a recreation center, a senior citizen center, a performing arts and conference center, and offers twenty-four city parks. There are now ten Shelby County Schools, five private schools, nine day care centers and over nine church denominations available within Bartlett's city limits. Bartlett also benefits from St. Francis Hospital, Lakeside Hospital (which provides assistance for substance abuse), and two group homes for children (Baptist Children's Home and Boys' Town).

Altruria Elementary is one of six elementary schools within the Bartlett area. Altruria currently serves a total of 755 students. Altruria Elementary School's population has reflected the growth and change in the total population of Bartlett. The greatest continual change in the student population has been the increase in the number of students identified as economically disadvantaged. Although the school's population of other ethnicities has increased, these groups have not yet reached the number to be specifically considered within Annual Yearly Progress reports by "No Child Left Behind." Regardless, Altruria has made deliberate changes in teaching strategies and provided additional supports to address the changing needs of the school population.

Facilities

During the 2007-2008 school year, Altruria's student population increased slightly, requiring accommodations within the building to facilitate classroom needs. This resulted in some adaptations in the way the current facility is being utilized. Altruria currently provides classrooms for six 5th grades, seven 4th grades, six 3rd grades, six 2nd grades, six 1st grades, and seven Kindergarten classes. There are five special education classes, three Resource classes, 4th and 5th grade co-teaching in integrated Language Arts and Math, as well as one Preschool Class with a full restroom adjacent to the class.

At this time, all classrooms and offices are being maximally used to most efficiently serve the needs of the increase in student

population. There are copiers, dye cutters, and other materials are housed in a teacher's workroom. There is a Speech Therapy room being utilized by a full-time Speech Language Pathologist and a part-time Speech and Language Therapist, as well as a classroom shared by the part-time Occupational Therapist and part-time Physical Therapist. The ELL teacher shares a classroom with our Special Education Co-Teacher. Our APEX teacher also occupies one classroom. The specialists' classrooms include classes for the full-time Music and Art teachers and two portable classrooms for our itinerant Music and Art teachers. Guidance also occupies one classroom for large and small group instruction.

The computer lab was re-established in 2007 to accommodate the remedial and testing needs of the I-Station Reading program implemented for all grade levels. There were initially 20 laptop computers provided by the Shelby County Schools to serve the students identified at risk within this program. Altruria Elementary has provided additional laptop computers for this purpose.

Environmental and Safety Conditions

Altruria Elementary is within 3 miles of the community fire station, City Hall, and library.

The staff has received specific training on how to react to dangerous weather conditions, natural disasters, and dangerous situations of intruders to the school. This is practiced through mock drills on a monthly basis. Each teacher has been provided a crisis bag containing materials that could be needed if a long-term situation or catastrophic situation occurred. Teachers have been trained in the district's Crisis Plan and Emergency Procedures. Altruria Elementary has 9 employees currently certified in CPR. The school has identified and designated specific employees to form the School Emergency Response Team (SERT). An administrative representative from the school met with the community Fire Chief and Police to establish a plan of action should any such emergency occur. All staff members receive annual training concerning blood-borne pathogens. Those employees that are at a high risk for coming into contact with bodily fluids are provided the opportunity to receive the series of Hepatitis B shots through Shelby County Schools. Annual training is also provided concerning how to handle hazardous materials. The Tennessee Occupational Safety and Health Administration (OSHA) require that all employees receive this training. All of the Altruria faculty and staff have participated in an online assessment. The results are maintained in the SCS Hazardous Communication Plan and Manual that is located in the library.

As daily precautions, all entrance/exit doors are kept locked during the school day. A security access system allows visitors to be "buzzed" in the front entrance only, which is monitored by close-circuit video and audio. Staff members gain access to locked doors by utilizing their SCS identification badges to temporarily disengage locked doors. Altruria Elementary utilizes the Raptor Security System, which is a database to insure that all visitors are identified and approved to be on campus. All visitors are required to sign-in at the main office and wear a photo nametag provided by Raptor. Any visitors within the building noted to be without a nametag are asked to return to the main office and obtain one. In most instances either the visitor will be personally escorted to the office or the office will be alerted that the visitor should be returning to obtain the nametag. It is Shelby County School's policy that all employees wear a SCS issued identification badge.

Each grade level has a two-way radio that is taken with any class that goes outside of the building or used to report immediate concerns with the office. This enables close communication with the classes at all times. Each administrator, the office staff, and the building engineer also have a two-way radio.

Grade Distribution

Enrollment for the 2011-2012 school year required two additional fourth grade classrooms and third grade was returned to six sections.

<i>Grade</i>	<i>2009 - 2010</i>	<i>2010-2011</i>	<i>2011-2012</i>
Preschool	12	14	15
Kindergarten	107	119	127
First	112	102	112
Second	141	113	104
Third	117	155	119
Fourth	146	129	151
Fifth	125	141	127
<i>TOTAL</i>	<i>760</i>	<i>773</i>	<i>755</i>

The BEP establishes that there may be an average of 20 students per class in kindergarten through third grades and an average of 25 students per class in fourth and fifth grades. At each grade level, Altruria continues to maintain the average number of students per class within the expected guidelines.

There have been school level changes in the number of overall classes provided at Altruria Elementary during the past three school years. It becomes evident that although the student population has remained relatively stable throughout this time, there has been a need for adjustments made to classroom spaces to accommodate the fluctuations in student numbers.

Length of School Day and School Year

The school days are established according to the calendar developed by the Shelby County Board of Education. A committee is established with respective representatives and consensus is obtained before the specific days for vacation, in-service training, and administration days are presented to the school staff. Teachers work for 7.5 hours daily. The school year provides 180 teaching days, 5 in-service days, 4 administrative days, 1 parent/teacher conference day, and 10 vacation days for a total of 200 days. Principals work for 12 months with assistant principal support for 11 months. Altruria Elementary school hours are 9:00am – 4:00pm.

Operating Budget Distribution Equity

Shelby County Schools Budget Distribution for 2010-2011

The operating budget has increased consistently over the past few years. Sixty-three percent of the budget is spent on instruction.

Direction of Funds Spent 2010-11 BUDGET Percentage of Budget Used

Classroom 244,544,515 64.1%
 Classroom Support 28,405,964 7.4%
 School Administration 26,665,126 7.0%
 Central Staff 5,700,705 1.5%
 Central Services 18,907,017 5.1%
 Operations 19,543,490 5.1%
 Maintenance 7,296,191 1.9%
 Transportation 11,390,298 3.0%
 Capital Outlay 1,381,750 0.9%
 Nutritional Services 17,885,419 4.4%
TOTAL BUDGET 381,720,475 100.0%

State Funds 179,248,036
 County Taxes 114,647,805
 County Local Option Sales Tax 41,667,690
 Federal Funds 10,475,195
 Other 18,582,225
TOTAL REVENUE 364,620,951
 Reserves 17,099,524
TOTAL BUDGET 381,720,475

System State National
 Per Funded ADM \$7,693 \$7,666 \$9,760
 Per ADA \$8,098 \$8,518 \$10,384
 Local % 50.3%
 Federal % 2.7%
 State % 47.0%

Per Pupil Expenditures

Operating budget distribution equity: total budget = \$381,720,475

Based upon a student population of 760, the 2009-2010 per pupil expenditures for Altruria Elementary is \$19.03. Library supplies are \$5.25 per pupil. Each of the 6 Special Education teachers received \$350.00 per classroom. The school was funded \$2.15 per student for custodial supplies. This resulted in a total of \$22,186.68 in allocated funds.

In consideration of the state mandated teacher discretionary funds, the regular teaching positions at Altruria Elementary School (52) were each provided \$200.00 for a total of \$10,400.00 and the seven Special Education positions were funded \$350.00 each for a combined total of \$12,850.00.

Administration, Faculty and Staff Demographics (race, gender, ethnicity)

The staff of Altruria Elementary School consists of:

- 1 Principal (1 African American female)
- 2 Assistant Principals (1 Caucasian female, 1 Caucasian male)
- 49 classroom teachers and specialists (3 African American females, 44 Caucasian females, and 2 Caucasian males)
- 11 Part time Specialists and Therapists (8 Caucasian and 3 African Americans)
- 1 Part time Curriculum Technology Trainer (1 Caucasian female)
- 1 Part time School Technology Support (1 Caucasian male)
- 3 Office Secretaries (1 African American female, 2 Caucasian females)
- 1 Medical Clerk (Caucasian female)
- 1 Plant Manager (African American male)
- 5 Food Service Personnel (3 African American females, 2 Caucasian females)
- 5 Teacher Education Assistants (5 Caucasian females)
- 7 Special Education Assistants (1 African American female, 6 Caucasian females)

Professional Staff

The Altruria Elementary Staff consists of the following positions: 3 administrative staff members and 38 classroom teachers. MAPS teachers include: 2 music teachers, 2 art teachers, 2 counselors, 2 physical education teachers, and 1 librarian. Special Education positions include:

2 speech therapists, 3 special education teachers, 1 Preschool Teacher, 1 gifted program teacher, 1 occupational therapist, 1 physical therapist, 1 vision specialist, and 1 hearing specialist. Additionally, our staff includes: 1 ELL teacher and 1 technology teacher for a total of 60 teachers (49 full-time and 11 part-time) all teaching in their areas of certification. Of the total administration and faculty, only 5% are male and 8% are African American. Caucasian females hold the majority of certified positions.

Support Staff

Altruria is fortunate to have 22 support staff, with 20 full-time employees and 2 part-time employees.

There are five instructional assistants, seven special education assistants, three office secretaries, one medical clerk, four cafeteria workers, 1 cashier, and 1 Plant Manager.

The Office Staff includes a special education secretary, attendance secretary, financial secretary and medical records clerk. The custodial services continue to be outsourced to a private company, with one full-time Plant Manager on staff at Altruria. The cafeteria staff is made up of three full-time employees and one part-time employee, with one part-time cashier. There are a total of 5 full-time Instructional Assistants and 7 Special Education Assistants. Of the 22 total support staff, one is male and 5 (21.7%) are African Americans. The remaining support staff consists of Caucasian females.

A continued focus is to utilize Educational Assistants more in daily hands-on activities with the students rather than in routine paperwork tasks. Due to system-wide budgeting restraints, the support staff position of librarian assistant continues to be non-funded. Altruria has been able to alleviate some of the stress from the lack of this support within the library with parent volunteers to assist.

Years of Experience of Faculty and Administration

The stability rate of teachers at Altruria Elementary is very high. More than forty percent of the current instructors at Altruria have more than twenty years of experience. There have been a limited number of transfers from Altruria Elementary. Typically teachers have elected to leave Altruria Elementary due to decisions concerning retirement or when relocating out of town with family.

Percentage of Faculty and Staff with Advanced Degrees

Sixty-five percent of the Altruria instructional staff has earned a Master's degree or higher.

Percentage of Faculty and Staff with Advanced Degrees

<i>Degree</i>	<i># of Teachers/Admin.</i>	<i>% Advanced Degree</i>
<i>Bachelor's</i>	20	33%
<i>Master's</i>	24	40%
<i>Master's + 45 hours</i>	10	17%
<i>Education Specialist</i>	2	3%
<i>Doctorate</i>	1	2%

Percentage of Faculty Teaching Outside Area of Certification

At this time, none of the teachers at Altruria Elementary are teaching courses outside of their area of certification.

Administrative Staff

Altruria's administrative staff consists of the Principal, Ms. Marva Johnson and two assistant principals, Mr. Keith Hamsley and Mrs. Janna Turner. Mrs. Johnson and Mr. Hamsley have extensive experience in administration with Master's degrees plus thirty in education. Mrs. Turner has twenty years experience with Shelby County Schools and has obtained an Educational Specialist's degree in educational leadership.

Credentialed Teachers

All instructors in the regular, special education, and specialist classrooms are appropriately credentialed for the grade levels and subject areas that they are providing instruction for. There are no teachers providing instruction out of their area of licensure certification. There are currently no students scheduled in classes without a credentialed teacher. All teachers have been recognized as Highly Qualified by the Tennessee Department of Education.

Staff Involvement in Leadership Activities

Altruria's staff has continually been involved in a variety of leadership activities within the school and throughout the Shelby County School system.

There are currently two teachers participating in Educational Leadership Master's programs. Ongoing staff participation in leadership activities include:

- SIP Committee Chairpersons
- SAP Committee Leaders
- Teacher Advisor Council Representative
- Presenter for Shelby County School in-service
- Presenter for School-wide in-service
- Presenting at nationally recognized conferences
- Participating on Curriculum / Manual writing projects at the district level
- Membership in the Shelby County Educational Association
- Economic Advisory Committee with the Federal Reserve Bank

Trained and Qualified Mentors

Altruria is very proud to have the expertise of 2 trained and highly qualified Learning Coaches available for all new teachers and to support existing staff.

Highly Qualified Paraprofessionals

At this time, all of the Special Education Assistants are considered Highly Qualified. Four of the five Teacher Education Assistants are considered Highly Qualified.

Enrollment Data

Altruria Elementary School serves students in kindergarten through fifth grade. The enrollment has gradually stabilized over the years with the support of redistricting during the 2005 – 2006 school year.

Average # of Students		
<i>Grade Level</i>	<i>Class Average</i>	<i>School Total</i>
Kindergarten	18	127
First Grade	19	112
Second Grade	18	104
Third Grade	20	119
Fourth Grade	21	151
Fifth Grade	21	127
Preschool	15	15

Curriculum

The curriculum presented at Altruria Elementary is guided by state and national standards. Student Performance Indicators of criterion referenced learning objectives have been identified as grade level and subject area expected accomplishments. These are all provided within the Shelby County School's Pacing Charts and the SCS Curriculum Maps. As with all elementary schools within the Shelby County School System, there is an integrated Pearson/Scott Foresman Reading and Language Arts program, Pearson Mathematics, Macmillan/McGraw-Hill Science and Houghton Mifflin Social Studies. The students at Altruria participate in a Music, Art, Physical Education, or Library class each day. The Music and Art class is provided for one hour per week. The Physical Education class is offered two times per week for 30 minutes per session and the library is offered one time per week for 30 minutes. The students also participate in two thirty-minute guidance classes per month facilitated by our school guidance counselors. All extra-curricular areas follow the curriculum guides provided by Shelby County Schools that are correlated to the Tennessee and National Standards.

MAPs (Music, Art, P.E., and also Library) schedules are developed very carefully at the beginning of each school year to ensure that grade level teachers have opportunities to plan as a team and discuss student concerns.

Altruria Elementary is currently providing a co-teaching program at the fourth and fifth grade levels. All teachers at Altruria are very competent in providing class accommodations as needed so that each child has the opportunity to achieve grade level expectations. Special education services are provided through four settings: one for grades K-3, one for grades K- 5, and the co-teaching programs at the fourth and fifth grade levels.

During this school year, those students with identified disabilities that were interfering in a life function / learning were provided instructional support through accommodations and modifications offered through 504 Plans. Those students with greater needs received all academic instruction in the small group setting afforded in the Resource Program or the Co-teaching Resource Program in grades 4-5.

Altruria Elementary has one full-time Speech and Language Pathologist and one part Speech and Language Therapist, a part-time Occupational Therapist, and part-time Physical Therapist. During the 2010-2011 school year, Altruria has served 64 students in Speech Therapy, 13 students received O.T. services, and 6 students received P.T. services. There are a total of 81 students receiving special education services (including APEX) in grades 3-5 and 52 students receiving special education services in grades PS-2. There is 1 student receiving class accommodations through the supported development of a 504 Plan.

One itinerant ESL teacher works five half days per week with students who are learning to speak, read, and write English. Those students are identified by a new language proficiency test called TELPA (Tennessee English Language Placement Assessment) or by the current standardized ELDA (English Language Development Assessment) administered in the spring. During the 2009-2010 school year, 9 students were identified as English Language Learners and were provided instructional intervention. There were 8 students that were considered "transition" students receiving consultation and monitoring only. At the beginning of the 2010-2011 school year, 9 students were identified as English Language Learners and are currently provided instructional intervention. There are 8 students who are considered "transition" students. These students are monitored only for classroom performance. The ESL specialist provides small group instruction, assessment of new students using the TELPA, consultation and monitoring of transition students, and resources for parents available on the Shelby County Schools website.

Unique Programs

Altruria students are encouraged to become involved in a variety of opportunities to participate in school-based organizations that build leadership skills, teamwork, and improve academic abilities. These activities provide an avenue for any child, regardless of cultural origin or academic ability, to become involved and grow through engaging and challenging activities.

Educational Leaders of Tomorrow, D.A.R.E., Clean Club, and Student Council provide students the opportunity to learn cooperative work skills, leadership skills, and to provide community services and strengthen academic abilities. Competitive activities include the PTA Reflections Cultural Arts Contest, Fire Safety poster contest, Science Fair, and Spelling Bee. Additional academic and special activities include Accelerated Reader, National Junior Beta Club, Red Ribbon Week, Read Across America, American Education Week, Bartlett Police Department Safety Program, and before and after-school tutoring. Students frequently participate in charitable services to the community through "Jump Rope for Heart," "Kids Kan," United Way, the St. Jude's Math-A-Thon, and the Race for Education, and we have adopted the LeBonheur Children's Hospital NICU.

Enrichment / Honors Classes

Altruria provides enriched instructional opportunities through the APEX program for students who are identified as intellectually gifted and meet the state guidelines to be eligible for special education services. Typically, students in grades three through five who meet the state criteria participate in a four hour pull-out service on a weekly basis to encourage higher-order thinking skills through activities that continue to focus on the student performance indicators. During the 2011-2012 school year, Altruria serves a total of 41 students within the APEX program and identified an additional 19 students for possible participation. The number of students in the APEX program varies from year to year based on the number of children who qualify for services.

Parental Support

The Altruria PTA parents, volunteers, and school staff work together to support the academic and non-academic programs of our school. Volunteers serve in many capacities such as classroom parents to organize class activities, support club activities and school services, representing the school during school benefits such as the Altruria Bowling League, tutors/mentors for students, TCAP proctors, or health-care providers in the school health room. An "Altruria PTA" Facebook page and google calendar have been created to keep parents informed of school happenings. These supporting volunteer hours are logged annually.

Drug, Alcohol, or Tobacco Incidents or Arrests

There have been no incidents of drug, alcohol, or tobacco use or arrests on school property.

School-Business Partnerships

The Bank of Bartlett works in partnership with Altruria Elementary through sponsorship of the Educational Leaders of Tomorrow Program at Altruria. Faculty members from Altruria Elementary School are members of the Bartlett Area Chamber of Commerce. Ms. Marva Johnson serves on the Bartlett leadership alumni. Altruria Elementary adopted the Carestone Facility upon its opening in the Bartlett area. Students provide support throughout each school year for the residents by

making seasonal holiday treats, singing, and decorating the dining room. The chorus also visits and sings for residents. Students have collected, donated, and volunteered items for the community, for other countries facing disaster, to Hurricane Katrina victims and for the servicemen and women serving our country.

The Wal-Mart Super Store and Wal-Mart Neighborhood Store in Bartlett are very supportive of Altruria Elementary School. They have provided financial funds, supplies, grants, and computers for our school.

The Bartlett Education Foundation is a joint venture between Bartlett area schools and the Bartlett Chamber of Commerce to provide community services that support public education within the Bartlett community.

In the past, Brother Industries developed a supportive partnership with all of the schools within the Bartlett area as they provided each of the Bartlett schools the opportunity to select a donation of a needed technology from among the pieces of office equipment manufactured within the Bartlett site.

Student Population Data

Student Characteristics

There are currently a total of 755 students attending Altruria Elementary. This number includes students in Preschool through the fifth grade. The student population has remained consistent during the past three years. There is an overall homogeneous student body with limited number of students (< 45) within the subgroups of populations identified as Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and LEP for specific consideration following the guidelines established by No Child Left Behind. The following chart provides an overview of the student population data for Altruria Elementary.

Altruria Student Population Data

Student Subgroups	2009-2010	2010-2011	2011-2012
<i>Total Students</i>	760	769	755
White	612 80.5%	613 79.3 %	610 80.8%
African American	94 12.4%	102 13.2 %	91 12.1%
Hispanic	22 2.9%	21 2.7 %	30 4%
Asian / Pacific Islander	28 3.7%	31 4.0%	23 3%
Am. Indian / Alaska Native	4 0.5%	2 0.2 %	1 .1%
Economically Disadvantaged	250 32.9%	228 29.4 %	254 33.6%

The majority of Altruria students still reside with two parents. There has been a slow but gradual decrease in the number of students residing with both biological parents and an increase in the number of students residing with a single parent or with an extended family member (i.e. grandparent) over the past five years. There has also been an increase noted in the number of students that are residing with another family / individuals in a dual resident household. The following data illustrates the gradual changes in student residence.

	Single Parent	Parent and Step-parent	Both Parents	Grandparent/ Guardian
02 – 03	11.40%	8.80%	78.15%	1.61%
03 – 04	14.94%	10.89%	70.76%	3.42%
04 – 05	17.56%	9.88%	69.18%	3.38%
05 – 06	17.70%	9.60%	69.00%	4.00%
06 – 07	22.10%	6.86%	65.60%	4.29%
09 - 10	21.73%	11.38%	63.26%	3.62%
10 - 11	26.26%	10.09%	61.31%	2.32%

English Proficiency

The students attending Altruria Elementary who have been identified as Limited English Proficiency have increased in number over the past three years, but seem to have stabilized during the past two years. It should be noted that as students continue to be evaluated, an increased percentage demonstrated English proficiency and no longer require direct support. Currently, there are 8 students identified (grades K-5) as English Language Learners (ELL) and 4 students identified (K-5) as transitional students. There is a total of 12 students being instructed or monitored by our ESL teacher.

Free and Reduced Lunch Rate

The number of students receiving free and reduced lunches has varied since the 2007 – 2008 school year with 54 more students now receiving free lunches and 6 less students receiving reduced lunches.

	2008-2009	2009-2010	2010-2011	2011-2012
	# %	# %	# %	# %
Free	145 18.7%	206 27.1%	199 25.7%	212 28%
Reduced	35 4.5%	44 5.8%	29 3.7%	42 5.6%

Attendance Rates

Attendance reports are filed with the state every twenty days. It should be noted that Altruria's attendance has remained steadfast throughout the school year. Attendance is strongly felt to positively impact overall student progress and is closely monitored by teachers and administrators.

Altruria Elementary's student attendance rate continues to exceed the state goal of 93%. There has been little variation in attendance noted over the past three school years.

State Goal	2005	2006	2007	2008	2009	2010	2011
93.0%	96.2%	96.0%	95.5%	95.4%	95.9%	96.0%	95.6%

Discipline Referrals

It is primarily the teacher's responsibility to establish classroom rules and expectations for student behavior. These rules are provided to the parents at the beginning of each school year. There are also school-wide rules established for the general areas of the school, including hallways, cafeteria and playground. These are provided to the parents through the Altruria Elementary School's PTA handbook and school newsletters. The Shelby County School's Student-Parent Handbook describes the system's code of Acceptable Behavior and Discipline. All parents sign a form indicating that they have received this handbook. To increase precautions against concealed weapons, the Shelby County School's system has implemented a more restrictive dress code. The following table indicates school disciplinary incidents that have occurred during the past three school years.

Number of	School Year	Disciplinary Incidents	Type of Behavior
2004 - 2005	0	None	
2005 - 2006	4	Violence / Threatened Violence,	Defiant Attitude toward Staff
2006 - 2007	0	None	
2007 - 2008	3	Immoral, Disreputable Conduct	
2008 - 2009	1	Violation of School Rules	
2009 - 2010	0	None	
2010-2011	0	None	

Retention Rate

The following data presents the retention rate for the 2003 through 2010 school years. The majority of retentions continue to occur for students in Kindergarten. These retentions were primarily based on significantly limited progress in foundational

skills and lack of maturity.

School Year/ Rate

03 - 04 3.78%
 04 - 05 2.5%
 05 - 06 1.9%
 06 - 07 1.9%
 07 - 08 2.6%
 08 - 09 1.2%
 09 - 10 1.3%
 10 -11

Transfer Rate

The students not returning to Altruria Elementary School typically are moving out of the Bartlett Heights apartments into a home or moving out of state. A very small percentage of the students transfer to private schools.

Students Not Returning to Altruria

03 - 04 9.68%
 04 - 05 7.61%
 05 - 06 11.00%
 06 - 07 9.15%
 07 - 08 5.13%
 08 - 09 8.94%
 09 - 10 6.84%
 10 -11

Drop-out Rate

Not Applicable at the Elementary School level.

Graduation Rate / Post Graduate Employment

Not Applicable at the Elementary School level.

Special Education Disability Types:

2011-2012 Special education disability types, numbers, percents
 Special Education Service Received # of Students % of Altruria Population
 504 1 (.39%)
 Code 1 (Learning Disability) 18 (2.4%)
 Code 2 (Mental Retardation) 0 (0%)
 Code 3 (Gifted) 38 (5.1%)
 Code 4 (Speech Impaired) 24 (2.3%)
 Code 5 (Language Impaired) 7 (.9%)
 Code 6 (Emotionally Disturbed) 0 (0%)
 Code 7 (Autism) 5 (.7%)
 Code 8 (Health Impaired) 9 (1.03%)
 Code 10 (Deaf) 0 (0%)
 Code 11 (Hearing Impaired) 2 (.26%)
 Code 12 (Blind) 0 0%
 Code 13 (Visually Impaired) 1 (.13%)
 Code 14 (Deaf - Blind) 0 0%
 Code 15 (Multi-Disabled) 1 .13%
 Code 17 (Developmentally Delayed) 12 (1.6%)

Total 123 15.70%

* It should be noted that some students are receiving more than one type of service.

Students Attending Preschool

Altruria's Preschool program is established to serve those children ages three through five years old who meet the Tennessee state criteria and have been determined eligible for special education services. This eligibility is based upon psychological and academic assessments and/or medical diagnosis. Such diagnoses include: language impairments, developmental delays, visual impairments, multiple handicapping conditions, and autism. The Preschool classroom also includes typical peers to provide developmentally appropriate language and social role models for the classroom setting. Altruria currently has 9 children enrolled in the Preschool program. There are seven students with special needs and two typical peers.

Preschool Population

3 Girls: 3 Caucasian

6 Boys: 5 Caucasian, 1 African American

Total: 9 Preschool Students

Parent or Guardian Demographics

The parent /guardian demographics of the students attending Altruria Elementary have demonstrated a significant change over the past three years. There has been a gradual trend that is reflective of society at large, as more students are no longer residing in a traditional two-parent household. During the 2010 school year, 61.31% of the students attending Altruria Elementary reside with both parents. 26.26% reside with only one parent, 2.32% reside with grandparents/guardians, and 10.09% reside in a blended family, with a parent and stepparent.

Community Characteristics

Community Data

Altruria Elementary serves those families living within the 38134 and 38135 zip code areas. The majority of our students reside within the 38134 zip-code area; therefore, the City Census data report regarding this area was utilized to obtain the following data.

The community is made up of approximately 50,872 residents. The median age is 35.9 years old. The population ethnicity is as follows: 86% Caucasian, 9% African American, and 5% other.

Ninety-seven percent of the population in this area speaks English as their native language; the remaining residents speak Spanish, or an Indo-European, Asian and Pacific Island language.

Nearly 70% of the adult Bartlett population is married. Thirty-eight percent of the married population also has children and 5.89% of the adult population includes single parents. The average household size is 2.92. The median family income is \$76,410 and 2.7% of the population lives below the poverty level.

Occupation distribution presents as follows:

- Management/business/finance/professional 39.40%
- Service 11.70%
- Sales/Office 32.20%
- Construction/Maintenance 8.20%
- Production/transportation 8.50%

The major employers within the Bartlett area include:

- Brother 1,000
- City Government 565
- USDA Cotton 400
- Wal-Mart 394
- St. Francis Hospital 315

Student Performance

Student performance data is used to determine areas of strength and need. Previous writing assessment results based on student needs provide defining information for student placement. Assessment tools used for Altruria students include Think Link® assessments, criterion-referenced exams, STAR, iStation, FASTT Math, Compass/Odyssey, and TCAP results. The results of these evaluations also help teachers and administrators learn how to best implement daily curricular instruction to meet student needs.

Honors / Student Support Programs

- APEX (Advanced Pupil Education) is available for students in grades three through five. Students who qualify based on the state of Tennessee's Department of Education APEX criteria.
- Junior Beta Club offered for academic excellence among the fifth graders.
- Guidance offers academic tutoring, social skill development, and provide state mandated character education and guidance curriculum.
- Math-A-Thon is a math based benefit fundraiser for St. Jude Children's Research Hospital. Participation in this program not only strengthens and reviews math skills but also encourages students to support a community need.
- Accelerated Reader is a computerized reading assessment program that is used school-wide as an incentive for reading. Students earn points for the successful completion of quizzes following the reading of a book.
- C.L.E.A.N. Club is an environmental education club designed for 4th and 5th grade students. The basic educational areas are incorporated into activities and projects concerning the protection of our environment.
- E.L.T. (Educational Leaders of Tomorrow) provides fifth grade students the opportunity to serve as leaders within the school through supportive activities with teachers and lower grade students.
- D.A.R.E (Drug Abuse Resistance Education) is promoted through the City of Bartlett and Police Department. This structured program presents many of the community concerns of bullying / physical abuse, and drug and alcohol abuse to fifth grade students. Students that participate in the entire program are considered to be graduates of the D.A.R.E. program. This interaction allows the students to become familiar with those individuals within the police force that serve their community as well as allowing the police authorities the opportunity to get to know our students on a first hand basis.

Other school based activities that encourage service and helping others include Field Day and Jump Rope for Heart, which also promotes good health and physical fitness.

Parent / Public Involvement

The students and faculty at Altruria Elementary enjoy a generous level of parental support. A general PTA meeting is held each month with very good attendance. This year, a goal was set to again have 100% PTA membership and that goal was met. In addition, parents are involved in a number of other ways at Altruria. Our school health room is staffed with parent volunteers and our school nurse.

During the first week of the school year, each grade schedules parent meetings to let the parents know what to expect throughout the school year. Then, in September, an Open House is held so that parents can see what their children have been

working on up to that point.

In January, Pastries with Parents is held. Because of the large number of parents participating in the event, there are now two days to accommodate all of the visitors.

In preparation for TCAP, many parents volunteer to help tutor students in remedial or test taking skills. The volunteers come throughout the week to provide small group tutoring sessions that really make a huge difference with our students!

Family Literacy Night is scheduled in each spring. Parents, teachers, and community members volunteer to read their favorite children's story in order to promote literacy to all children. This is a very big event! It is not unusual to find the Mayor, Fire Chief, and Police Captain at Altruria sharing their favorite book! Story characters are also known to visit at different times. Students not only enjoy hearing stories but also are even given a book to take home just for coming. Local professional and college athletes have been an active part of Family Literacy Night.

There are many parents, grandparents and caregivers that volunteer to tutor small groups and individual students throughout the school year. Often family members will plan a day to visit Altruria and read to their child's classroom. Other school functions such as Family Literacy Night, Pastries with Parents, Kids Kan, school health room, TCAP proctors, and Field Day are just a few of the opportunities available for parents and care givers to become a part of the supportive team at Altruria Elementary.

Component 1B - Academic and Non-Academic Data Analysis/Synthesis**TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures**

Refer to Component 1 Academic/Nonacademic Helpful Hints.

**TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
(Rubric Indicator 1.4)**

List Data Sources	
Academic Data	Parent Demographic Data - PowerSchool
Spring 2009-2010 TCAP Achievement Data https://www.pearsonaccess.com	Fall 2010 School Survey- Community, Student, Teacher and Parent
2009/2010 5th Grade Writing Assessment - http://state.tn.us/education	Powerschool Attendance Data
TVAAS Website (Value Added) -CD and hard copies to each school -Averages on state report card	SCS Budget Analysis - www.scsk12.org
AYP Report -emailed to teachers, superintendents, and principals	Community Data - www.bartlettchamber.org - quickfacts.census.gov/qfd/states/47/4703440.html
State Report Card - http://state.tn.us/education -past three years are archived here	
TCAP-Alt Portfolios -reports forwarded from Special Ed. each August	
Think Link Learning Assessments	
I-Station / Compass/Odyssey/FASTT Math	
Unit, Nine-weeks, & Chapter Tests	
Accelerated Reader/STAR Data	
Scott Foresman Reading Street and My Sidewalks Benchmarks	
Student Report Cards	
Non-Academic Data	
Attendance Rate -See state report card and PowerSchool data - http://state.tn.us/education	
Promotion Rate -See state report card -PowerSchool data	
Suspensions/Expulsions -See state report card -Also PowerSchool Data	
Altruria Elementary Discipline Data	

TEMPLATE 1.5: Data Collection and Analysis

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

**TEMPLATE 1.5: Data Collection and Analysis
(Rubric Indicator 1.5)****Describe the data collection and analysis process used in determining your strengths and needs:**

A thorough data collection and analysis of all relevant aspects of school performance was conducted to specifically establish priorities for student performance and identify critical areas of strengths and needs based upon the academic and non-academic information presented. To this end, a variety of student, community, and school data has been collected and analyzed to determine not only patterns of student achievement and teacher performance, but to also identify school and community demographics. This data provided a comprehensive overview in determining the strengths, limitations and trends noted. Comparisons of student performance data obtained through the results of state-mandated assessments and school performance scores (TCAP results, ThinkLink data, Compass and I-Station data, State Report Card, AYP, and TVAAS scores) were made to analyze student achievement growth and trends of the school as a whole and disaggregated into specific analysis of: race/ethnicity, economically disadvantaged, special education, LEP, and gender. The Formative assessments, local school assessments, report cards, and attendance data were also examined. Surveys were gathered from parents, community members, students, teachers, and supporting school staff to gain perspectives concerning the school climate and satisfaction. The Component One team met to analyze the full scope of this data to specifically identify the current areas of strength, needs, and trends. Moreover, the data analysis became the basis for prioritizing the school needs to be addressed through the Action Plan within the 2011-1012 School Improvement Plan.

TEMPLATE 1.6: Report Card Data Disaggregation

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

**TEMPLATE 1.6: Report Card Data Disaggregation
(Rubric Indicator 1.6)****Report Card Data Disaggregation:**

This data compares the criterion referenced 2-year-average scores for the third through fifth grades to the 2-year-average scores of the Shelby County School System and State 2-year-average scores in the following subgroups: All Students, White, African American, Hispanic, Asian/Pacific Islander, Economically Disadvantaged, Students with Disabilities, Male, and Female. Due to limited number of Hispanic, Native American, and Limited English Proficient students that participated in the TCAP assessment at Altruria during these school years, reliable percentages were not consistently reported on the Report Card. No migrant students were enrolled at Altruria Elementary during this time. This information was available to stakeholders.

Comparisons were made between Altruria Elementary School's achievement scores to the Shelby County School System and Tennessee state scores. Altruria's student progress exceeded the average established across the state of Tennessee. Altruria Elementary has achieved exemplary status (all "A's") in all four subjects on the State Report Card during the past four years, in the area of achievement. In value added, Altruria exceeded the state in all areas, with the exception of Science, which was the same. Additionally, during the 2009-2010 school year, Altruria achieved higher Value Added scores than our system averages in the areas of Math and Reading.

TVAAS School Report

The 2010 TVAAS School Report allowed the mean NCE scores for each subject in grades four and five to be analyzed and comparisons made between the school years of 2008-2009 and 2009-2010. It should be noted that the Tennessee Department of Education reset the growth standard to reflect the state's present student progress. This resetting of scores negatively impacted previous year's reported scores, as they were adjusted to the new baseline. Not only was the achievement of students in the grade level compared to the same grade level students the next year, but also the same group of students was compared as they transitioned from one grade level to the next.

Reading:

Overall the reading scores attained in grades three through five were significantly higher than the state 3-year average. There was a noted decrease in grade level five mean scores during the 2009-2010 school year in the area of reading. Fourth grade continued to show gains, but the gains were certainly not as significant as in previous years. This was an area of concern.

Math:

With the adjusted baseline score, math scores attained for Altruria students from the 2009-2010 school year indicated significant growth beyond the state 3-year average, in all grades. Fifth grade; however, still had an estimated mean NCE below the growth standard by 1 standard area or less. Fourth grade level mean scores have demonstrated greatest improvement. Student mean scores improved from 53.1 in 2009 to 58.9 in 2010.

Science:

All mean science scores obtained from 2006 to 2010 at Altruria surpassed the state's 3-year average by 6.2 points or greater.

There was an increase in mean scores noted between the 3rd grade and fourth grades; however, fifth grade showed a regression from 59.3 to 56.2.

Social Studies:

All Social Studies mean scores obtained during the past three school years have surpassed the state's 3-year average by 6.6 points or greater. There was a continual progress noted in grades three and five from the 2008 mean score and 2010 mean score. All grade levels showed positive gains in the area of Social Studies.

TCAP Writing:

Altruria has maintained an "A" for the past three years for student performance on the 5th grade TCAP Writing exam. There has been a slight regression in the trend analysis during the past four academic years.

2007	2008	2009	2010	2011
Score 4.6	Score 4.5	Score 4.4	Score 4.3	Score 4.5
Grade A	Grade A	Grade A	Grade A	Grade A

Race / Ethnicity

Third Grade: Race/Ethnicity

It should be noted that the ethnic populations have demonstrated some fluctuation during the 2006 – 2009 school years. The greatest number (17) of African American third-grade students was noted within the 2010 school year. The 3rd grade Hispanic population demonstrated the greatest increase during the 2007 school year to a total of 9 and decreased to 3 in 2010. 2009 and 2010 also noted the greatest number (5) of Asian/Pacific Islander students. Therefore, the percentages noted reveal limited overall performance changes of less than 45 students, so no data was reported for any ethnic origin, except Caucasians and African Americans.

- The African American population increased from 13 (2009) to 17 in 2010, 42% of African American students scored within the Advanced and Proficient range in Reading.
- Social Studies scores indicated the most significant increase in the number of African American students performing in the Advanced and Proficient range in Social Studies from 90.9% to 94.0%.
- Science CRT scores indicated that 82% of African American students scored Advanced and Proficient in 2010.
- 47% of African American students scored Advanced or Proficient, yet 53% of the 17 students tested were Below Proficient.

Fourth Grade: Race/Ethnicity

It should be noted that the ethnic population for African American students in the fourth grade increased from 10 (2008) to 12 (2010). The Hispanic population of fourth grade students had previously shown a decrease from seven (2008) to 6 (2010). There were five Asian/Pacific Islanders identified during the 2010 school year. Therefore, the percentages noted reveal limited overall performance changes of less than 45 students. The only ethnic groups that have adequate numbers within the subgroup to be discussed during the 2010 school year is that of African Americans and Caucasians.

- CRT Reading scores for fourth grade indicated an increase in the number of students performing within the Below Proficient range from 2009 (2.5%) to 36% in 2010.

- In 2009, 30.8% of African American fourth graders were considered Advanced. In sharp contrast, in 2010 the subgroup for black students had 0% achieve proficiency.
- Science performance indicated that 72% of fourth graders achieved proficiency. Of the 12 African American students, only 25% (3 students) were able to achieve proficiency.
- The most significant difference noted was within the area of Social Studies for 4th grade African American students. There was an increase of the percentage of students scoring within the Advanced Range from 46.2% (2009) to 83% in 2010.

Fifth Grade: Race/Ethnicity

It should be noted that there have been only three different ethnic groups identified within the 5th grade at Altruria Elementary since 2005. These included: African Americans, Hispanic, and Asian/Pacific Islander populations. 2010 brought the addition of a fourth ethnic group, with 1 student in the American Indian/Alaska Native subgroup. The Asian/Pacific Islander population remained at 6, yet, will not be reported within this review of current data. The Hispanic population of 5th grade students has indicated the greatest fluctuation from 1 (2008) to 8 (2009) to 6 (2010). The African American 5th grade population has remained the most consistent at 9 – 15 students. As previously noted, the percentages noted reveal limited overall performance changes of less than 45 students.

- Reading performance in 2010, 60% of the African American population was Below Proficient.
- Math scores indicate a decline for all reported ethnicities identified within the fifth grade. Only 47% of those tested achieved proficiency and the African American students only had 33% proficient and advanced.
- Science CRT scores indicated that there was a decline in the performance of 5th grade African American students during the 2009 school year. It should be realized that the percentage of African American students performing within the Proficient and Advanced Range has was 40% in 2010.
- Social Studies: There was a decrease noted among African American students performing within the Below Proficient Range from 28.6% to only 13% in 2010.

Identified Strengths and Needs for Subgroup of Race / Ethnicity

Strengths:

- All students within this subgroup exceeded the targeted Proficient/Advanced population percentage of 32% established by TN in Reading/Language Arts at all grade levels (3rd – 5th).
- All students within this subgroup exceeded the targeted Proficient/Advanced population percentage of 20% established by TN in Math at all grade levels.

Needs:

- On the 2010 TCAP, the subgroup for black students had 0% achieve proficiency.

Economically Disadvantaged

3rd Grade / Economically Disadvantaged

It should be noted that there has been a school-wide increase in the number of students identified as economically disadvantaged during the past five years at Altruria Elementary. The number of students identified as economically disadvantaged specifically within the third grade has increased dramatically, as there were 9 students identified within the 2005 school year. The number has increased to 26 in 2010.

- As CRT Reading scores were analyzed for third grade students identified as economically disadvantaged, it was noted that the percentage of these students performing within the Below Proficient range has increased from 2.7% (2009) to 58% in 2010.
- The most significant area of concern noted for students within this population at the 3rd grade level is Math. Comparisons of 3rd grade CRT scores indicated 62% of the third graders identified as Economically Disadvantaged were below proficient. This is an area of concern.
- In Social Studies, 9.1% of this population was considered Below Proficient in 2009. It should be noted that the number of students that scored Proficient/Advanced increased dramatically from 54.5% in 2009 to 85% in 2010.
- Within the area of Science, third grade students who have been identified as economically disadvantaged have demonstrated inconsistent results over the past three years. There was a significant increase in the percentage of students performing at the Below Proficient Range from 2.8% in 2009 to 23% in 2010.

4th Grade: Economically Disadvantaged

The total number of students within this group school-wide exceeded 45; therefore, the percentages noted reveal significant overall performance changes of this population of students. It should also be noted that this total indicates a significant increase in this population over the past three school years.

- In the area of Reading, comparisons of CRT scores indicate continued high performance as all students identified have demonstrated 100% Proficient/Advanced scores during the past three years, prior to 2009. In 2010, there is a concern that 49% of this subcategory was identified as Below Proficient.
- There is an overall trend demonstrated during the past three years that student performance within this group has declined in the area of Math. The number of students identified as Below Proficient was 71% and the Proficient/Advanced was 29%. This is an area of concern.
- This was also noted within the area of Science as 51% of the students identified as economically disadvantaged during the 2010 school year obtained scores that were Below Proficient..
- In Social Studies, the number of students scoring Below Proficient was 12%. This is a relative strength for this subcategory.

5th Grade: Economically Disadvantaged

It should be noted that the number of students identified as economically disadvantaged within the fifth grade has increased nearly 45% since 2009. The overall number of students identified as ED is: 16 – 2006, 21 – 2007, 25 – 2008, 30 – 2009 and 43 – 2010.

- Reading data indicated some fluctuation in overall performance, when comparing the last three school years. 100% of the students identified as economically disadvantaged during the 2007 and 2008 school years obtained scores within the Proficient/Advanced range. 96.7% of the students scored Advanced/Proficient in 2009. In 2010, only 43% achieved Proficiency.
- Math data indicated some fluctuation in overall performance, when comparing the last three school years. 100% of the students identified as economically disadvantaged during the 2007 and 2008 school years obtained scores within the Proficient/Advanced range. 96.7% of the students scored Advanced/Proficient in 2009. A concern is 2010 data, which indicated that only 28% of these students achieved proficiency.
- In the area of Science, 49% of the economically disadvantaged fifth graders achieved proficiency.
- On a positive note, 91% of this subgroup obtained proficiency.

Identified Strengths and Needs for Subgroup of Economically Disadvantaged

Strengths:

- 54% of third, fourth, and fifth-grade students identified as Economically Disadvantaged scored within the Proficient/Advanced range on the 2010 TCAP on Reading/Language Arts assessments, which is 22% above the targeted goal.
- 31% of third, fourth, and fifth grade students identified as Economically Disadvantaged scored within the Proficient/Advanced range on the 2010 TCAP on Math assessments, which is 11% above the targeted goal.
- Within this population, Social Studies scores were strengths for all grade levels. 85% of 3rd graders achieved proficiency, 88% of 4th graders achieved proficiency, and 91% of fifth graders achieved proficiency.

Needs:

- Third grade Math had 62% of Economically Disadvantaged students Below Proficient. Fourth grade had 71% Below Proficient. Fifth grade had 62 % Below Proficient. This is an area of great concern.

Special Education**Third Grade: Students with Disabilities**

It should be noted that only 9 students with disabilities were identified in the third grade, therefore, no specific data can be obtained because fewer than 10 students had valid scores in this subgroup.

Fourth Grade: Students with Disabilities

It should be noted that in 2007 there was a decrease in the number of students (11) that have been identified as students with disabilities within the fourth grade, and that number remained consistent for 2008, 2009, and 2010. The total number of students within this group school-wide did not exceed 45; therefore, the percentages noted do not reveal significant overall performance changes of this population of students.

- In the area of Reading/Language Arts and Mathematics, only 9% scored in the proficient range on the 2010 TCAP. These are areas of great concern.
- Another significant area of overall concern within the fourth grade population of students with disabilities was noted in Science. In 2009, 100% of these students were Proficient/Advanced. In 2010, only 27% were identified as Proficient/Advanced.
- Fourth grade students with disabilities continue to have a positive trend noted in the area of Social Studies. In 2010, 91% achieved proficiency.

Fifth Grade: Students with Disabilities

It should be noted that the number of students with disabilities within the fifth grade increased to 13 in 2010. The overall numbers of students within this population has remained less than 45; therefore, the percentages noted do not reveal significant overall performance changes of this population of students.

- In the area of Reading/Language Arts, 15% of students with disabilities achieved proficiency.
- In the area of Mathematics, an alarming 8% achieved proficiency.
- In the area of Science, 67% of students were considered below proficient.
- Social Studies for students with disabilities is an area of relative strength. 62% of these fifth graders achieved proficiency.

Identified Strengths and Needs for Subgroup of Students with Disabilities

Strengths:

- In the 4th and 5th grades, Social Studies was identified as an area of strength for this subgroup.

Needs:

- The area of mathematics is of great concern in both grade levels, with less than 10% being proficient.
- In 2009, 83.3% of fifth grade students with disabilities were Proficient/Advanced in Reading.
- There was a sharp decrease in the number proficient in the area of science for both grade levels.

LEP

There have been limited students identified as LEP attending Altruria Elementary during the past three years. There were fewer than eight students identified as ELL during the 2010 TCAP assessments; therefore, there were no performance percentage values computed on the Disaggregation Summary Report.

Gender

Third Grade: Gender

In 2009, females (73) outnumbered males (60). That trend ended as in 2010, males (61) outnumbered the females (54).

Within the content area of Reading/Language Arts, the most significant differences (<8%) noted in performance of males and females at the third grade level. Sixty-one percent of the males scored within the Proficient/Advanced range compared to the 69% of females.

During the 2009-2010 school year, 62 % of the third grade males scored within the Proficient/Advanced range compared to 65 % of the females in the area of Mathematics.

There is a slight difference in performance noted within the content area of Science at the third grade level as 85% of the males scored within the Proficient/Advanced range compared to 87% of the females.

In the area of Social Studies, both genders scored similarly. The percentage of males (90%) scoring within the Proficient/Advanced range compares to that of the females (94%). This subcategory was a strength for both genders.

Fourth Grade: Gender

It should be noted that although the male and female populations within the fourth grade have remained close during the past three years, it was in 2008 when the female population outnumbered the males. During the 2009-2010 school year, there were 63 males and 80 females.

- In the area of Reading/Language Arts, the Below Proficient percentage of students was (41% males and 32% females).
- In math, 46% of the males achieved proficiency and 53% of the females achieved proficiency.
- The percentages of male and female student performance continued to be most consistently noted within the area of Science. Overall 71% of the males and 73% of the females performed within the Proficient and Advanced range during the 2009-2010 school.
- The area of greatest strength for both genders is Social Studies. 90% of males and 98% of females achieved proficiency.

Fifth Grade: Gender

It should be noted that the population of males (59) was slightly less than the population of females (64) during the 2009-2010 school year.

- Only 59% of both groups achieved proficiency in the area of Reading/Language Arts.
- Although 44% of the fifth grade females and 50% of the males scored within the Proficient and Advanced range in the area of Mathematics, there were limited differences in the percentages of students within each of these ranges.
- 67% of males and 70% of females scored within the Proficient and Advanced range in the area of Science.
- The differences within the male and female populations of fifth grade students indicated slightly higher overall performance by the females in the content area of Social Studies in the Advanced/Proficient Range. 7% of the males and 5% of the females were Below Proficient.

Identified Strengths and Needs for Subgroup of Gender

Strengths:

- Social Studies was an area of strength for both genders.
- All students within this subgroup readily exceeded the targeted Proficient/Advanced population percentage of 20% established by TN in the area of Mathematics.
- All students within this subgroup also exceeded the targeted Proficient/Advanced population percentage of 32% established by TN in the area of Reading.

Needs:

- Fourth and fifth grade math scores, for both genders, need to be closely monitored.

Proficiency Levels

Summary Performance Report

The following information is based upon the number and percent of students in each of four scoring levels for each subject area in third, fourth, and fifth grades following the Spring 2010 TCAP assessment.

Third Grade

Strengths:

- 13% of all 3rd grade students scored below proficient in Science.
- Eight percent of all 3rd grade students scored below proficient in the area of Social Studies.
- Above 62% of all third grade students scored with the Proficient/Advanced range in all subject areas.

Needs:

- The greatest percentages of scores of below proficient within the 3rd grade were noted within the areas of Math (41%) and Reading (36%)

Fourth Grade

Strengths:

- In Social Studies, there was an increase in the total Proficient / Advanced Range of performance by this student population. In 2009, 84.6% scored Advanced or Proficient. In 2010, 94% achieved proficiency. Only 6% scored within the Below Proficient Range compared to 15.4% (2009).
- Seventy-two percent of fourth grade students earned scores within the Proficient and Advanced range in Science.
- Fifty percent of students earned scores within the Proficient or Advanced range in Math.
- Sixty-four percent of students earned scores of Proficient or Advanced in the area of Reading/Language Arts.

Needs:

- The greatest percentage of students scoring Below Proficient (50%) was noted to be in the area of Math. This is an area of concern.

Fifth Grade

Strengths:

- Ninety-four percent of all 5th grade students were Proficient and Advanced in Social Studies.
- Sixty-nine of 5th grade students were Proficient and Advanced in Science.
- Fifty-nine percent of 5th grade students were Proficient and Advanced in Reading.

Needs:

- The greatest percentage of students scoring Below Proficient (53%) was noted in the area of Math.

Trends Noted

- There is a significant increase in the percentage of students scoring within the “Proficient/Advanced” range in all grades in the area of Social Studies.
- Third and Fourth grade had the highest percentage of students in the Proficient/Advanced range (64%)
- Fourth grade had 63% Proficient/Advanced in the area of math.

TEMPLATE 1.7: Narrative Synthesis of All Data

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

**TEMPLATE 1.7: Narrative Synthesis of All Data
(Rubric Indicator 1.7)****Narrative Synthesis of Data:**

Throughout this reflective and analytical process it was recognized that Altruria Elementary has established a strong reputation within the Bartlett community of providing a high quality education to those students attending. There are now second generations of Altruria students attending. Those families who no longer have children attending Altruria continue to regularly volunteer in a variety of capacities. Altruria has strong ties throughout the Bartlett area from the Mayor to the small business owners. We understand that these relationships continue to be our strength and should be made stronger through our unwavering commitment to providing the highest quality of service possible. Through surveys gathered, parents, teachers, and students acknowledged that Altruria continues to provide a safe and positive environment that readily prepares Altruria's students for "learning, leadership, and life." With families providing significant support in recognizing the importance of school attendance, the student attendance rate continues to exceed the state target. There are minimal behavioral concerns requiring suspension.

During the past four years, Altruria has exceeded the current standards established by the State Dept. of Education in attaining AYP (Adequate Yearly Progress) in Reading/Language Arts and Math for all students. Altruria also continues to be in "Good Standing" with the standards expected through No Child Left Behind. Although the numbers of students within the subgroups identified by NCLB have not yet equaled 45, Altruria continues to be proactive in closely monitoring all students' progress and making adjustments as needed. For example, to better address the needs of students' identified as demonstrating a disability within the fourth grade, Altruria implemented a co-teaching classroom. The effectiveness of this change has been apparent. The population of students identified as Economically Disadvantaged and African American students have demonstrated the greatest increase in number over the past three years at Altruria.

The 2010 TVAAS data report for Altruria also provided valuable data concerning the growth of all students that will narrow the focus of our instructional efforts in the future. In 2009, the Value Added Scores were recalculated by the state and in some instances, made a negative impact on previous years' scores. Fourth grade students continued to demonstrate greater than a year's growth each year in Reading/Language Arts and Math.

Altruria Elementary is a high achieving school that practices effective research-based pedagogy. A rigorous curriculum has been designed to present each child learning opportunities that will be engaging and challenging. Altruria will be challenged in the future to continue to improve upon this high level of performance as well as to integrate a new school-wide reading model and keep up with the knowledge required for all of the technological advances.

After a detailed analysis of the full scope of data available with consideration of trends, strengths, and needs, it has become evident that all stakeholders feel that technology must be improved at Altruria to provide for a more rigorous, state-of-the-art curriculum. As the need for greater integration across subject areas and differentiation of instructional approaches increases, the need for increased technology is paramount. Interventions and enrichments are commonly web-based and the lack of available technology inhibits the implementation of all available programs.

TEMPLATE 1.8: Prioritized List of Goal Targets

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

**TEMPLATE 1.8: Prioritized List of Goal Targets
(Rubric Indicator 1.8)****Prioritized List of Goal Targets:**

Goal 1: Increase AYP in Mathematics for all students

Altruria students will demonstrate academic gains by increasing the percentage of students who score Proficient and Advanced in Math (52.8%) to 58%, as measured by the spring 2011 TCAP assessment.

Goal 2: Increase AYP in Reading/Language Arts for all students

Altruria will improve student achievement by increasing the percentage of students who score Proficient and Advanced in Reading/Language Arts by 5%, as measured by the spring 2011 TCAP assessment.

Component 2 - Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

**TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision
(Rubric Indicator 1.4)****Beliefs:**

At Altruria Elementary:

- We believe learning is a life-long process and should be the primary focus of all decision making.
- We believe students thrive in a positive learning atmosphere, rich with cultural, social, and academic challenges.
- We believe instruction should be child-centered and data-driven.
- We believe varied forms of assessment should be used to evaluate student learning and be aligned with local, state, and national standards.
- We believe that it is vital for all stakeholders to share in the responsibility for the development and advancement of the school's mission.

Common Mission:

The mission of Altruria Elementary School is to provide high quality instructional opportunities for students to improve academic achievement and be active learners. It is our instructional focus to enhance each child's diverse academic, social, physical, and cultural development, resulting in citizens who are academically and technologically proficient, competent decision makers, and contributing members of society.

Shared Vision:

Altruria Elementary School will become a learning community that academically challenges all students in order to produce life-long learners. We envision our students to be proficient in the use of technology, decision-making, and critical thinking skills, which will support their future successes.

Collaborative Process:

The development of Altruria Elementary School's beliefs, mission, and vision statements involved the collaborative effort of a variety of stakeholders. Representatives were given the opportunity to share views and opinions concerning the continued relevancy of the previously established statements and reviewed the need for possible changes. Reflection and comments from the various groups and results from the surveys were considered. We examined previous beliefs and mission statements in light of current practices and future implications for student achievement. We believe that these statements should focus on student achievement, assessment and instruction, but also the future development of productive, healthy citizens. The beliefs, mission, and vision statements will guide the goals and expectations for Altruria Elementary School.

Copies of the statements, which received consensus in August of 2011, will be posted in all classrooms and available to all stakeholders through our school website.

Component 3 - Analysis of Practices**TEMPLATE 3.1.A: Curricular Practices
(Rubric Indicator 3.1 and 3.2)**

Current Curricular Practice #1: Tennessee State Standards Use of TN Dept. of Ed Standards Curriculum Maps and Pacing Charts	
Evidence of Practice (State in definitive/tangible terms)	All teachers have online access to state standards, grade/subject curriculum maps, and pacing charts and have printed copies in their professional notebook.
Is the current practice research-based?	yes
Is it a principle & practice of high-performing schools?	yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Achievement Test Scores, Teacher lesson plans, formal teacher evaluations, classroom observations All teachers identify the targeted standard for each lesson on lesson plans.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP benchmarks are met. AYP data indicates that Altruria students exceeded the targeted 86% Proficient/Advanced in Math and 89% in Reading/Lang Arts. School Report Card and TCAP Results Exemplary status on report card in all areas
Evidence of equitable school support for this practice	TN SPI's, system-wide curriculum maps, and pacing charts are accessible to all teachers and stakeholders. Training is provided through system-wide and school inservice.
Next Step (changes or continuations)	Continue to use effective practice and base instructional plans on SCS pacing charts and TN performance indicators.

Current Curricular Practice #2: School-wide Student Achievement Benchmarks	
Evidence of Practice (State in definitive/tangible terms)	Curriculum guides /Pacing Charts for all content areas Assessed Student Performance Indicators
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP/TVAAS Reports; Think Link Assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	School scored proficient or above level on TCAP, AYP data states that students were 96% proficient or advanced in Math and 97% in Rdg/Language Arts
Evidence of equitable school support for this practice	Curriculum Specialists provide guidance or in-service training for all teachers Grade level meetings to review evaluation results Laptop carts available
Next Step (changes or continuations)	

Current Curricular Practice #3: Standards Based Literacy Model	
Evidence of Practice (State in definitive/tangible terms)	SCS adopted a standards based reading program (Reading Street) also based upon Marzano's Strategies for Learning All instructional reading texts are aligned with the Tenn. Curriculum Standards.
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Alignment to SPI within adopted texts. Tennessee Department of Education website
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	TCAP scores reflect 97% student performance in Advanced/Proficient at 3-5 grade level. I-station benchmark assessments indicate 100% K students and 71% of first grade students on-track at end of school year.
Evidence of equitable school support for this practice	All teachers provided Teacher Manuals and instructional material for Reading Street Program. Special Education teachers provided complementary Sidewalks Program SPI's and GLE's are available to all teachers.
Next Step (changes or continuations)	Continue to evaluate reading program effectiveness through formative and summative student assessments

Current Curricular Practice #4: School-wide use of Formative Assessments	
Evidence of Practice (State in definitive/tangible terms)	Think Link Learning Assessments (Grades 2-5) I-station Benchmark Assessments (Grades K-5) Ongoing Reading Assessments within reading program. (Grades K-5) STAR reading program (Grades K-5) Accelerated Reading Program (Grades K-5)
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (Identify all applicable sources)	Think Link scores I-Station Assessment Results Teacher records of Reading Assessments STAR AR
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Think Link scores indicated: 97.5% (Grade 4) and 99.3% (Grade 5) were Prof/Adv on end of year assessment in Reading/Lang. Arts Teacher records indicate improved scores and Lesson Plans are adapted to meet identified needs.
Evidence of equitable school support for this practice	Formative Assessments are provided for all students
Next Step (changes or continuations)	Continue to use ongoing assessment results to direct instruction Continue to establish data-driven decision making

Current Curricular Practice #5: Support system is in place for enhancing the quality of curriculum and instruction.	
Evidence of Practice (State in definitive/tangible terms)	80% of Educational Para-professionals' time is allocated to direct student instruction I-Station Technology Compass/FASTT Technology Professional Development Before School tutoring focused on identified areas of need on SIP
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Para-Professional Schedules Teacher Lesson Plans Student Records Professional Growth / Staff Development Logs
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	2010 TVAAS: Improved student performances within and across 3-5 grade-levels for the content area of Social Studies Increased use of Differentiated Instruction
Evidence of equitable school support for this practice	Paraprofessional Support available to all academic instructors Lesson Plans provide alternative and remedial activities
Next Step (changes or continuations)	Continue to provide professional training on various differential strategies

Current Curricular Practice #6: Monitorings in place for enhancing the quality of curriculum and instruction.	
Evidence of Practice (State in definitive/tangible terms)	Across grade level Teacher meetings Classroom Observations Within grade level semester review of student performance Power School disaggregation of student report card grades Teacher Evaluations
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher meeting logs / rosters Professional Growth / Staff Development Logs Power School Grade Frequency Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	SIP Revised Yearly to meet academic needs
Evidence of equitable school support for this practice	Framework for Evaluation is available for all teachers Powergrade is available to all teachers
Next Step (changes or continuations)	Continue to revise Instructional Plans

Current Curricular Practice #7:	
Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.	
Evidence of Practice (State in definitive/tangible terms)	All SCS textbooks are standards based Student Performance Indicators noted in textbooks and highlighted in lesson plans. Ongoing evaluation of instructional materials as to correlation to state standards and assessed SPIs
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher Editions of textbooks, Curriculum Guides, Standards
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Improved student performance on standardized state assessments AYP data indicates 96% proficient / advanced in Math and 97% in Rdg/Language Arts
Evidence of equitable school support for this practice	All students have access to textbooks All teachers have access to Teacher Editions and State Standards
Next Step (changes or continuations)	Continue to evaluate the Teacher's Editions in regard to pacing and adequacy in presenting the performance objectives to be assessed.

Current Curricular Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Curricular Practice #9:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Curricular Practice #10:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.1.B: Curriculum Gap Analysis

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

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

TEMPLATE 3.1.B: Curriculum Gap Analysis**“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**

Time Utilization:

- All teachers attend district and on-site professional development focused on identified areas of concern, content instruction and curriculum. These development opportunities are provided year-round to allow instructors ample opportunities to grow professionally.
- Each grade level is provided common weekly planning time to allow for collaboration on planning lessons, analyzing formative assessment results, and developing alternatives to differentiate instruction as needed. Further discussions focus on grade level pacing and curriculum expectations with concern for providing “best practices.”
- The scheduling of classes focuses on providing uninterrupted instructional time for all content areas. An Integrated Language Arts block of 90 minutes was integrated into all schedules during the 2007-2008 school year. The Three-Tier Reading model has been initiated at the Kindergarten through fifth grade levels. This establishes an addition 30 minutes of Reading instruction for a targeted group of students.
- Students identified as Below Basic on ThinkLink Test P were provided Compass intervention during the fall of 2010. Beginning in the second semester, all students in grades 3-5, that were identified as Below Basic or Basic were provided intervention through the Compass Math program or the FASTT math fact fluency program.
- Before school tutoring is made available from September to May based upon the content areas of need as identified in the School Improvement Plan and ongoing feedback from teachers.
- 80% of all Educational Support Staff time is scheduled to “hands-on” instruction / activities to tutor classroom students.

- **MONEY**

Money Utilization:

- Funding for Altruria Elementary is primarily allocated from Shelby County Schools or from Site-based budgets. The Site-Based budget is determined by student enrollment and the percentage of students identified as economically disadvantaged.
- The Site-Based budget is utilized to purchase instructional materials, furniture, computers, upgrade technology, and other instructional equipment and supplies. Each teacher received an additional \$200 from the state for the purchase of materials to support the curriculum.
- The Parent-Teacher Association also provides financial support. The expenditure of these funds is based upon Teacher / Administrator requests and are voted upon by the PTA Board.

- **PERSONNEL**

Personnel Utilization:

- The Altruria Elementary faculty consists of 37 regular education teachers, 9 MAPS teachers and 4 special education teachers. There are 5 Educational Paraprofessionals and 7 Special Education Paraprofessionals. All employees are highly

qualified.

- The School Counselors and School Psychologist provide support to students and families by securing services that support social/emotional and educational needs.
- Curriculum specialists are accessible to all teachers and administrators within the Shelby County Schools system.
- Two part-time technology support staff assist with equipment maintenance and integration of technology within lessons.
- A specified paraprofessional is utilized to facilitate the computer lab dedicated to those indentified students requiring remediation per I-Station testing results.

- **OTHER RESOURCES**

Other Resources:

- Parent volunteers provide review and enrichment through class presentations and tutoring to individuals or small groups.
- Bartlett Education Foundation and Wal-Mart provide educational grant opportunities to directly benefit student instruction.
- Brother Inc. provides yearly donations of office equipment to all Bartlett schools.
- Bartlett Police Department sponsors annual school safety programs for students in grades K-3 and The D.A.R.E. program for students in the fifth grade.

“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**

Time Utilization:

- According to Teacher surveys, more planning time is needed for instructors to develop lesson plans and instructional materials to incorporate greater instructional differentiation.
- Additional time is needed by Administration and teachers for beginning of the year data disaggregation and School Improvement Plan team meetings to revisit the previous year’s goals and objectives and update the school’s plans of action as needed.

- **MONEY**

Money Utilization:

- Additional funds are needed to continue to update classroom technology (e-beams and supporting equipment) to support and enhance instruction.
- Additional funding is needed at the district level to support stipends for teacher participation in professional development after school.
- Additional funding is needed to support the paraprofessional positions needed.

- **PERSONNEL**

Personnel Utilization:

- Additional classroom paraprofessionals are needed to support instruction at all grade levels to individuals and small groups as well as supporting the preparation of instructional materials.
- A specified paraprofessional is needed as a library assistant.
- Additional special education staff is needed to facilitate co-teaching at all grade levels and provide adequate instructional support to follow-through with the requirements of the Three-tier Reading model.

- **OTHER RESOURCES**

Other Resources:

- Additional staff development is needed for all paraprofessionals in instructional strategies and using technology.

- Additional reading materials are needed for K-5 as the initiative for the Three-tier reading model emphasizes the use of centers and differentiation.
- Utilization of research-based programs such as STAR Reading, Think Link, and Study Island should be funded for all elementary schools to allow equity of educational experiences throughout Shelby County Schools.

Equity and Adequacy:

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

Yes. Although the teacher survey data indicated that teachers did not feel that there was adequate funding provided to maintain up-to-date materials for all, through the careful selection of instructional materials, cooperation between and within grade levels, and focusing on student growth in providing best practices; all of Altruria's educational staff have equal and adequate access to all the resources available. All teachers are effectively utilizing the school's resources to benefit instructional outcomes.

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

Yes. Through ongoing communication of instructional needs based upon student performance and desired benchmarks, Altruria has continually targeted funding and other resources to effectively meet the needs identified by all teachers.

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

Yes. TCAP data indicates that Altruria is accurately meeting the needs of all students within our schools as we have exceeded the elementary level benchmarks established by No Child Left Behind for Reading/Language Arts and Math for 2009-2010. Parent, student, and teacher surveys also indicate a high degree of satisfaction with the academic outcomes provided at Altruria Elementary.

TEMPLATE 3.1.C: Curricular Summary Questions

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

**TEMPLATE 3.1.C: Curricular Summary Questions
(Rubric Indicator 3.2)****Curriculum Summary Questions**

What are our major strengths and how do we know?

Through a thorough analysis of Altruria's curricular practices, it was noted that our greatest strengths are: 1) the ability to monitor to enhance instruction, 2) the school-wide use of formative assessments, 3) correlating instructional materials, and 4) providing a variety of supports for the curriculum and instruction. It was realized through this analysis that the Tennessee State Performance Indicators and SCS curriculum guides, pacing charts, and maps are considered the backbone and foundation for building further curriculum supports that focus and enhance instruction to obtain the greatest benefits to students.

In monitoring to enhance instruction, the instructional faculty at Altruria perhaps demonstrates their greatest strength. Teachers continually collaborate between and within grade-levels to determine gaps and overlaps within the curriculum as well as to integrate content area goals and instruction even into non-academic areas such as Music, Art, P.E. and Library. Teachers collaborate within grade levels to develop instructional plans, provide remedial and enrichment activities, increase the incorporation of technology within instruction, and provide feedback concerning the pacing of the curriculum.

The school-wide use of formative assessments has also allowed a more specific monitoring of student achievement to guide instruction. Teachers analyze ongoing assessments to identify individual student needs as well as instructional weaknesses. The Think Link Assessment is provided to students in Grades 1 – 5 three formal times per year to initially identify a student's retention of the previous year's performance indicators and then to identify the percentage of the current year's skills that have been mastered. Think Link Practice probes are also provided throughout the year to determine whether a specific skill area has been successfully instructed and learned. All grade levels also complete ongoing assessments as established within the newly adopted reading program (Reading Street) to provide data concerning students' sequential progress in reading. All students also participate in benchmark iStation Assessments to identify those students who may be experiencing difficulty in gaining the Phonemic skills to read and comprehend.

Teachers and administrators actively participate in identifying those instructional materials that most support the standardized curriculum presented in preparing/presenting students with the information/skills expected within a highly qualified educational environment. Teachers focus on those instructional materials that are not only standards based and correlated to SPIs but also provide engaging activities that incorporate real life skills into learning activities

With the support of parents, grandparents, community members, and paraprofessionals, Altruria is able to offer instructional support to individuals and/or small groups of students providing remediation or academic challenges as needed.

These strengths are supported through academic and non-academic data as Altruria has exceeded the State of Tennessee benchmarks (AYP) in all academic areas, attendance, retention, and promotion rate. The parent, student, and teacher surveys indicated satisfaction with the curriculum and academic progress of Altruria's student population.

Curriculum Summary Questions

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.

The greatest challenge identified through this analysis was the ability to implement a cohesive, standards-based model for literacy. 2007 was the first year of adoption for the Three-tier reading model and Integrated Language Arts. Kindergarten and first grade also initiated the first phase of utilizing iStation as a web based interactive assessment and remediation reading program. The school was provided a limited number of laptop computers to provide students at the Kindergarten and first

grade level the additional instruction time as mandated. The regular K-1 teachers were provided professional in-service and training during the summer prior to the beginning of the 2007-2008 school year. The special education teachers were provided professional in-service and training concerning the new reading guidelines and supportive reading program at the beginning of the 2007-2008 school year. The Three-tier reading model and the Integrated Language Arts curriculum for the 2nd and 3rd grades was implemented in the 2008-2009 school year. With the addition of 4th and 5th grades in 2009-2010, all students receive I-Station, and all teachers have been afforded professional in-service and training.

The increased challenge will be the ability for Altruria to maintain and improve all programs as we integrate the Three-tier reading model and the Integrated Language Arts curriculum for all grades.

Another expected challenge would be to continue to meet the increased AYP benchmarks as established by NCLB in all subject areas by all subgroups.

Curriculum Summary Questions

How will we address our challenges?

To meet these challenges, Altruria will continue to establish class schedules for an uninterrupted Reading period of 90 minutes. The school was furnished with an iBook cart containing 20 laptop computers. Educational paraprofessionals and non-academic teachers schedules will be established to provide support in implementing the remedial / computer component of this program to those students identified. Due to building constraints, a classroom is utilized as a computer lab to accommodate the need to easily transition students through the program. A second cart of iBook laptop computers has also been provided to Altruria Elementary in preparation for the additional 4th and 5th grade students participating in this program during the 2009-2010 school year. Altruria utilizes two portable classrooms to allow all non-academic staff and the guidance counselor a classroom.

Altruria will continue to use data-driven decision making to improve instruction and curricular practices in meeting the needs of all students. The faculty will continue to use technology to assess student performance and enhance instruction. The faculty will also continue to participate in professional development to maximize the use of the new reading curriculum and assessment program.

**TEMPLATE 3.2.A: Instructional Practices
(Rubric Indicator 3.3 and 3.4)**

Current Instructional Practice #1: Classroom instruction is aligned with the standards based curriculum	
Evidence of Practice (State in definitive/tangible terms)	<p>Tennessee State Performance Indicators</p> <p>Curriculum guides and maps</p> <p>Adopted Textbooks</p> <p>Instructional Coaches</p> <p>Teacher Evaluations</p> <p>Lesson plans have the guiding standard noted and assessed SPI listed</p>
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<p>TCAP Achievement Test Scores</p> <p>Teacher Editions for each content area</p> <p>SPI Tracking Sheet</p> <p>Formative Assessments</p>
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<p>TVAAS Data</p> <p>AYP Data</p> <p>TCAP benchmarks are met. AYP data indicates that Altruria Students exceeded the targeted 86% Proficient/Advanced in Math and 89% in Reading/Lang Arts.</p> <p>Report Card Data indicates all "A's" in all subject areas during the past 3 school years.</p> <p>Promotion Rate</p>
Evidence of equitable school support for this practice	Staff Development available for all teachers
Next Step (changes or continuations)	Continued Staff Development for implementation of SPI's across the curriculum

Current Instructional Practice #2: Classroom instruction is aligned with assessments.	
Evidence of Practice (State in definitive/tangible terms)	Use of Student Performance Indicators (A) TCAP Achievement (Reporting Categories Performance Index) I-Station Benchmark assessments Think Link Assessments
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Assessed SPIs are listed for each lesson plan. Curriculum Units are correlated to SPIs Teacher Records indicate RCPI for each student at beginning of school year Think Link aligned with criterion based SPIs for TN I-Station Performance Groups
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increase in students performing proficient and above Formative Assessment Scores
Evidence of equitable school support for this practice	Each teacher is provided all student performance data and demographic information available at the beginning of each school year.
Next Step (changes or continuations)	Continue school-wide in-service for interpretation and use of data

Current Instructional Practice #3: Teaching process is data-driven	
Evidence of Practice (State in definitive/tangible terms)	Lesson Plans/ Differentiated Instruction I-Station Benchmark assessments & Interventions Think Link Assessments Grade level meetings Student Performance Records
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Lesson Plans indicate remedial/enrichment groups & instructional activities Teacher Evaluations Teacher Records: Think Link performance guides ongoing instructional focus I-station benchmark assessments Curriculum pacing determined by student progress School Improvement Plan
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Teacher TVAAS Reports School AYP Data indicates that all subgroups exceeded NCLB benchmarks 96% of all students were Proficient/Adv in Math 97% of all students were Proficient/Adv in Reading Accomplishment of goals established on SIP September 2009 I-station benchmark assessments indicated 89% of all students are considered proficient (Tier1).
Evidence of equitable school support for this practice	TN SPI's Learning provided to all teachers School performance reviewed with all staff All stakeholders participate in development of SIP
Next Step (changes or continuations)	Continue Staff /Faculty meetings designated to reviewing data and planning (SIP, Grade-level, Individual Teacher/Class)

Current Instructional Practice #4: Students are actively engaged in high quality learning environments assuported by higher order thinking skills	
Evidence of Practice (State in definitive/tangible terms)	Use of Bloom's Taxonomy/DOK Adopted Reading program Questioning Techniques/Strategies APEX Program Lesson Plans/ Enrichment Activities Science Fair Hands-On Activities
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student Work Lesson Plans Teacher Evaluations Classroom Observations Science Fair Projects Assessment Results
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Student Surveys Documentation of Classroom Observations Teacher Made Assessments
Evidence of equitable school support for this practice	Teacher Status of Highly Qualified available to all at State Web site High level of Proficiency in all content areas. Teacher Professional Development available to all Supervisors available to administration and teaching staff as needed
Next Step (changes or continuations)	Continue Professional Development focused on providing best practices

Current Instructional Practice #5: Teachers incorporate a wide range of research based, student centered teaching strategies	
Evidence of Practice (State in definitive/tangible terms)	Scheduling to optimize learning Integration of Three-tiered Reading Model School-wide Reading Program Calendar Math Use of Graphic Organizers Brain Based Learning Student Learning Contracts
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Classroom Observations Reading Groups/ Center Activities Lesson Plans Class Schedules Student Learning Contracts SCS adopted Reading program (Reading Street) also based upon Marzano's Strategies for Learning
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Increase in % of Students scoring within the Proficient/ Advanced range. 96% of all students were Proficient/Adv in Math 97% of all students were Proficient/Adv in Reading
Evidence of equitable school support for this practice	All teachers provide input for training / professional development areas of need Professional Development opportunities available to all teachers
Next Step (changes or continuations)	Continue Professional Development focused on providing best practices

Current Instructional Practice #6: Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction	
Evidence of Practice (State in definitive/tangible terms)	Peer Tutoring Cooperative Learning Parent Volunteers Paraprofessional Tutoring Tutoring ECU programs Teacher Web-links Support Team and IEP Meetings Daily Re-looping of learned materials 3-Tiered Reading Program
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Tutor Session Sign-In Sheets Pre/Post Assessment Data ECU Before/After School Tutoring Evaluations IEP / S-Team Meeting records and plans I-station benchmark assessments Teacher web-links to instructional programs (Brain Pop)
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	96% of all students were Proficient/Adv in Math 97% of all students were Proficient/Adv in Reading 100% of 3rd grade subgroups of Students with Disabilities, African Americans and Asian/Pacific Islander scoring Proficient/Adv in Reading/Lang Arts 100% Proficient/Adv performance in Math by 4 th grade students identified as Asian/Pacific Islander 100% Proficient/Adv performance in Rdg/Lang Arts and Math by 5th grade students identified as Hispanic and Asian/Pacific Islander
Evidence of equitable school support for this practice	S-Team process accessible to all teachers Parent referrals for S-Team / Special Education All teachers have availability of paraprofessional

<p>Current Instructional Practice #6: Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction</p>	
	<p>All 2nd graders screened for APEX (Primary Performance Assessment)</p>
<p>Next Step (changes or continuations)</p>	<p>Continue effective practices Continue S-Team process with emphasis on RTI</p>

Current Instructional Practice #7: Classroom instruction supports the learning of students with diverse cultural & language backgrounds and with different learning needs & learning styles.	
Evidence of Practice (State in definitive/tangible terms)	Use of Proficiency Levels and Individual Student profiles Brain Based Learning ELL Support Staff APEX Services Special Education Services Accommodations and Modifications Co-Teaching Preschool Program
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (Identify all applicable sources)	ELL Student Records and Lesson Plans IEP Goals and Objectives I-Station reading Interventions Support Team Minutes Health Protocols Lesson Plans – Alternative instructional approaches APEX Educational Plans Classroom Observations
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Faculty actively participates in Professional Development emphasizing differentiated instructional strategies 2009 School Promotion rate of 98.8% TCAP Alt performance Mastery of IEP goals/objectives Improved performance on TCAP by all subgroups Improved scores on the CELLA by ELL Students 100% of 3rd grade Students with Disabilities Proficient/Adv in Reading/Lang Arts

Current Instructional Practice #7: Classroom instruction supports the learning of students with diverse cultural & language backgrounds and with different learning needs & learning styles.	
Evidence of equitable school support for this practice	<p>All teachers have disaggregated data available</p> <p>All referrals to 504/IEP must indicate Response To Interventions</p> <p>School support of IDEA: Least Restrictive Environment / providing a Free and Appropriate Public Education</p> <p>All students identified as NELB receive ELL screening</p>
Next Step (changes or continuations)	<p>Continue effective practices</p> <p>Continue Professional Development focused on providing best practices</p>

Current Instructional Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #9:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #10:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

Current Instructional Practice #11:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.2.B: Instructional Gap Analysis

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

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

TEMPLATE 3.2.B: Instructional Gap Analysis**“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**

The instructional staff at Altruria Elementary continually reflects upon implementing high quality instructional practices. This reflection focuses on improving current instructional practices to maintain a high quality educational experience for all students. Teachers utilize differentiated instruction relying on student formative and summative assessments to guide the instructional pace. All lesson plans are correlated to state standards and direct relationship to Student Performance Indicators. Considering the different needs and learning styles of students identified, teachers are able to actively engage students in meaningful learning experiences. Ongoing opportunities for teacher input concerning instructional objectives are also discussed during faculty meetings, Grade level meetings, Content Area meetings, Teacher surveys, and School Improvement Team meetings.

Time Utilization:

- Each grade level collaborates on planning lessons, analyzing formative assessment results, and developing alternatives to differentiate instruction as needed. Further discussions focus on grade level pacing and curriculum expectations with concern for providing “best practices”.
- The scheduling of classes focuses on providing uninterrupted instructional time for all content areas. An Integrated Language Arts block of 90 minutes has been integrated into all schedules during the 2007-2008 school year. The Three-Tier Reading model has been initiated at all grade levels. This establishes an additional 30 minutes of Reading instruction for a targeted group of students.
- Instructional support is provided as needed from Curriculum Supervisors available upon request to evaluate / support ongoing class practices
- Opportunities for teachers to observe in other professionals' classrooms to see strategies “in action” are made available upon request.
- S-Teams are scheduled on Friday morning to provide instructors' support for those students who are struggling to maintain grade-level expectations.
- IEP Meetings and 504 Plan Meetings are scheduled before school or during the teacher's planning time, whenever possible.
- Professional Development opportunities to provide teachers, parents, and paraprofessionals training in ABA instructional strategies, Behavioral interventions, and Behavioral De-escalation strategies are available throughout the school year, with substitutes provided for teachers attending.

- **MONEY**

Money Utilization:

- Funding for Altruria Elementary is primarily allocated from Shelby County Schools or from Site-based budgets. The Site-Based budget is determined by student enrollment and the percentage of students identified as economically disadvantaged.
- The Site-Based budget is utilized to purchase instructional materials, furniture, computers, upgrade technology, and other instructional equipment and supplies. Grade level meetings are held to gain consensus concerning the specific instructional materials to be utilized within each grade level. Each teacher received an additional \$200 from the state for the purchase of materials to support the curriculum.
- Support is also provided by the Parents/Guardians. Each grade level requests students to purchase usable workbooks that provide direct review/practice for the identified SPIs at that grade level. Students identified as economically disadvantaged receive support for these purchases through existing school funds.

• PERSONNEL

Personnel Utilization:

- The Altruria Elementary faculty consists of 38 regular education teachers, 9 MAPS teachers, and 5 special education teachers. There are 5 Educational Paraprofessionals and 7 Special Education Paraprofessionals. All employees are highly qualified.
- Extra curricular activities, before/after school tutoring sessions and clubs are also provided through teacher volunteers and ECU funded positions to allow opportunities for application and review of instructional objectives.
- Curriculum specialists are accessible to all teachers and administrators within the Shelby County School system.
- Two Altruria teachers are trained as mentors and are assigned to provide 1:1 support for each new teacher at Altruria Elementary.
- Special Education Supervisors and Behavioral Specialist are available upon request.
- A 4th grade classroom has been established as a co-teaching class for the subject areas of Math and Reading/Lang. Arts. A piloted co-teaching program was initiated within a 5th grade self-contained class during the 2007-2008 school year.
- A three-teacher team was also piloted during the 2007-2008 school year.
- A specified paraprofessional is utilized to facilitate the computer lab dedicated to serve those identified students requiring remediation per I-Station testing results.

• OTHER RESOURCES

Other Resources:

- Bartlett Education Foundation and Wal-Mart provide educational grant opportunities to directly benefit student instruction.
- Community Volunteers provide tutoring for small groups / individuals as needed.

“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

During the Instructional Analysis, it was realized that the most beneficial instructional practice utilized was the curriculum standards and assessed student performance indicators being incorporated into every lesson plan. TCAP assessment results indicate the benefits of maintaining the instructional focus on those specific performance indicators that will be directly assessed on the state's criterion referenced assessment. This instructional practice insures that all Altruria students are provided a complete exposure to the expected learning outcomes for each grade level.

Time Utilization:

- According to Teacher surveys, more planning time is needed for instructors to develop lesson plans and instructional materials to incorporate greater instructional differentiation.
- Additional time is needed by Administration and teachers for beginning of the year data disaggregation and School Improvement Plan team meetings to revisit the previous year's goals and objectives and update the school's plans of action as needed.

- **MONEY**

Money Utilization:

- Additional funds are needed to continue to update classroom technology (e-beams and supporting equipment) to support and enhance instruction.
- Additional funding is needed at the district level to support stipends for teacher participation in instructional professional development after school.
- Library funding should be provided that is specifically dedicated to the development of a Professional Library to reinforce knowledge of high quality learning environments and research based instructional practices.

- **PERSONNEL**

Personnel Utilization:

- Each grade-level should have an assigned instructor to act as a "Reading Specialist" and receive detailed training to share with team teachers to insure a smooth transition to the new Reading program.
- Additional special education staff is needed to facilitate co-teaching at all grade levels and provide adequate instructional support to follow-through with the requirements of the Three-tier Reading model.
- Technology support should increase to allow ongoing teacher training in utilizing technology available to its greatest benefit.
- Vertical teams should be developed to facilitate integration of Science and Social Studies content across the curriculum and to improve instructional pacing.

- **OTHER RESOURCES**

Other Resources:

- Additional staff development is needed for all paraprofessionals in instructional strategies and using technology.
- Additional reading materials are needed for K-5 as the initiative for the Three-tier reading model emphasizes the use of centers and differentiated instruction.

Building Capacity:

Two portable classrooms are utilized to support the additional non-academic staff recommended for the 2008-2009 school year and the use of the in-building classroom as a computer / learning lab.

Equity and Adequacy:

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

Yes. All teachers have available S-Team support as needed and are very satisfied that the school's resources are equally available to all who meet the qualifications for various programs.

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

Yes. Although stakeholders do not feel that educational funding is adequate, they are in full consensus that the funds available are being used effectively to meet the students' instructional needs. Additionally Altruria allocates funds from school fundraisers to address needs within the school. In 1997, Altruria designated \$35,000 to improving technology in the classrooms. Each classroom was provided a white board and each grade level was provided an E-beam. Grade-level combined their additional discretionary money to purchase classroom materials, student furniture and literacy centers.

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

Yes. TCAP results, AYP data, stakeholder opinion surveys, promotion rates, performance levels of all subgroups, ELL assessments, progress noted on Individualized Educational Plans, as well as formal and informal student assessments within the curriculum / grade level expectations indicate that Altruria is meeting the needs of all students in our schools.

TEMPLATE 3.2.C: Instructional Summary Questions

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

**TEMPLATE 3.2.C: Instructional Summary Questions
(Rubric Indicator 3.4)****Instructional Summary Questions**

What are our major strengths and how do we know?

Through a thorough analysis of Altruria's instructional practices, it was noted that our greatest strengths are, 1) the ability to align classrooms to the standards based curriculum and the identified student performance indicators that will be assessed, 2) utilizing data to direct instructional efforts, and 3) providing high quality learning environments. It was realized through this analysis that the continuity of instructional focus provided through the consistent use of the Tennessee State Performance and SCS curriculum guides/pacing charts to align instructional efforts with the state of Tennessee criterion referenced assessments has resulted in the greatest benefits to student achievement.

Teacher lesson plans indicate the standard and assessed SPI for each lesson presented. Teachers maintain a checklist of the SPI's taught to insure that all assessed performance indicators have thoroughly been presented prior to the TCAP assessment. Teachers also continually collaborate between and within grade-levels to determine gaps and overlaps within the curriculum as well as to integrate content area goals and instruction even into non-academic areas such as Music, Art, P.E. and Library. Within grade-level teacher meetings, teachers support the development of instructional plans, remedial and enrichment activities, and provide feedback concerning the pacing of the curriculum.

The utilization summative and formative assessment data assisted in providing a narrowed focus for ongoing instruction. Teachers analyze formative assessments to identify individual student needs as well as instructional weaknesses. The Think Link Assessment is provided to students in Grades 1 – 5 three formal times per year to initially identify student's retention of the previous year's performance indicators and then to identify the percentage of the current year's skills that have been mastered. Think Link Practice probes are also provided throughout the year to determine whether a specific skill area has been successfully instructed and learned. All grade levels also complete ongoing assessments as established within the reading programs.

Teachers and administrators actively participate in identifying those instructional materials that most support the standardized curriculum presented in preparing/presenting students with the information/skills expected within a highly qualified educational environment. Teachers focus on those instructional materials that are not only standards based and correlated to SPIs but also provide engaging activities that incorporate real life skills into learning activities

With the generous support of parents, grandparents, community members, and paraprofessionals, Altruria is able to offer instructional support to individuals and/or small groups of students to provide remediation or academic challenges as needed.

These strengths are supported through academic and non-academic data as Altruria has exceeded the Tennessee benchmarks (AYP) in all academic areas, attendance, retention, and promotion rate. The parent, student, and teacher surveys indicated satisfaction with the progress of Altruria's student population.

Instructional Summary Questions

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.

There were several areas of weakness identified through the analysis of our instructional practices. Although Altruria continues to exceed the targeted benchmarks established by No Child Left Behind, it was realized that overall there were limited student-centered teaching strategies being incorporated especially those that promoted independent learning skills. Another challenge was identified when considering the growing diversity of the student population attending Altruria Elementary. Although the number of students in all subgroups remain below the established 45 count by the state of Tennessee to be considered relative to NCLB, current student demographic information indicates a gradual increase in the number of students identified as economically disadvantaged and of minority students attending Altruria over the past three years. Teachers will be challenged to continue to meet the variety of learning needs and styles

presented within each class environment. A final instructional challenge was identified through the analysis of parent, teacher, and student surveys. It was realized that parents did not feel that communication of student performance was being adequately presented through the use of the Parent Portals. Teachers recognized this disconnect as limiting the learning opportunities that could be provided beyond the classroom instruction.

Instructional Summary Questions

How will we address our challenges?

The challenges identified will be addressed through the improved use of research-based assessments and alternative learning opportunities. To provide an engaging and challenging curriculum for all students, Altruria's teachers recognize the need to become more knowledgeable in a greater variety of student-centered teaching strategies. This would also incorporate the need to increase the teacher's ability to better identify the specific instructional needs of students. Specific Professional development opportunities will be needed to address: 1) the use of assessment to identify the student's learning needs and learning styles 2) the integration of differentiated instruction activities and Marzano's Nine Learning Strategies and 3) increased proficiency in utilizing technology in the classroom.

**TEMPLATE 3.3.A: Assessment Practices
(Rubric Indicator 3.5 and 3.6)**

Current Assessment Practice #1: Uses student assessments that are aligned with the TN Dept. of Education standards based curriculum	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • SPI's, Curriculum maps/Pacing Charts • Assessment Guides On-Line • Assessment tools for textbooks • Think Link Assessments • Teacher made Assessments • Teachers utilize SCS Curriculum Guide/Maps • Formative Assessments
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Identified SPI's/TPI's listed for every assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • High percentage of students performing at proficient or above on TCAP • Straight A's on Report Card
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All Content Area Teachers use the targeted SPI's in TN to create various forms of assessments • All Student assessments are aligned with the TN Dept. of Education Standards throughout the curriculum • All teachers are provided Shelby County Schools Curriculum Guide/Maps and Pacing Charts
Next Step (changes or continuations)	Continue to align curriculum and assessment with state standards

Current Assessment Practice #2: Ensures that the appropriate assessments are used to guide decisions relative to student achievement	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Use of Data-Driven Decision Making • Teacher Class Records • SPI Tracking Sheets • Class RCPI Reports • iStation Benchmark Assessments • Think Link Practice Probes
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Referral Records • IEP's • 504's • S-Team paperwork (Student File)
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Lesson plans indicate SPI's & GLE's • TCAP/AYP Data demonstrate an increased number of students in proficient and advanced
Evidence of equitable school support for this practice	All students have available accommodations or alternative assessments as needed to evaluate student achievement
Next Step (changes or continuations)	Maintain the use of SPI/TPI to guide and enrich instruction

Current Assessment Practice #3: Uses a variety of data points for decision making relative to student achievement	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Academic & Non-Academic Data: • TCAP (Grades 3-5) • 2nd Grade Stanford • 2nd Grade Apex Screening • i-Station benchmark tests • Stakeholder Surveys • Attendance • Demographic Information • Subgroup Performance
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • IEP • S-Team Data • SAP • Report Card • Cumulative Report Card • Teacher Observation • Functional Behavior Assessments
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Progress toward previous SIP goals • Meeting state benchmarks for attendance, retention, and yearly progress on school report card
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All stakeholders participate in the development and SIP • All teachers have access to student performance records/cumulative records • All teachers have opportunities to participate in professional development
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue to analyze all data in order to set achievement goals to meet the needs of all students

Current Assessment Practice #4: Assess all categories of students	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Testing Accommodations for ELL, 504 Plans, IEP • TCAP - Alt • CELLA • Psychological Evaluations • Brigrance • ABBLS • DIBELS
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • TCAP • AYP Subgroups • TVAAS Data • Psychological Reports • All specific test reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • 100% students participate in TCAP or TCAP Alt • 2010 TCAP Alt. score of Advanced • School AYP Data indicates that all subgroups exceeded NCLB benchmarks • Documentation of Testing Accommodations
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All students have available accommodations or alternative assessments as needed to evaluate student achievement • All teachers have in-service training concerning accommodations and modifications • All teachers are provided copies of accommodations and modifications agreed upon in IEP/504
Next Step (changes or continuations)	Differentiated instruction, cooperative learning, and a variety of teaching methods are used to enhance instruction

Current Assessment Practice #5: Uses a wide range of assessments, CRT, NRT, portfolio, Curriculum based Assessments, etc.	
Evidence of Practice (State in definitive/tangible terms)	<p><u>CRT:</u></p> <ul style="list-style-type: none"> • TCAP test, Stanford • Think Link Test • Textbook Assessments • Unit Reading Tests • Teacher Made Assessments <p><u>NRT:</u></p> <ul style="list-style-type: none"> • iStation Testing • Brigance Screening • CAT • KTEA <p><u>Portfolios:</u></p> <ul style="list-style-type: none"> • Writing Portfolios • TCAP Alt <p><u>Curriculum Based:</u></p> <ul style="list-style-type: none"> • Rubric based projects • Oral Tests • Textbook Tests <p><u>Other: (Behavior)</u></p> <ul style="list-style-type: none"> • BASC • FUBA
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • TCAP/Stanford gr.2 • TVAAS Data • Weekly Assessments • Unit Skills Tests • IEP's • Cumulative Records • Behavior Frequency Data
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • AYP status of good standing • Straight A's on State Report Card for 3 years in a row • 96% of all students were Proficient/Advanced in Math • 97% of all students were Proficient/Advanced in Reading • Successful Behavior Plans

Current Assessment Practice #5: Uses a wide range of assessments, CRT, NRT, portfolio, Curriculum based Assessments, etc.	
Evidence of equitable school support for this practice	<ul style="list-style-type: none">• All students have available accommodations or alternative assessments as needed to evaluate student achievement• All teachers have ongoing in-service training concerning accommodations and modifications
Next Step (changes or continuations)	Continue to use a wide range of assessments to identify student strengths and weaknesses

Current Assessment Practice #6: Provide support and technical assistance to teachers in developing and using assessments	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • CTT's • STS's • TOC sessions • Computer Lab • iBook Carts • AV Equipment • Professional Development focused on developing assessments
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • TOC Flex Credit Records • iBook Cart Sign-out Sheets • Teacher Evaluations • Professional Development Logs • Computer Generated Assessment Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Minimal use of computer generated assessment reports • Think Link disaggregation grade level scores
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • CTT's and STS's are available to provide administrative and faculty support in the development and use of assessment • CTT's provide training to all teachers and staff on software and data analysis
Next Step (changes or continuations)	<ul style="list-style-type: none"> • TOC's will continue to be offered • STS and CTT will be available for one-on-one help

Current Assessment Practice #7: Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Parent Portal for PowerSchool • Think Link Learning Student Reports (3 x per year) • iStation Student Progress Reports • On-line AYP results available on the Shelby County Schools and TN Dept. of Education websites • Special Ed. Progress Reports • Conferences • Report Cards • Interims • TCAP Summary
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Grade Level Newsletters • School/PTA Newsletters • School and District Websites • Info Bulletin Board • Report Cards • Conference Logs • IEP Progress Notes • Think Link Learning Student Reports (3 x per year) • iStation Student Progress Reports
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Teachers and community surveys are analyzed for improving school academic standards and school communication • IEP Eligibility Reports • 504 Minutes • S-Team documentation • APEX Student Monitoring Forms • Returned report card folders with signatures • Tuesday folders returned with parent signatures
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Unbiased administration of surveys • Surveys available to all stakeholders • Data available to all stakeholders • School report card on-line
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue to inform all stakeholders of school wide AYP • Continue to inform parents on individual assessment data

Current Assessment Practice #8:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.3.B: Assessment Gap Analysis

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

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

TEMPLATE 3.3.B: Assessment Gap Analysis**“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**

- Each grade level collaborates on planning lessons, analyzing formative assessment results, and developing alternatives to differentiate instruction as needed. Further discussions focus on grade level pacing and curriculum expectations with concern for providing “best practices”.
- Instructional support is provided as needed from Curriculum Supervisors available upon request to evaluate / support ongoing class practices
- Opportunities for teachers to observe in other professional's classrooms to see strategies “in action” are made available upon request.
- TOC sessions offer flex credit for any teacher participating in a variety of technology training sessions scheduled before school at Altruria
- Professional Development opportunities to provide teachers, parents, and paraprofessionals training in ABA instructional strategies, Behavioral interventions, and Behavioral De-escalation strategies are available throughout the school year with substitutes provided for teachers attending.

- **MONEY**

- Funding for Altruria Elementary is primarily allocated from Shelby County Schools or from Site-based budgets. The Site-Based budget is determined by student enrollment and the percentage of students identified as economically disadvantaged.
- The Site-Based budget is utilized to purchase instructional materials, furniture, computers, upgrade technology, and other instructional equipment and supplies. Grade level meetings are held to gain consensus concerning the specific instructional materials to be utilized within each grade level.
- Support is also provided by the Parents/Guardians. Each grade level requests students to purchase usable workbooks that provide direct review/practice for the identified SPIs at that grade level. Students identified as economically disadvantaged receive support for these purchases through existing school funds.

- **PERSONNEL**

- The Altruria Elementary faculty consists of 38 regular education teachers, 9 non-academic teachers, and 5 special education teachers. There are 5 Educational Paraprofessionals and 7 Special Education Paraprofessionals. All employees are highly qualified.
- A School Technology Support and Curriculum Technology Trainer is available to all instructional and administrative staff members
- Curriculum specialists are accessible to all teachers and administrators within the Shelby County Schools system.
- Two Altruria teachers are trained as Learning Coaches and are assigned to provide 1:1 support for each new teacher at Altruria

Elementary.

- Special Education Supervisors and Behavioral Specialist are available upon request.
- A 4th and 5th grade classroom has been established as a co-teaching class for the subject areas of Math and Reading/Lang. Arts.
- A specified paraprofessional is utilized to facilitate the computer lab dedicated to serve those identified students requiring remediation per I-Station testing results.

- **OTHER RESOURCES**

- PTA allocates a portion of the cost to purchase Think Link Assessments for grades 1-5 yearly.
- Community Volunteers provide tutoring for small groups / individuals as needed.

“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**

- According to Teacher surveys, more planning time is needed for instructors to develop lesson plans and instructional materials to incorporate greater instructional differentiation. Teachers feel that they are not effectively analyzing available test data because they do not have adequate time.
- Additional time is needed by Administration and teachers for beginning of the year data disaggregation and School Improvement Plan team meetings to revisit the previous year's goals and objectives and update the school's plans of action as needed.

- **MONEY**

- Additional funds are needed to continue to update classroom technology (e-beams and supporting equipment) to support and enhance instruction.
- Additional funding is needed at the district level to support stipends for teacher participation in instructional professional development held after-school-hours.
- Library funding should be provided that is specifically dedicated to the development of a Professional Library to reinforce knowledge of high quality learning environments and research based instructional practices.

- **PERSONNEL**

- Additional special education staff is needed to facilitate co-teaching at all grade levels and provide adequate instructional support to follow-through with the requirements of the Three-tier Reading model.
- Technology support should increase to allow ongoing teacher training in utilizing technology available to its greatest benefit.
- Vertical teams should be developed to facilitate integration of Science and Social Studies content across the curriculum and to improve instructional pacing.

- **OTHER RESOURCES**

- Additional staff development is needed for all paraprofessionals in instructional strategies and using technology.

Equity and Adequacy:

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

Yes. All teachers have available technology support as needed. Teacher surveys indicated strong agreement that there was strong alignment across the curriculum, instruction, and assessment within and across grade levels.

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

Yes. Although stakeholders do not feel that educational funding is adequate, they are in full consensus that the funds available are being used effectively to meet the students' instructional needs. Additionally Altruria allocates funds from school fundraisers to address needs within the school. In 2007, Altruria designated \$35,000 to improving technology in the classrooms. Each classroom was provided a white board and each grade level was provided an E-beam. Grade-level combined their additional discretionary money to purchase classroom materials, student furniture and literacy centers.

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

Yes. TCAP results, AYP data, stakeholder opinion surveys, promotion rates, performance levels of all subgroups, ELL assessments, progress noted on Individualized Educational Plans, as well as formal and informal student assessments within the curriculum /grade level expectations indicate that Altruria is meeting the needs of all students in our schools.

TEMPLATE 3.3.C: Assessment Summary Questions

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

**TEMPLATE 3.3.C: Assessment Summary Questions
(Rubric Indicator 3.6)****Assessment Summary Questions**

What are our major strengths and how do we know?

Through a thorough analysis of Altruria's assessment practices, it was noted that our greatest strengths are 1) the ability to align assessments with the standards based curriculum and the identified student performance indicators that will be assessed, 2) ensuring that the appropriate assessments that are used benefit student achievement, 3) using a wide range of assessments. It was realized through this analysis that the continuity of instructional focus provided through the consistent use of the Tennessee SPI's and SCS curriculum guides/pacing charts to align instructional efforts with the state of Tennessee criterion referenced assessments has resulted in the greatest benefits to student achievement.

Teacher lesson plans indicate the standard and assessed SPI for each lesson presented. Teachers maintain a checklist of the SPI's taught to insure that all assessed performance indicators have thoroughly been presented prior to the TCAP assessment. Teachers also continually collaborate between and within grade-levels to determine gaps and overlaps within the curriculum as well as to integrate content area goals and instruction even into non-academic areas such as Music, Art, P.E. and Library. Grade-level teacher meetings support the development of instructional plans, remedial and enrichment activities, and provide feedback concerning the pacing of the curriculum.

The utilization of all summative and formative assessment data provides a narrowed focus for ongoing instruction. Teachers analyze formative assessments to identify individual student needs as well as instructional weaknesses. The Think Link Assessment is provided to students in Grades 1 – 5 three formal times per year to initially identify student's retention of the previous year's performance indicators and then to identify the percentage of the current year's skills that have been mastered. Think Link Practice probes are also provided throughout the year to determine whether a specific skill area has been successfully instructed and learned. All grade levels also complete ongoing assessments as established within the reading programs.

Teachers and administrators actively participate in identifying those instructional materials that most support the standardized curriculum presented in preparing/presenting students with the information/skills expected within a highly qualified educational environment. Teachers focus on those instructional materials that are not only standards based and correlated to SPIs but also provide engaging activities that incorporate real life skills into learning activities.

With the generous support of parents, grandparents, community members, and paraprofessionals, Altruria is able to offer instructional support to individuals and/or small groups of students to provide remediation or academic challenges as needed.

areas, attendance, retention, and promotion rate. The parent, student, and teacher surveys indicated satisfaction with the curriculum and academic progress of Altruria's student population.

These strengths are supported through academic and non-academic data as Altruria has exceeded the State of Tennessee benchmarks (AYP) in all academic

Assessment Summary Questions

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.

Although Altruria uses a variety of assessments throughout the school year, teacher surveys indicated that teachers did not feel that there was adequate planning time provided to plan for differentiated instruction. Declining TCAP performance was noted among subgroup performances of students with disabilities (with accommodations) and students identified as economically disadvantaged. Therefore, a weakness was also identified in Altruria's ability to use a wide variety of assessment for decision-making relative to student achievement needs to be addressed through using research based, student-centered teaching strategies to enhance student learning in

all academic areas. Teachers will continue to improve learning beyond initial instruction by using peer tutoring and small group tutoring from parent volunteers and educational assistants. Teacher surveys also indicated that up-to-date computers and other technologies were needed.

Assessment Summary Questions

How will we address our challenges?

Teachers will more effectively use existing data points obtained through the use of academic and nonacademic assessments (TCAP, Think Link probes and assessments, I-Station benchmark, surveys completed by stakeholders, attendance reports, and demographic reports). This data will be more effectively analyzed based upon student needs with increased teacher awareness and understanding gained through Professional Development and classroom integration. Communication and parent support will be enhanced through increased opportunities for parents to receive technological training. Students will also have increased learning opportunities beyond classroom instruction with the integration and technology training to support online instructional activities.

TEMPLATE 3.4.A: Organizational Practices
(Rubric Indicator 3.7 and 3.8)

Current Organizational Practice #1: School's beliefs, mission, and shared vision define the purpose and direction for the school.	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Lesson Plans • Posted in Classrooms • School Website • Noted in School Newsletter • PTA Meetings • Ongoing School Focus/Actions
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Correlation to: <ul style="list-style-type: none"> • Lesson Plans • Classroom Observation • SIP Action Plan • ECU Activities • Professional Development Focus
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Continued alignment with SIP and ongoing school activities
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All stakeholders are provided the opportunity to participate in the development of school's statements of beliefs, mission, and shared vision • School's current mission, vision, and beliefs are available to all stakeholders
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue to reflect on mission, vision, and beliefs to insure alignment with current school focus. • Continue to obtain feedback from all stakeholders.

Current Organizational Practice #2: Organization processes increase the opportunity for success in teaching and learning	
Evidence of Practice (State in definitive/tangible terms)	Schedules allow: <ul style="list-style-type: none"> • Daily planning period • Uninterrupted instructional time • Availability of paraprofessional support • School-Wide behavior expectations • Parent volunteer tutoring • Scheduled Think Link Assessment (Fall/Winter/Spring) • Scheduled iStation Benchmark Assessment (Fall/Winter/Spring) • Student leadership opportunities • Administrative support • Established daily routines • Scheduled faculty meetings
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Lesson plan indicating curriculum pacing • Formative student progress reports • Think Link • Unit tests • SPI checklist • Student list of Educational Leaders of Tomorrow (ELT) • % Proficient/Advanced on Math and Reading
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Progress noted on iStation benchmark assessments • Completion of grade-level expectations within curriculum • High student achievement on Think Link assessments and unit evaluations • All content grade level assessed SPIs presented • Proficient/Advanced performance on TCAP
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers are provided daily planning times • All content area teachers have availability of paraprofessionals • All teachers provided with curriculum and TN SPI's • All teachers are provided schedules, school calendar, and Teacher Handbook
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practice and closely monitor/evaluate future schedules and time-on-task

Current Organizational Practice #3: Organizational practices and processes promote the effective time-on-task for all students	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Student/Teacher Schedules • School Calendars • D.E.A.R. • Established restroom routines • Arrival and Dismissal • Guidance Lessons • Morning/Afternoon Announcements • Bell Work • Lesson Plans • Classroom Observations • Schedules provide uninterrupted instructional time for ILA
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Classroom Observations • i-Station computer remedial program time documentation • Attendance Records • SPI Checklist
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Progress noted on iStation benchmark assessments • Completion of grade-level expectations within curriculum • High student achievement on Think Link Assessments and unit evaluations • All content grade level assessed SPIs presented • Proficient/Advanced performance on TCAP Reading/Language Arts
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers are provided daily planning times • All teachers provided with curriculum and TN SPI's • All teachers are provided schedules, school calendar, and Teacher Handbook
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practice • Closely monitor/evaluate future schedules, use of staff, and time-on-task

Current Organizational Practice #4: School provides continuous professional development for school leaders	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Professional development logs • Altruria teachers providing P.D./In-Service for SCS • Teachers responsible for training Altruria staff in use of technology • Altruria funding teacher participation in out of system training • SIP Component Chairs
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Professional development sign-in logs • Flex credit requests • Teacher professional file • SIP leadership team composition form
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • High percent of teachers requested to develop in-service training for SCS • All teachers Highly Qualified • Majority of teachers hold degree beyond B.S. • Currently 4 teachers are in pursuit of Adm/Sup certification
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers encouraged to participate in leadership roles throughout school year with support from administration • All teachers participate in professional development
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practice • Increase number of professional development opportunities focused on developing leadership skills

Current Organizational Practice #5: School is organized to be proactive in addressing issues that might impede teaching and learning	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • School-wide behavioral expectations • Yearly school calendar provided • Student/Parent Handbook • Class schedules prepared before beginning of school • Tentative class roles provided • End-of-Year teacher feedback concerning student grouping • Identification system in place for visitors • CERT Team identified and trained • Practice drills for school safety • Student Assistance Program in place • Health protocols developed by school nurse as needed
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Posted school rules • School calendar • Parent signature indicating receipt of student handbook • Class schedules • Class roster • Request documents for "Blue ID Badge" • Teacher handbook • CERT training record • Safety Drills Log • SAP Referrals • Medical Log
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Limited number of school suspensions • Teacher surveys indicate high degree of satisfaction with support for behavioral issues • Parents/Students' surveys do not indicate a concern for safety at school
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers are provided schedules, school calendar, and Teacher Handbook
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practice and remain current in emergency training and specific student health needs

Current Organizational Practice #6: School is organized to engage the parents and community in providing extended learning opportunities for children	
Evidence of Practice (State in definitive/tangible terms)	<ul style="list-style-type: none"> • Parent/community volunteers provide small group and individual tutoring • Parent volunteers provide individual and small group TCAP Preparation activities • Parents act as TCAP Proctors and Hall Monitors • Parent volunteers staff the Health Clinic on a daily basis • PTA provides additional funds for instructional materials through school-wide fundraiser • Parents team with teachers to participate in the yearly Bartlett Education Foundation Bowl-a-Thon • Parents and community members participate in annual Race for Education sponsored by SCS • PTA develop School's monthly newsletter
Is the current practice research-based?	Yes
Is it a principle & practice of high-performing schools?	Yes
Has the current practice been effective or ineffective?	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> • Visitor sign-in sheets • TCAP volunteer forms completed by parents • TCAP Proctor/hall monitor sign-in sheets • PTA financial records • PTA Board meeting minutes • PTA Faculty meeting sign-in sheets and minutes • Bowl-a-Thon sign-up forms • Altruria's Race for Education number of participants record • Monthly newsletter
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	<ul style="list-style-type: none"> • Shelby County Schools system has largest TN PTA membership • Altruria funded \$30,000 for technology updates • Parent Survey indicates a high degree of satisfaction with the educational outcomes provided at Altruria
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All families and school faculty are encouraged to participate in PTA membership. • PTA Board is made up of parents, teachers, and administrator • All families are encouraged to participate in PTA activities/meetings regardless of membership
Next Step (changes or continuations)	<ul style="list-style-type: none"> • Continue effective practice • Continue to establish family/community/business partnerships to increase school support

Current Organizational Practice #7:	
Evidence of Practice (State in definitive/tangible terms)	
Is the current practice research-based?	
Is it a principle & practice of high-performing schools?	
Has the current practice been effective or ineffective?	
What data source(s) do you have that support your answer? (identify all applicable sources)	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	
Evidence of equitable school support for this practice	
Next Step (changes or continuations)	

TEMPLATE 3.4.B: Organizational Gap Analysis

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

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

TEMPLATE 3.4.B: Organizational Gap Analysis**“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**

- There is a need for each grade level to be provided common weekly planning time to allow for collaboration on planning lessons, analyzing formative assessment results, and developing alternatives to differentiate instruction. Further discussions focus on grade level pacing and curriculum expectations with concern for providing “best practices.”
- Instructional support is provided as needed from Curriculum Supervisors available upon request to evaluate / support ongoing class practices.
- Opportunities for teachers to observe in other professional's classrooms to see strategies “in action” are made available upon request.
- TOC sessions offer flex credit for any teacher participating in a variety of technology training sessions scheduled before school at Altruria.
- Professional Development opportunities to provide teachers, parents, and paraprofessionals training in ABA instructional strategies, Behavioral interventions, and Behavioral De-escalation strategies are available throughout the school year with substitutes provided for teachers attending.

- **MONEY**

- Funding for Altruria Elementary is primarily allocated from Shelby County Schools or from Site-Based budgets. The Site-Based budget is determined by student enrollment and the percentage of students identified as economically disadvantaged.
- The Site-Based budget is utilized to purchase instructional materials, furniture, computers, upgrade technology, and other instructional equipment and supplies. Grade level meetings are held to gain consensus concerning the specific instructional materials to be utilized within each grade level. Each teacher received an additional \$200 from the state for the purchase of materials to support the curriculum.

- **PERSONNEL**

- The Altruria Elementary faculty consists of 38 regular education teachers, 9 non-academic teachers, and 4 special education teachers. There are 5 Educational Paraprofessionals and 7 Special Education Paraprofessionals. All employees are highly qualified.
- A School Technology Support and Curriculum Technology Trainer is available to all instructional and administrative staff members
- Curriculum specialists are accessible to all teachers and administrators within the Shelby County Schools system.
- Five Educational Assistants and seven Special Education assistants provide direct instructional support to students.
- Special Education Supervisors and Behavioral Specialist are available upon request.
- Each Administrator is assigned specific responsibilities to facilitate the development and monitoring of different aspects of the

school's organizational process.

- A specialized paraprofessional is utilized to facilitate the computer lab dedicated to serve those identified students requiring remediation per I-Station testing results.

- **OTHER RESOURCES**

- Community volunteers provide tutoring for small groups / individuals as needed.

“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**

- According to Teacher surveys, more planning time is needed for instructors to develop lesson plans and instructional materials to incorporate greater instructional differentiation. Teachers feel that they are not effectively analyzing available test data because they do not have adequate time.
- Additional time is needed by Administration and teachers for beginning of the year data disaggregation and School Improvement Plan team meetings to revisit the previous year's goals and objectives and update the school's plans of action as needed.

- **MONEY**

- Additional funds are needed to continue to update classroom technology (e-beams and supporting equipment) to support and enhance instruction.
- Additional funding is needed at the district level to support stipends for teacher participation in instructional professional developed held after-school-hours.
- Library funding should be provided that is specifically dedicated to the development of a Professional Library to reinforce knowledge of high quality learning environments and research based instructional practices.

- **PERSONNEL**

- Each grade-level should have an assigned instructor to act as a “Reading Specialist” and receive detailed training to share with team teachers to insure a smooth transition to the new Reading program
- Additional special education staff is needed to facilitate co-teaching at all grade levels and provide adequate instructional support to follow-through with the requirements of the Three-tier Reading model.
- Technology support should increase to allow ongoing teacher training in utilizing technology available to its greatest benefit.
- Vertical teams should be developed to facilitate integration of Science and Social Studies content across the curriculum and to improve instructional pacing.

- **OTHER RESOURCES**

- Additional staff development is needed for all paraprofessionals in instructional strategies and using technology.

Equity and Adequacy:

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

Yes. All teachers have available instructional and technology support as needed.

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

Yes. Although stakeholders do not feel that educational funding is adequate, they are in full consensus that the funds available are being used effectively to meet the students' instructional needs. Additionally Altruria allocates funds from school fundraisers to address needs within the school. In 2007, Altruria designated \$35,000 to improving technology in the classrooms. Each classroom was provided a white board and each grade level was provided an E-beam. Additional lap top carts, E-beams and Mobley Devices have been purchased. Grade-level combined their additional BEP 2.0 discretionary money to purchase classroom materials, student furniture, Wordly Wise workbooks and literacy centers.

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

Yes. TCAP results, AYP data, stakeholder opinion surveys, promotion rates, performance levels of all subgroups, ELL assessments, progress noted on Individualized Educational Plans, as well as formal and informal student assessments within the curriculum / grade level expectations indicate that Altruria is meeting the needs of all students in our schools.

TEMPLATE 3.4.C: Organizational Summary Questions

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

**TEMPLATE 3.4.C: Organizational Summary Questions
(Rubric Indicator 3.8)****Organizational Summary Questions**

What are our major strengths and how do we know?

During the Organizational Analysis, it was realized that Altruria was 1) organized to be proactive in addressing issues that may interfere with instruction, 2) establishing schedules, school routines, and procedures that promote teaching from “bell to bell”, 3) embracing the school’s beliefs, mission and shared vision to define the purpose and direction for the school. These strengths are evidenced through Altruria’s exemplary school Report Card, AYP gains, and the alignment of the school’s mission, vision, and belief to all of the detailed actions that support improving student achievement.

Organizational Summary Questions

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.

Altruria’s greatest challenge in the area of organizational practices focuses on the ability to engage the parents and community in providing extended learning opportunities for students. The parent surveys indicated dissatisfaction with parent-teacher communication that was facilitated through the use of the school web pages and they did not agree that Power School was an effective communication tool. The teachers also did not agree that the Power School program was an effective communication tool. The Parent Portal is a computer-based program provided through Shelby County Schools that offers a timely avenue of communication about student progress, attendance, and behavior.

Organizational Summary Questions

How will we address our challenges?

This challenge of broadening communication between school and parents is clearly supported through Altruria’s belief that all stakeholders “share in the responsibility” for student success. It is felt that by providing in-service opportunities for staff and parents to become more proficient in the use of the parent portals as well as other computer based educational programs, the initial dissatisfaction may fade. Teachers will also be required to add personal web pages that link with students activities to provide more engaging instructional activities that can provide extended learning opportunities in the home for students and allow greater parent participation in the entire instructional process.

Component 4 - Action Plan Development

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

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

(Rubric Indicator 4.1)

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

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

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

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

(Rubric Indicator 4.3)

Goal 1 - Action Plan Development							
Template 4.1 - (Rubric Indicator 4.1)							
Revise 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		Altruria students will demonstrate academic gains by increasing the percentage of students who score Proficient and Advanced in Math from 54% to 60%, as measured by the spring 2012 TCAP.					
Which need(s) does this Goal address?		In 2011, 46% of Altruria’s students scored within the “Below Proficient” range in the area of Math. Conversely, only 27% of those same students scored in the “Below Proficient” range of Science and 6% in Social Studies.					
How is this Goal linked to the system’s Five-Year Plan?		District TCSPP Goal #4: Improve core subject test results in reading/language arts and math so that 100% of students will score Proficient or Advanced by 2014. Strategic Plan- Goal # 1: Provide a curriculum with rigor, relevance, and relationship, which reflects greater preparation for careers, higher education, and responsible citizenship. Objective #1: Curriculum with Rigor, Relevance, Relationship – Through 2013, provide a curriculum with rigor, relevance, and relationship, which reflects greater preparation for careers, higher education, and responsible citizenship.					
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	The students will complete Think Link practice probes to reinforce the specific SPIs identified as deficient.	Sept. 2010-March 2012	2nd, 3rd, 4th, and 5th Grade teachers	iBooks, Think Link Learning Assessment Tool	\$5,200 for Think Link Learning for Grades 2-5 Funded by SCS	On-line test results are viewed, assessed, and analyzed Records are kept for teacher monitoring and planning	Improved 3rd /5th grade Performance on 2012 TCAP

Action Step	Students identified with deficiencies in Math will receive individual tutoring and small group instruction: -Extended Contract Tutoring -Volunteer Tutoring -Leveled Grouping -Tutoring provided by Paraprofessionals -Intervention Specialist (Long-term Substitute)	August 2011- May 2012 (Weekly as needed)	Assistant Principal Volunteers Teaching Assistants Intervention Specialist	Published and teacher made materials	Minimal Expected School BEP Funds SCS Funding for Long-term Substitute position	Unit Assessments Practice Probe Results Think Link Assessment 2012 TCAP	Improved 2012 TCAP Math results
Action Step	Students who score in the Basic range on ThinkLink Math will be placed on the Compass Math program for intervention	September 2011- May 2012	Classroom teachers, Diana Penny (Compass resource person)	School Technology Support, Compass program Computers	Provided by SCS	ThinkLink, grades, 2012 TCAP	Increased number of proficient/advanced on 2012 TCAP
Action Step	Students who score in the Below Basic range on ThinkLink Math will be placed on the FASTT Math program for intervention	January 2012 –May 2012	Grades 3-5 math teachers	<ul style="list-style-type: none"> • Computers • FASTT math program • Trained personnel 	70 site licenses purchased by SCS	ThinkLink, grades, 2012 TCAP	Improved Performance on 2012 TCAP
Action Step	Teachers will have PLC time built into their weekly schedules.	August 2011-May 2012	Teachers in grades K-5	None	No costs incurred	Think Link, grades, 2012 TCAP	Improved performance on 2012 TCAP
Action Step	Class schedules will include a daily forty-five minute intervention block.	August 2011-May 2012	Teachers in grades K-5	None	No costs incurred	Think Link, grades, 2012 TCAP	Improved performance on 2012 TCAP
Action Step	Teachers will collaborate through PLCs with other Bartlett area elementary schools	August 2011-ongoing	2nd/3rd grade teachers- September 7, 2011 with Bon Lin Elementary teachers 4th grade teachers- August 3, September 8, 2011 and ongoing dates with Oak	Substitute teachers	Paid for with ED Jobs funding	Think Link, grades, 2012 TCAP	Improved performance on 2012 TCAP

			Elementary teachers 5th grade teachers- September 8, 2011 with Oak Elementary teachers				
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Goal 2 - Action Plan Development							
Template 4.1 - (Rubric Indicator 4.1)							
Revise 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	Altruria will improve student achievement through continued PLC relationships to increase the percentage of students who score Proficient and Advanced in Reading/Language Arts from 59% to 66%, as measured by the spring 2012 TCAP assessment.						
Which need(s) does this Goal address?	In 2011, over 41% of each grade level (3-5) was considered below proficient in the area of Reading and Language Arts. Additionally, Altruria increased 5th grade Writing Assessment scores to an average of 4.5%.						
How is this Goal linked to the system's Five-Year Plan?	District TCSPP Goal #4: Improve Core Subject test results in Reading/Language Arts and Math so that 100% of students will score Proficient or Advanced in 2014. SCS Five Year Plan- Goal # 1: Student Achievement: The system will continue to provide our students with the skills they will need to be successful in the future. Objective #1: Curriculum with Rigor, Relevance, Relationship – Through 2013, provide a curriculum with rigor, relevance, and relationship, which reflects greater preparation for careers, higher education, and responsible citizenship.						
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.)						
Action Step	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes	
A School wide writing emphasis will be implemented	September 2010-May 2012	Classroom teachers Administrators	none	No additional funds needed.	Teachers select class winners. Administrators select student	Students school wide will improve writing skills.	

	where students are writing to a school wide prompt.					entries to be displayed.	
Action Step	The students will complete Think Link practice probes throughout the school year to reinforce the specific SPIs identified as deficient.	August, 2010 - May, 2012 (> 12 X per year)	3-5 Grade Chairs	iBooks, Think Link Learning Assessment Tool	\$5,800 for Think Link Learning Assessment for Grades 2-5 Funded by: SCS	On-line test results are viewed, assessed compared, and analyzed Records are maintained by the teacher for monitoring and planning	Improved performance on 2012 TCAP, Improved grades
Action Step	The students will complete practice and review activities using the TCAP Coach.	October – April 2012 (2 X weekly)	Grade 4-5 Reading teachers	TCAP Coach workbook	\$13.50 per student funded by parents	Pretest and posttest in TCAP Coach workbook	Improved performance on 2012 TCAP
Action Step	The students will participate in computer-based activities as teachers supplement instruction with technology to reinforce assessed skills.	August 2010- May 2012 (2 X within each Curriculum Unit)	Classroom teachers	Access to Brain-Pop and PowerMediaPlus websites, student computers, projector, eBeam, Promethean Boards	Site license and technology equipment provided by SCS with funding from Altruria PTA	Online quizzes, chapter assessments	Improved performance on the 2012 TCAP
Action Step	Teachers will have PLC time built into their weekly schedules.	August 2011-May 2012	Teachers in grades K-5	None	No costs incurred	Think Link, grades, 2012 TCAP	Improved performance on 2012 TCAP
Action Step	Class schedules will include a daily forty-five minute intervention block.	August 2011-May 2012	Teachers in grades K-5	None	No costs incurred	Think Link, grades, 2012 TCAP	Improved performance on the 2012 TCAP
Action Step	Teachers will collaborate through PLCs with other Bartlett area elementary schools.	August 2011 - ongoing	2nd/3rd grade teachers- September 7, 2011 with Bon Lin Elementary teachers; 4th grade teachers- August 3,	Substitute teachers	Paid for with ED Jobs funding	Think Link, grades, 2012 TCAP	Improved performance on 2012 TCAP

Goal 3 - Action Plan Development						
Template 4.1 - (Rubric Indicator 4.1)						
Revise 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						
Which need(s) does this Goal address?						
How is this Goal linked to the system's Five-Year Plan?						
Action Steps - Template 4.2 - (Rubric Indicator 4.2)	Implementation Plan - Template 4.3 - (Rubric Indicator 4.3)					
<p>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.</p>	<p>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.)</p>					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Goal 4 - Action Plan Development						
Template 4.1 - (Rubric Indicator 4.1)						
Revise 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						
Which need(s) does this Goal address?						
How is this Goal linked to the system's Five-Year Plan?						
Action Steps - Template 4.2 - (Rubric Indicator 4.2)	Implementation Plan - Template 4.3 - (Rubric Indicator 4.3)					
Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.	Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Goal 5 - Action Plan Development						
Template 4.1 - (Rubric Indicator 4.1)						
Revise 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						
Which need(s) does this Goal address?						
How is this Goal linked to the system's Five-Year Plan?						
Action Steps - Template 4.2 - (Rubric Indicator 4.2)	Implementation Plan - Template 4.3 - (Rubric Indicator 4.3)					
Section B - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.	Section C - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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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**

What are our major strengths and how do we know?

Evidence of Alignment of Data and Goals

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

Following the receipt and disaggregation of the 2011 TCAP data, the Leadership Committee reflected upon the prior year's mission, vision, and belief statements. It was realized that the previous vision and mission statements did not fully describe the full beliefs that currently seemed to be held. This question of congruency was posed to the complete faculty and stakeholders. All stakeholders were provided the current data, school actions, and research to determine whether the established mission, beliefs, and vision statements continued to serve as an effective guide for the instructional focus at Altruria. It was agreed that additions were needed to allow our complete mission, vision, and beliefs to reflect the current efforts to increase the implementation of technology, using data to direct decision-making, and providing students the high quality learning opportunities. In 2011, the mission, vision, and belief statements were re-addressed and minor adjustments were made to the mission.

The faculty met to discuss and create a mission, vision, and beliefs that were more suited to our school community. A working copy of the beliefs, vision, and mission were presented at a faculty meeting and all stakeholders received an opportunity to provide feedback. Written and oral suggestions for changes were received from each component committee.

The Component 2 Committee then correlated all the suggestions into one mission, vision, and beliefs statement that defined the purpose and direction of the school. There were changes in the mission, vision, and belief statements. These revisions were sent via e-mail to all faculty and staff for review. The new statements were then sent via e-mail to all stakeholders and each grade-level signed and approved the corrected statements. The finalized version was presented at a faculty meeting and brought forward for a school-wide vote. The accepted vision, mission, and beliefs are posted throughout the school.

Aligned with the mission statement and philosophy, improvement in student learning is the primary goal of the administration, instructional staff, and other stakeholders at Altruria Elementary. To achieve this goal, it is necessary to facilitate continual efforts in promoting collaboration and focus of purpose. Therefore, it is vitally important that our SIP is reviewed yearly to update the progression of the Action Plan and to assess the effective organization of our school. The faculty, staff, and community collaborate in multiple ways to address school-wide, grade level, and individual classroom issues. In addition, we work as a team to cultivate a school climate that is conducive to learning by promoting school relationships and activities that foster collegiality.

Evidence of Communication with All Stakeholders

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

The leadership of Altruria Elementary successfully established and communicated a shared purpose and focus for student achievement. All stakeholders, including support staff, teachers, students, parents, business partners, and community members are involved in the development and evaluation of Altruria's School Improvement Plan. This is evident in committee

formation, leadership council members, and meeting minutes.

Daily communication is provided to all teachers, staff and PTA Board members through access to school e-mail and updates from Central Office. Classroom communication with parents is maintained through PowerSchool Parent Portals, teacher web sites, email, weekly newsletters, parent conferences, Tuesday folders, and phone calls. Shelby County Rapid Notice Messages, PTA, administrators, and community members inform parents through monthly newsletters and calendars.

The School Report Card, NCLB results, and TVAAS scores are available online at the Tennessee State Website. TCAP results are also published in The Commercial Appeal each year. The individual student assessment reports provided through Think Link, iStation, STAR Reader, Accelerated Reader, Pearson SuccessNet, and TCAP are disseminated to staff, students, and parents. Student Report Cards and Interim Reports are provided to students and families each per 9-week period. Altruria also incorporates communication with stakeholders about student performance, school effectiveness, and test data through the school web site, PTA Newsletters, team meetings, and students' agenda books. Parents and community members are invited and encouraged to become participating members of the School Improvement Plan committees, PTA members, and school volunteers.

Our school counselor has established a close relationship with the Bartlett Express and the Bartlett TV, Cable Channel 17. There are regular news articles and pictures submitted that highlight our wonderful school programs and activities as well as student achievements. Our yearly events are also archived by our PTA Historian who produces a yearly scrapbook of events. Altruria is also frequently featured on the Bartlett TV to remind Bartlett families about upcoming educational events, study habits, and preparation for TCAP assessments.

All policies and procedures are aligned with the Shelby County School Board policies. These are effectively communicated and upheld in the following ways: SCS Calendar, Student/Parent Handbook, Teacher/School Web sites, PTA Newsletter, Open House, grade level meetings, team meetings, faculty meetings, parent conferences, and letters to the parents. School-wide rules are utilized in every classroom of the school. The student handbook is distributed to all students during registration and reviewed by the homeroom teachers with classes. Specific safety related documents require parent signatures to verify receipt such as inclement weather forms, computer usage policy forms, and classroom and bus behaviors forms are forwarded to the parents each year.

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

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

The review and revision of the Altruria vision, mission, and belief statements were initiated in the fall of 2007 and are revisited annually. The statements were designed by the members of Component 2 of the SACS team and presented to stakeholders. The information was shared and changes were implemented. All stakeholders continued to take part in the development of the statements until completed and accepted by stakeholders. Altruria's vision, mission, and beliefs are posted throughout the school, in each classroom, the school calendar, and the school website.

Based on the mission, vision, and beliefs, goals were created and prioritized to improve the academic achievement of all Altruria students. Faculty, staff, and administrators integrate the vision, mission, beliefs, and goals in the classroom and throughout the learning environment. The three goals are aligned with our mission statement by confirming our commitment to "provide high quality instructional opportunities for students to improve academic achievement":

Goal 1: Altruria students will demonstrate academic gains by increasing the percentage of students who score Proficient and Advanced in Math by from 54% to 60%, as measured by the spring 2012 TCAP. This goal is supported in our mission statement by our commitment to "provide high quality instructional opportunities for students to improve academic achievement," through our vision by "academically challenging all students." The goal is also supported in our belief that "students thrive in a positive learning atmosphere rich with cultural, social, and academic challenges."

Goal 2: Altruria will improve student achievement through continued Professional Learning Community relationships to increase the percentage of students who score Proficient and Advanced in Reading/Language Arts from 59% to 66%, as measured by the spring 2012 TCAP assessment. This goal is supported in our mission statement by our commitment to "provide high quality instructional opportunities for students to improve academic achievement." Our vision statement, also

supports this goal by facilitating our students in becoming “proficient in the use of technology, decision making, and critical thinking skills, which will support students’ future successes.” The goal is also supported in our belief that instruction should be child-centered and data driven with on-going feedback provided by Professional Learning Community integration.

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

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?

Altruria Elementary faculty, staff, and stakeholders worked together to identify strengths and weaknesses based on an analysis of a wide variety of data, including TCAP test results, Think Link assessments, classroom performance, and stakeholder surveys. These areas of need were identified and used to develop ways to improve instruction across the grade levels.

The curriculum taught at Altruria Elementary correlates to the state standards and benchmarks and has been approved and adopted by the Shelby County Schools Department of Curriculum and Accountability. Classroom teachers, based on the test data collected, make instructional plans for their students and make adjustments as needed. This information is shared with parents and other stakeholders through several means of communication: Curriculum Night, Open House, parent conferences, IEP meetings, agenda books, email, weekly newsletters, and websites. The SIP process was monitored and reviewed by members of the leadership team, as well as other stakeholders, and was adjusted using up-to-date information.

Altruria’s goals and action plans closely align with beliefs of the stakeholders, the mission of the school, and the shared vision of the community. Steps to improve instruction in targeted subjects and with students of specific subgroups correlate with the commitment to “enhance each child’s diverse academic, social, and cultural development.” Improving instruction through increased communication between the school, students, and parents/guardians is important due to the belief that it is “vital for all stakeholders to share in the responsibility for the development and advancement of the school's mission.”

The action steps were developed after careful analysis of the data collected by the members of Component 3. They align with targeting specific curriculum needs in the areas of Math and Reading, improving instruction through the use of school wide writing prompts and other strategies, relying on current assessment data, and using classroom and school-wide organizational plans.

Suggestions for the Process

What suggestions do we have for improving our planning process?

As noted throughout our analysis, one of the greatest teachers' concerns is having enough time to adequately assess students in order to determine their abilities and learning needs. With this knowledge teachers would then be able to plan various instructional approaches to meet the students' needs. This knowledge would also allow teachers time to prepare materials for instructional activities that are engaging and appropriate to students with various abilities. Altruria values the ability to continually evaluate our effectiveness and make improvements as needed; therefore, our suggestion for improving the planning process must focus on extending the time available for teachers to thoroughly review the data and analyze the school's strengths and areas of concern. The shared commitment to our stakeholders to participate in this data driven decision making is vital not only to the development of the school improvement plan but the continued collaboration that promotes school success.

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**

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

The implementation of the action steps began at the commencement of the 2007 - 2008 school year as the Leadership Team revisited the previously established goals, reviewed the current TCAP data, and Altruria's vision, mission, and beliefs. The Leadership Team then facilitated the staff and stakeholders in determining whether these continued to be appropriate. Using the revised Action Plan goals to narrow the focus for instruction and school activities, teachers began to incorporate and integrate the use of technology as well as formative assessments (Unit assessments, online tests, and Think Link assessments) into the existing curriculum map. A tentative calendar was developed for teachers to meet and analyze the data gathered each nine-week period and for the Leadership Team to meet monthly to determine the completion of the action steps within the plan's goals. Meetings and communication systems were also planned to present the progress noted toward Altruria's goals to the parents, students, community members, school faculty, and staff through the use of existing faculty meetings and monthly PTA newsletters, and PTA meetings.

In August, TCAP data is analyzed to determine strengths, areas of needed improvement, and trends. In December 2010, surveys were provided to all stakeholders with responses being analyzed to determine areas of concern. The mission, vision and beliefs were revisited to insure alignment with Altruria's current academic focus. The action plan objectives were then developed to address the identified needs. Action steps were implemented in accordance with the plan. A variety of Formative assessments were utilized to monitor student progress toward the goals in the action plan and progress toward our school goals. The formative assessments that were incorporated in our action steps were: TCAP Assessment, Think Link Assessments, Think Link Probes, Brain Pops, and unit assessments. To address stakeholder concerns a plan was implemented and the action steps were addressed through the use of various communication tools. The tools include Powerschool and Parent Portal. A timeline was completed to determine projected dates for administration. Review of the ongoing formal and informal evaluation data will be continued throughout the school year leading up to the 2011-2012 TCAP Assessment (April, 2012). Updates and progress toward completion of action plans will be reviewed in accordance with the timeline and communicated with stakeholders. The 2010-2011 TCAP results are currently being evaluated. In August 2012 the cycle of school improvement will resume.

Evidence of the Use of Data

What is the plan for the use of data?

Data from the 2011 TCAP test, as well as AYP scores from 2011 have been used to determine areas of strengths and weaknesses. Currently the administration and faculty are discussing the results and determining ways to improve specific academic needs. In an effort to continually improve Altruria's TCAP scores, Think Link assessments will be administered in September 2011. Think Link assessments are used to target specific state SPIs that need reinforcement and re-teaching. Other formative assessments will include teacher-made tests, standardized unit tests, and informal evaluations by the teacher. Think Link assessments will also be administered in November 2011 and in March of 2012 to allow administrators, teachers, parents, and students to determine current levels of achievement. From this range of evaluation materials, teachers will analyze classroom and individual student data to determine mastery of grade level SPIs. This process will help improve instruction in order to meet the the academic needs of all students.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

**TEMPLATE 5.3: Monitoring and Adjusting Evaluation
(Rubric Indicator 5.3)****Evidence of Monitoring Dates**

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 Leadership Team plans to meet to determine progress toward the completion of the actions steps. These meetings will be held according to schedule in Mrs. Turner's office. Information regarding progress toward the SIP and solicitation of ongoing input from stakeholders will be communicated via faculty meetings, PTA newsletters, and PTA meetings. Sign-In logs will be maintained with outlines of each meeting date. Alternating Leadership Meeting dates will coincide with ongoing Teacher meeting dates to assist in reviewing the data presented. The team will review and analyze the end-of-year summative data to determine the overall effectiveness of the plan and determine if any adjustments should be made to the action steps with the entire staff at the beginning of the 2011 school year.

Evidence of a Process for Monitoring Plan

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?

Altruria's Leadership Team, along with the faculty, met in August 2011 to analyze data from the 2011 TCAP test. The Assistant Principal was responsible for setting the time and date and notifying Leadership Team members. During in-service week and faculty meetings during the Fall 2011 semester, the administration and faculty reviewed the assessment data and shared this information with parents and other stakeholders through the use of parent letters, PTA newsletters, and PTA meetings.

In November 2011, the Leadership Team, administration, and faculty will meet to again review current 2011 TCAP scores. Progress by all students, and especially the focus subgroups, will be analyzed for Average Yearly Progress and movement from Below Proficient to Proficient and from Proficient to Advanced. If the SIP goals have been met, they will be amended, and new goals will be suggested and approved by the Leadership Team.

Adjustments to the action plan will be driven by ongoing data obtained from up-to-date formal and informal evaluations, such as Think Link Assessments, standardized unit tests, and teacher-made tests. Results will be analyzed every Nine Weeks (September 2011, December 2011, and March 2012) to identify strategies to improve areas of weakness. Comparing TCAP results from year to year and across grade levels will determine instructional strategies needed to meet the needs of all students with emphasis on the subgroups of Economically Disadvantaged and Students with Disabilities.

Evidence of a Process for Adjusting Plan

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?

Altruria Elementary School Leadership Team recognizes the importance of monitoring the progress toward the completion of Action Steps. This not only insures that professional development activities and in-services are focused on the specific areas of need identified and are provided in a timely manner, but also to provide an ongoing evaluation concerning the effectiveness of the instructional strategies and materials being implemented based upon the data obtained. The following data will be monitored and assessed as to the overall impact on student performance and alignment with the school's vision, mission, and

beliefs.

- Staff Development
- Observation of adherence to the implementation of the action steps
- Analysis of formative assessment data (iStation, Pearson SuccessNet, Think Link, STAR, AR, On-line assessments, Unit Tests, Teacher-made tests, individualized assessments)
- Analysis of current TCAP Achievement data with three year comparisons to identify trends
- Analysis of School Climate surveys
- Parent / Student / Teacher / Support Staff surveys
- Community demographics
- School demographics
- School Report Card
- TVAAS
- AYP

As trends, strengths, and areas in need of improvement are identified; recommendations will be made to faculty, staff, and stakeholders. If changes to the action steps are warranted, these will be presented to the faculty and administration for consideration. If school personnel are in agreement that changes/adaptations are needed, these will be presented to all stakeholders. Adjustments will be expedited as quickly as possible without jeopardizing the integrity of the SIP.

In August of the 2011-2012 school year, the Altruria Leadership Team met with all teachers to examine the results of the current School Improvement Plan and the available data from spring 2011. To ensure continuity and consistency, the School Improvement Plan will be available in the school library for all stakeholders. A copy of the Action Steps will become a part of the Teacher's Professional Notebook. The faculty will review the completion of the action steps and effectiveness of the plan a minimal of one time each nine-week period during faculty meetings.

Evidence of a Plan for Communicating to All Stakeholders

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

The Leadership team at Altruria Elementary met during the summer of 2011 and will continue to meet to discuss the SIP for the school with all stakeholders. It is the practice of our school to utilize all stakeholders in the decision making process to enhance our SIP. Stakeholders are notified of priority goals and schools status through the school newsletter, district webpage and the media. Surveys are given for students and parents to complete to give valuable information to the school. Stakeholders can view information on the school webpage about our SIP, the Tennessee Report Card, and other academic areas. Members present and outlines of the meetings are on file. By allowing all stakeholders active participation in the SIP, it enhances the achievement of the students in all academic areas. The Principal and Assistant Principal are responsible for communicating to all stakeholders when the meetings will be held and the time requested for each session. The meeting agendas are maintained on file for a running history. Updated versions of the SIP will continue to be posted on the school's web site. Through the collaboration of community members, staff, students, and parents, all of Altruria's stakeholders share in the responsibility of improving student achievement.

Document Attachments

[Template4.1NarrativeGoal1](#)

[Template4.1NarrativeGoal2](#)

[Template4.1NarrativeGoal3](#)