

Stone Memorial High School

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Tennessee School Improvement Planning Process (TSIPP) For Accreditation Through SACS/CASI

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

Assurances

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

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

Signature of Principal

Date Signed

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

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

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

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Lyndsey Myers	N	Student/President SGA	Academic & Non-Academic Data Analysis
Mason Fox	N	Student Representative	Action Plan Development
LeeAnn Sherrill	Y	English Teacher	School Profile & Collaboration Process
Kim Wattenbarger	Y	Librarian	TSIPP Chair & School Profile & Collaboration Process
Lance Kennedy	Y	Assistant Principal	Beliefs, Mission, & Vision
Becky Smith	N	Social Studies Teacher	Action Plan Development
Alicia Page	Y	Math Teacher	Academic & Non-Academic Data Analysis
Pam White	N	Teacher/Exceptional Studies	Academic & Non-Academic Data Analysis
Scott Maddox	N	Assistant Principal	Academic & Non-Academic Data Analysis
Kelly Tollett	Y	Guidance Counselor	Curricular, Instructional, Assessment & Organizational Effectiveness
Wendell Wilson	Y	Assistant Principal	TSIPP Co-Chair & Curricular, Instructional, Assessment & Organizational Effectiveness

Anna Bryant	N	Science Teacher	Curricular, Instructional, Assessment & Organizational Effectiveness
Dr. Janet Brooker	N	Principal	Action Plan Development
Ned Serleth	Y	English Teacher	Action Plan Development
Andrea Simmons	N	Guidance Counselor	Action Plan Development
Jill Denny	N	Parent	Academic & Non-Academic Data Analysis
Roger Hyder	N	Cumberland County School Board Member	Curricular, Instructional, Assessment & Organizational Effectiveness
Deanne Stone	N	PTSO President	Action Plan Development
Lynn Carey	N	Community Stakeholder	School Profile & Collaboration Process
Tammy Webb	N	Parent	Beliefs, Mission, & Vision
Casey Scarlett	N	Student Representative	Curricular, Instructional, Assessment & Organizational Effectiveness
Colton McClanahan	N	Student/President SGA	Beliefs, Mission, & Vision
Winnie Pickens	N	Student Representative	School Profile & Collaboration Process

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

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

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

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

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

TEMPLATE 1.2: Subcommittee Formation and Operation
(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
LeeAnn Sherrill	English Teacher	Y
Kim Wattenbarger	Librarian/TSIPP Chair	N
Jan Reed	Staff Member	N
Calvin Kemmer	Social Studies Teacher	N
Keith Cole	CTE	N
Pam Bergvin	CTE	N
Tim Smith	Social Studies Teacher	N
Joe Goss	Exceptional Studies Teacher	N
Peggy Potter	Staff Member	N
Linda Ridge	Science Teacher	N
Marty Davis	Physical Education Teacher	N
Rick Strader	Language/Multimedia Teacher	N
Drew Berta	Math Teacher	N
Louise Simmons	Bookkeeper	N
Bo Magnusson	CTE	N
Winnie Pickens	Student Representative	N
Lynn Carey	Community Stakeholder	N
Neil Capps	History Teacher	N
Cassie Mathews	Parent	N
Hellen Mullinax	Attendance Secretary	N

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

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Lance Kennedy	Assistant Principal	Y
Krista Ellis	Business Teacher	N
Rebeca Malone	Staff Member	N
Gail Hamby	Staff Member	N
Amy Green	Social Studies Teacher	N
Dale Weaver	CTE	N
Caroline Collis	CTE	N
Jeanne Turner	Staff Member	N
Connie Harvel	School Nurse	N
Mike Buck	Physical Education Teacher	N
Lourdes Dunaway	Language Teacher	N
Nancy Bookman	Exceptional Studies Teacher	N
Jan Smith	Math Teacher	N
Cassie Redcorn	Music Teacher	N
James Greene	Science Teacher	N
Colton McClanahan	Student Representative	N
Tammy Webb	Parent	N
Jeremy Hassler	SPED Assistant	N
Tony Akins	SRO	N

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

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Alicia Page	Math Teacher	Y
Scott Maddox	Assistant Principal	N
Mitch Teeters	Social Studies Teacher	N
Jeanie Kinslow	CTE	N
Storme Davis	English Teacher	N
Nancy Garren	CTE Secretary	N
Ray Hawn	Business Teacher	N
Kellie Walter	Staff Member	N
Lisa Dillard	Guidance Counselor	N
Scott Calahan	Physical Education Teacher	N
Pam White	Exceptional Studies Teacher	N
Annell Fields	Science Teacher	N
Marjorie Hanlon	Math Teacher	N
Elisa Guthrie	Staff Member	N
Justin Whittenbarger	English Teacher	N
Sheryl Webb	Math Teacher	N
Lynsey Myers	Student Representative	N
Jill Denny	Parent	N
Julie Arnold	Math Teacher	N

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

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

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Kelly Tollett	Guidance Counselor	Y
Wendell Wilson	Assistant Principal/TSIPP Co-Chair	N
Blake Saldana	Music Teacher	N
Billie Jo Watts	English Teacher	N
Carol Smith	Business Teacher	N
Claudia Sanchez	Language Teacher	N
Brian Parker	Math Teacher	N
Megan Kunzelman	Math Teacher	N
Judy Phillips	Staff Member	N
Anna Bryant	Science Teacher	N
Sharon Garrett	Parent	N
Becky Smith	Social Studies Teacher	N
Dorinda Wilhite	CTE	N
Richard Fields	English Teacher	N
Melissa Keyes	Science Teacher	N
Casey Scarlett	Student Representative	N
Roger Hyder	Cumb. Co. School Board Member	N
Jeff Hanlon	Physical Education Teacher	N
Suzanne Beaty	Math Teacher	N

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

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Ned Serleth	English Teacher	Y
Dr. Janet Brooker	Principal	N
Joe Pennycuff	CTE	N
Tom Maltby	CTE	N
Terry McKinney	CTE	N
MSG John Rowe	JROTC	N
Andrea Simmons	Guidance Counselor	N
Tommy Melton	Staff Member	N
Mark Wattenbarger	Physical Education Teacher	N
Dale Safdie	Art Teacher	N
Amy Newman	English Teacher	N
Marti Blake	Language Teacher	N
Scott Baker	Math Teacher	N
Mike Yarber	SPED Teacher	N
Flo Scroggins	Staff Member	N
Mason Fox	Student Representative	N
Deanne Stone	PTSO President	N
Jackie Richards	Parent	N
Jake Lewis	Physical Education Teacher	N
Francis Mulcahy	English Teacher	N

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

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

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

Component 1a - School Profile and Collaborative Process

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

TEMPLATE 1.3.1: Data Sources (Including surveys)

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

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

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

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings
Cumberland County Department Of Education – SASI	Student Population Data Disciplinary Report
U.S. Census Bureau	Parent or Guardian Demographics
SMHS Historical Student Records	School Characteristics
SMHS Budget Worksheet	School Characteristics
Tennessee Department of Education School Report	School Demographics
Cumberland County Department of Education	Student Economic Status
Faculty/Staff Survey	Faculty/Staff completed a survey that requested input in the areas of motivation, performance, recognition and culture. The areas of greatest satisfaction include: safety of the school, opportunities for low-achieving students to succeed, the open-door policy for parents, teachers, students and community stakeholders, commitment to school goals, and alternate course offerings to fulfill graduation requirements. The areas of lowest satisfaction include: consistent acknowledgement and rewards for behavior above expectations, communication with all stakeholders and tardiness and absenteeism interfering with student instruction.
Student Survey	Students completed an opinion survey that requested input in the areas of motivation, performance, recognition and culture. The areas of greatest satisfaction include: students have opportunities to participate in activities that interest them, students are challenged to do their best

Data Source	Relevant Findings
	work, teachers treat students fairly, students have access to a variety of resources to help them succeed, and teachers hold high expectations for student learning. The areas with the lowest ratings are: substance abuse among students adversely effects learning, students are not actively involved in decisions that affect them, and the school does not consistently acknowledge and reward positive behaviors.
Parent Survey	Parents completed an opinion survey that requested input in the areas of motivation, performance, recognition and culture. The areas of greatest satisfaction include: the school is a safe, orderly, and respectful learning environment, the school has an established and maintained commitment to learning and academic achievement, and the school equally recognizes and supports all students. The areas with the lowest ratings are: strong involvement by students in co-curricular activities, public recognition of student achievements, and communication between students, teachers, staff, parents and administrators does not always foster collaboration.
Community Survey	Community Stakeholders completed an opinion survey that requested input in the areas of motivation, performance, recognition and culture. The areas of greatest satisfaction include: the policies and expectations of the school are clearly stated and consistently reinforced, clear goals are set by the school, and the curriculum of the school provides advanced level courses and alternative courses for students to choose from. The areas with the lowest ratings are: participation by the school in community service projects, the school website is not as useful as it could be, and the transition for students that are not college bound needs to be improved.

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:

Staff Characteristics

Teacher	Race	Sex	Yrs	Highest Degree	Certification	Colleges
Julie Arnold	W	F	26	M.S.	Math 9 - 12	SUNY Brockport – B.S. and Nova Southeastern - M.S.
Scott Baker	W	M	7	M.S.	Math 9 - 12	Tennessee Tech Univ.
Suzanne Beaty	W	F	13	M.S.	Elem. 1 – 8 Math 9 - 12	Roane State Comm. College and Tennessee Tech. Univ.
Pam Carter-Bergvin	W	F	1	M.B.A. + 18	Business, Business Technology, and Marketing	Indiana Univ., Ball State, & Lincoln Memorial Univ.
Drew Berta	W	M	16	M.S.	Math 9 – 12	Tennessee Tech. Univ.
Marti Blake	H	F	16	B.S. + 36	Elem. Education 1 – 8, SPED K – 12 & Spanish	Univ. of Miami & Tennessee Tech. Univ.
Nancy Bookman	W	F	18	M.S.	Elem. 1 – 8, SPED K – 12	Eastern CT State, W. Virginia Univ, Western Carolina Univ., & Tennessee Tech. Univ.
Dr. Janet Brooker	W	F	31	Ed. D.	Administration, English, & Psychology	Univ. of Florida, Tennessee Tech. Univ., & Univ. of TN
Anna Bryant	W	F	14	M.A. + 40	Chemistry 7 – 12, Chem., Earth Science, Physics, Physical Science, & Science K - 6	Tennessee Tech. Univ. & Middle Tennessee State Univ.
Mike Buck	W	M	14	B.S.	Physical Education K– 12	Middle Tennessee State Univ.

Scott Calahan	W	M	7	B.S.	Physical Education K- 12	Univ. of South Alabama
Neil Capps	W	M	8	B.S.	History 9 – 12 & Geography 9 – 12	Roane State Comm. College, Middle Tennessee State Univ., & Tennessee Tech. Univ.
Keith Cole	W	M	21	M.A.	Agriculture, Gen. Science- Elem.	Middle Tennessee State Univ. & Tennessee Tech. Univ.
Carolyn Collis	W	F	2	AS/ADN	Psychiatric RN & Work-Based Learning	Indian River Comm. College
Marty Davis	W	M	26	B.S.	Elem. Education 1 – 8, History 9 – 12 and Physical Education K– 12	Tennessee Tech. Univ.
Stormi Davis	W	F	28	M.A.	Elem. Education 1 – 8 & Language Arts 9 - 12	Tennessee Tech. Univ.
Lisa Dillard	W	F	10	M.A.	School Counselor 7 – 12	Tennessee Tech. Univ.
Lourdes Dunaway	W	F	36	M.A.	Spanish K – 12 and Music Ed. K - 12	International Conservatory of Music, Julliard School of Music, Tenn. Tech. Univ. & Univ. of TN
Krista Ellis	W	F	13	Ed.S	Basic Business & Accounting, Keyboarding, Data Processing, Beginning Administrator K - 12 & Office Technology	Georgia Tech., Univ. of Kentucky- Louisville, Lee College, Univ. of TN, & Tennessee Tech. Univ.
Annell Fields	W	F	27.5	M.A.	Biology & Environmental Science	Vanderbilt Univ.
Richard Fields	W	M	28	M.A.	Elementary Education 1 – 8 & English 9 - 12	Univ. of Georgia- Athens & Tennessee Tech. Univ.
Joe Goss	W	M	6	B.S.	Modified Special Ed. K - 12	Roane State Community College & Tennessee Tech. Univ.
Amy Green	W	F	1	B.A.	History 9 – 12	Maryville College
James Greene	W	M	3	M.A.	Biology 9 – 12, Physical Science, Web Design	Belmont Univ. & Tennessee Tech. Univ.
Jeff Hanlon	W	M	1	B.A.	Physical Education K– 12	Cumberland College & Florida Gulf Coast Univ.
Marjorie Hanlon	W	F	9	B.S.	Math 9 -12	Cumberland College & Florida Gulf

						Coast Univ.
Ray Hawn	W	M	3	B.S.	Business Administration, Government, Business Education, & Business Technology	Middle Tennessee State Univ. & Tennessee Tech. Univ.
Calvin Kemmer	W	M	14	B.A. +18	Global Social Studies	Univ. of TN & Tennessee Tech. Univ.
Lance Kennedy	W	M	12	Ed.S	Instrumental Music Education & Instructional Leadership	Univ. of TN & Tennessee Tech. Univ.
Melissa Keyes	W	F	4	B.S.	Elem. Education K – 8 & Biology 9 – 12	Roane State Comm. College, Tennessee Tech. Univ., & Univ. of TN-Chattanooga
Jeannie Kinslow	W	F	9	B.S.	Occupational Culinary Arts, Family & Consumer Science 5 – 12 and Music Education K – 12	Tennessee Tech. Univ.
Meghan Kunzelman	W	F	3	B.S.	Physical Education K-12, Elementary Education & Math 9 – 12	Olivet College
Jake Lewis	W	M	1	B.S.	Exercise Science & Physical Education - K – 12	Roane State Comm. College & Tennessee Tech. Univ.
Scott Maddox	W	M	20	Ed.S	Math 9 – 12 & Administration & Supervision	Auburn Univ. & Tennessee Tech. Univ.
Bo Magnusson	W	M	6	B.S. +	Professional Occupational Educator-Aviation & Criminal Justice	Tennessee Tech. Univ., Texas State Univ. & Laney College - Motlow
Tom Maltby	W	M	3	B.S.	Criminal Justice	Tallahassee Comm. College, Roane State Comm. College & Tennessee Tech. Univ.
Terry McKinney	W	M	4	Profession al Occupatio	ASE Master Mechanic, ASE Master Auto	Lincoln Memorial Univ.

				nal Educator	Machinist	
Francis Mulcahy	W	F	38	M.A. + 90	English K – 12, Reading K – 12 & College English	Syracuse Univ., McDaniels College, George Washington Univ., Georgetown Univ., Tennessee Tech. Univ., Univ. of Maryland, Univ. of District of Columbia & Galludet Univ.
Amy Newman	W	F	12	M.S.	Communications & English Journalism	Univ. of TN & Tennessee Tech. Univ.
Alicia Page	W	M	7	M.S.	Math 9 – 12	Tennessee Tech. Univ.
Brian Parker	W	M	9	Ed.S	Math 9 – 12	Tennessee Tech. Univ.
Joe Pennycuff	W	F	36	M.S.	Vocational Agriculture & Administration & Supervision	Univ. of TN & Tennessee Tech. Univ.
Cassie Redcorn	W	F	2	B.A.	Instrumental Music & Vocal Music	Berea College
Linda Ridge	N.A.	M	32	M.A.	Biology & Physical Science 9 – 12	Radford, Univ. of Virginia, Citadel, Univ. of South Carolina & South Carolina State
MSG John Rowe	W	F	20	B.S.	Codes Command Army Instructor JROTC	Troy Univ.
Dale Safdie	W	M	11	M.A. & Profession al Occupatio nal Educator	Visual Arts K- 12, Elem. Ed. 1 – 8 & Printing Press	Tennessee Tech. Univ. & Volunteer State Comm. College
Blake Saldana	W	F	2	B.S.	Music Ed. K – 12 Focus in Vocal Music	Tennessee Tech. Univ.

Claudia Sanchez	W	M	6	B.S.	ESL K – 12	Univ. of Santiago of California (Columbia)
Ned Serleth	H	F	26	B.S.+	Elem. Education 1 – 8 & English 9 – 12	Northern Iowa Area Comm. College, Northern Arizona Univ., Univ. of Wisconsin-Plattville, Univ. of Wisconsin-Whitewater, Belmont Univ., Univ. of TN & Tenn. Tech. Univ.
LeeAnn Sherrill	W	F	15	B.S.	English 9 – 12	Tenn. Wesleyan College
Andrea Simmons	W	F	17	M.A.	School Psychologist & School Counselor 7 – 12	Univ. of TN & Tennessee Tech. Univ.
Becky Smith	W	F	5	B.S.	U.S. & World History	Tenn. Wesleyan College
Carol Smith	W	F	22	Masters +	Elem. Education 1 – 8, General Business, Office & Clerical Practices, Business Mechanics, Business Law, Business English & Math, Bookkeeping, Typing & Economics	Tennessee Tech. Univ.
Jan Smith	W	M	6	M.A.	Bible & Math 9 - 12	Lipscomb Univ., Univ. of Alabama-Huntsville, Univ. of TN-Nashville, Fisk Univ. & Univ. of TN-Knoxville
Tim Smith	W	M	24	Ed.S	Elem. Education 1 – 8 & Social Sciences 9 – 12	Tennessee Tech. Univ.
Rick Strader	W	M	4	B.A.	German K – 12 and Carpentry	Long Beach City College-Long Beach, CA and Tennessee Tech.

						Univ.
Tommy Tatum	W	M	8	M.A.	Elementary Education K – 8 and Technology Engineering 9 – 12	Middle Tennessee State Univ. and City Univ.-Seattle, WA
Mitch Teeters	W	F	6	B.A.+	Elem. Education History 1 – 8 & Social Studies 9 – 12	Tennessee Tech. Univ.
Kelly Tollett	W	F	5	Ed.S.	School Counselor 7 – 12	Roane State Comm. College, Tennessee Tech. Univ. & Univ. of Alabama
Kim Wattenbarger	W	M	17	M.A.	Elem. Education 1 – 8, Reading Specialist & Library Media Specialist	Tennessee Tech. Univ.
Mark Wattenbarger	W	F	17	M.A.	Biology 9 -12 & Physical Education K-12	Tennessee Tech. Univ.
Billie Jo Watts	W	M	3	B.S.	English 9 – 12	Roane State Comm. College & Tennessee Tech. Univ.
Dale Weaver	W	F	1	N/A	Carpentry – Construction Core	Tennessee Dept. of Education
Sheryl Webb	W	F	3	M.A.	Math 9 – 12	Tennessee Tech. Univ.
Pam White	W	M	19	Ed.S.	Elem. Education 1 – 8 & SPED K - 12	Southeaster Illinois Univ., Southern Illinois Univ., Valdosta State Univ. & Tennessee Tech. Univ.
Justin Whittenbarger	W	F	10	B.S.	English 9 -12	Tennessee Tech. Univ.
Dorinda Wilhite	W	M	28	M.A.	Elem. Education 1 – 8, Food Management,	Tennessee Tech. Univ.

					General Science, Clothing & Home Economics	
Wendell Wilson	W	M	31	M.A + 15	Administration & Supervision, Agriculture Education, Biology & Agricultural Science	Middle Tennessee State Univ. & Tennessee Tech. Univ.
Mike Yarber	W		18	M.A.	Social Studies 9 – 12 & SPED K - 12	Univ. of TN & Lincoln Memorial Univ.

Support Staff

Executive Secretary: Jan Reed

Attendance Secretaries: Sharon Garrett and Hellen Mullinax

Vice Principals' Secretaries: Elisa Guthrie and Jeanne Turner

Guidance Secretary: Kellie Walter

SPED Assistants: Jeremy Hassler, Cassie Mathews, Judy Phillips, and Peggy Potter

CTE Secretary: Nancy Garren

Custodial Staff: Gail Hamby(Lead Custodian), Brenda Hall, Travis Lewis, Josh Randol,
Maxine Beaty, Bruce Smith, Susie Smith, and Vernon Farr

Cafeteria Staff: Flo Scoggins(Cafeteria Head) with a cafeteria staff of 14 members

SCHOOL INFORMATION

Grade Distribution '08-'09

9 th	-	290
10 th	-	282
11 th	-	239
12 th	-	208
Sp. ED	-	09 (option 7)

Length of School Year

180 days for students, 200 days for certified personnel

Length of School Day

Stone Memorial High operates on a seven-hour school day from 7:45A.M. –2:45 P.M. We operate on a 4 X 4 block schedule, with each class lasting 90 minutes on a regular bell schedule.

Operating Budget Distribution Equity

The finance committee of the Cumberland County school system determines the budget for Stone Memorial High School. Monies received from state and local sources are divided among all county schools. These funds may be supplemented by money from the PTSA, school clubs and local businesses and grants.

Allocations from the Cumberland County Department of Education/School Fees

Paper	7,070.00
BEP Teacher Allocation	13,000.00
Instructional Materials/Supplies(ADA)	16,740.00
Library Books & supplies	10,695.50
Office Administration	1,000.00
CTE Instructional Supply Allocation	20,000.00
TOTAL	<u>\$68,505.50</u>

Per Pupil Expenditures

Department Distributions of School Activity Fees

Art	2,557.50
Band	500.00
Chorus	250.00
TOTAL	<u>3,307.50</u>

Administration, Faculty Demographics

Highly Qualified Teachers	-	34
Not Highly Qualified Teachers	-	0
Exempt	-	25
Exceptional Education	-	4
Total Professional Staff	-	63
Part-time teachers	-	5 (included in total professional staff)

Credentials

Bachelor's Degree	-	51%
Master's & higher Degree	-	49%
Industry Certified	-	17%
Advanced Career Ladder Teachers	-	7%

Enrollment Data

Total Student Enrollment – 1,065

Total Exceptional Education Students:

Male: 88	Black: 0	Inclusion: 87
Female: 34	White: 119	AAC: 10
	Asian: 0	Gifted: 25
	Hispanic: 3	

Graduation Paths

Dual Path
University Path
Technical Path

Curriculum Offerings

Two hundred forty different courses are in the course description catalog for Stone Memorial High School. These courses are offered for the 2008 – 2009 school year. There are one hundred nineteen regular education course offerings; twenty-eight honors course offerings, ten dual course offerings, four AP course offerings, fifty-eight CTE course offerings and twenty-one Special Education course offerings.

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Unique Programs

Summer Transitional Activities	Advanced Choir
Trap Shooting Team	Renaissance
Cumberland County Playhouse	Peer Tutoring
Teen Court	Dual Credit
TN Technological Articulation Advisory	JROTC
Career and Technical Education Classes	School Leadership Team
Gateway Intervention Classes	Credit Recovery
College Visits for Juniors and Seniors	ESOL

Honors Classes

Honors Algebra I
Honors Algebra II
Advanced Algebra & Trigonometry
Honors Geometry
Pre-Calculus
Statistics
Honors JAVA Programming
Dual College Algebra
Dual Calculus I & II
Honors English 9, 10, 11 & 12
Honors U.S. History
Physics
Anatomy and Physiology
Dual Honors Biology I
Dual Honors Biology II
Honors Chemistry I
Honors Chemistry II
Dual English 12
Dual Spanish 3 & 4
German 3 & 4
Honors Economics
AP Classes
Honors Agriscience
Honors Aviation II
Honors American Business and Legal Systems
Honors Criminal Justice II
Honors Engineering II
Honors Child Development
Honors Forensic Science
Honors Visual Communications_____

SMHS CLUBS

Art Club	Beta Cub	
Bible Club	Chess Club	
DECA	Environmental Club	FBLA
	Fellowship of Christian Athletes	
FFA	Future Teachers of America	
Garden Club	FCCLA	
HOSA	Interact	
JROTC	Math Club	
Panther Tales Players	Pep Club	
Photography Club	Sci-Fiction Club	
Spanish Club	Student Government Association	
Young Democrats	Young Republicans	
French Club	German Club	

Parental Support

PTSA	TAD Center
Mentors	Football Booster
Basketball Booster	Cheer Booster
Volleyball Booster	Boys and Girls Soccer Booster
Wrestling Booster	Softball Booster
Baseball Booster	Bowling Booster
JROTC Booster	Band Booster
Leadership Team Membership	Choral Booster
Community Engagement Facilitator	Activities, i.e. Service Learning, Caring Community
Coaches, Parent Volunteers	

The following companies are on Advisory Committees for the **Career and Technical Education Classes**

Delbar Products	Tennessee Wildlife Agency
Tennessee Technology Center	Regions Bank
Village Arms Apartment	Computer System Major
Crossville Chronicle	First National Bank
Buckeye Medical	Election Commission
United Grocery Outlet	Good Samaritans
Cumberland Auto Parts	Crossville Co-op

STUDENT POPULATION DATA

Number of Students (2008-2009)

Total – 1,065

Student demographics (race, gender, ethnicity) (2008-2009)

Gender

Male – 551 or 51.7%

Female – 514 or 48.3%

Ethnicity

White – 1,014 or 95.2%

Black – 03 or .3%

Asian – 04 or .4%

Hispanic – 35 or 3.2%

Native American – 09 or .9%

English Proficiency (2008/2009)

ESL Students

<u>Grade</u>	<u>Mal</u>	<u>Female</u>
Ninth	6	2
Tenth	4	3
Eleventh	0	0
Twelfth	1	0
TOTALS	12	5

Free and Reduced Lunch Rate (2008-2009)

Free Lunch

Total Students – 601 or 56.4% of the student body

Reduced Lunch

Total Students – 212 or 20% of the student body

Students Scheduled in Classes without Credentialed Teacher

None

Attendance Rate (2007-2008)

93.8% average daily attendance rate

Student Discipline

Suspensions & Expulsions				
	# Suspensions	% Suspensions	# Expulsions	% Expulsions
African American	1	50.0	0	0.0
Asian / Pacific Islander	1	20.0	0	0.0
Hispanic	7	17.9	1	2.6
Native American	2	66.7	0	0.0
White	73	7.3	21	2.1
Female	27	5.4	4	0.8
Male	57	10.4	18	3.3
<i>All Students - TOTALS</i>	84	8.0	22	2.1

(*) = Data suppressed due to student N count

(-) = Not Applicable or Not Available

(>95) = Result is >95%

(<5) = Result is <5%

Retention Rate (2007-2008)

Total failure rate – 30 students from grades 9 - 12

Failure rate by grade

Ninth – 6 or 2%

Tenth – 16 or 6%

Eleventh – 8 or 4%

Twelfth – 0 or 0%

Dropout rate (2007-2008)

	Drop-outs under 18	Drop-outs over 18	TOTALS
Ninth	01	02	03
Tenth	03	05	08
Eleventh	01	08	09
Twelfth	0	06	06
TOTALS	05	21	26

Graduation Rate

Attendance, Promotion, Dropout, and Graduation

Grades K-8 Non-Academic Indicators				
	2006	2007	2008	State Goal
Attendance Rate(%) (Grade N not included)	-	-	-	93.0
Promotion Rate(%)	99.0	-	-	97.0

Grades 9-12 Non-Academic Indicators				
	2006	2007	2008	State Goal
Attendance Rate(%) (Grade N not included)	-	93.8	93.8	93.0
Cohort Dropout (%)	-	-	-	10.0
Graduation Rate (NCLB) (%)	-	71.6	85.6	90.0
Event Dropout (%)	-	1.7	3.3	5.0
Completion Rate (%)	-	-	***	90.0
*** Under Revision				

(*) = Data suppressed due to student N count

(-) = Not Applicable or Not Available

(>95) = Result is >95%

(<5) = Result is <5%

Census Data 2000 (38555/38571 zip code)

Level of Education

	<u>High School Diploma</u>	<u>College</u>
Stone Memorial	NA	NA
Cumberland County	66%	34%

Average income or economic level

Average Household Income – \$30,901
Median Household Income – \$35,928
Per Capita Income – \$16,808
Families below the Poverty Level – 11.8%
Individuals below the Poverty Level – 17.0%

Community Characteristics

Size Cumberland County

Population 51,045
Male 24,808
Female 26,237

Demographic Breakdown of the Populous

Median Age 42.5
White 98.1%
Other 1.9%

Some 20.5% of the population is over age 65 in 2000 and this level will almost surely continue to rise. The relatively percentage of elderly and the relatively high median age are directly related to the county's widely recognized status as a retirement center. This trend is most dramatically shown in the 57.4% increase in the elderly (65+) population between 1990 and 2000.

Number of private schools in the area

Three private schools are located within the Crossville area.

Major employment sectors

Cumberland County Employment

<i>Business Type</i>	<i>Employment</i>	<i>Percentage</i>
	<i>t</i>	<i>(%)</i>
Natural Resources/Construction/Mining	1,180	7.2
Trade/Transportation/Utilities	3,760	23.1
Manufacturing	2,370	14.5
Finance/Insurance/Real Estate	450	2.8
Professional/Business Services	940	5.8
Education/Health Services	2,490	15.3
Leisure/Hospitality	2,430	14.9
Government	1,890	11.9
Other Service	460	2.8
TOTALS	16,310	100.0%

Community involvement or participation in school activities

PTS0	Family Friendly Center
Mentors	Athletic Booster Clubs
JROTC Booster	Band Booster
Choral Booster	Leadership Team Membership
Community Engagement Facilitator	Activities
Construction Academy	Stone Memorial Education Committee
First National Bank of Tennessee	Dave Kirk
Tap Publishing	Big Boy's BBQ
Flynn Sign	Mix 99.3 Peg Broadcasting
Cracker Barrel	Wynridge Health Systems
Jostens	BP Travel Plaza-Genesis Rd.
Pilot	Progressive Savings Bank
Tennessee Technology Center	Dr. Donald Hoowie
TAP Publishing	Cumberland Medical Center

School Characteristics

Historical background – Facilities

Stone Memorial High School is one of the newest high schools in Tennessee. SMHS opened on August 7, 2006. As it opened, it became the second high school in Cumberland County. The majority of students, faculty, and administration came from Cumberland County High School. Stone Memorial is a “spawn” school that is accredited by the Southern Association of Colleges and Schools.

There was no public high school in Cumberland County until 1908, when the County Court created a county high school. The old courthouse, which had burned in 1905, was reconstructed to house the high school. The female students and teachers used the Spring Lawn Hotel as a dormitory, and the male students stayed in private homes. It was not until 1930, that a new county high school was constructed. It was built of the native sandstone called Crab Orchard Stone. The school was located on Highway 127S just blocks from downtown Crossville.

Additional high schools were constructed beginning in 1938 in the Homestead Community and in 1947 when a building was purchased to open Pleasant Hill Academy. In 1959, plans were made by the Cumberland County Board of Education to consolidate the three high schools. The new Cumberland County High School would include grades 9-12. In August 1962 students from all over the county opened the doors of a newly consolidated high school as the first classes to attend there. That building is the present day Cumberland County High School, from which the student body was split to create Stone Memorial High School.

Celebrating more than 100 years of existence, **Crossville was incorporated in 1901.** The beginnings of a community actually started many years before.

Prior to 1805, all of what is now Cumberland County was Indian Territory. Arrowheads found in the Burke community have been carbon dated to be thousands of years old. The Indian mounds of this area have been studied at the University of Tennessee located in Chattanooga.

The oldest established community is **Crab Orchard.** In 1797, Francis Bailey, son of an English banker, wrote of Crab Orchard: “It is a fine, large plain, or natural meadow, containing may hundreds of acres and covered throughout its whole extent with a tall, rich grass surrounded on every side by the neighboring mountains and watered with several fine springs, which flow from one end to the other.”

Crossville was first known as Lambeth’s Cross Roads, because several key roads intersected here. By the end of the 1800’s, the area was already being called Crossville and there were 15 or 20 homes nearby.

In 1855, Cumberland County was created. The county seat was to be within five miles of the center of the county. James Scott, proprietor of Scott’s Tavern (located where Mayberry’s Furniture stands today), offered to deed 40 acres of property to the new county if Crossville were named the county seat. His offer was accepted.

The first county courthouse sat on the property near where the second courthouse, now celebrating its 114th birthday, presently stands. Although it is no longer used as the county’s courthouse, it does house the county’s historical and military museum and is open to the public. Both the historic and current

courthouses, located across from one another on Main Street, have been listed on the National Register of Historic Places.

When Crossville was incorporated in 1901, it boasted a railroad and a depot, a newspaper, a hotel, a bank, several stores, a booming lumber and coal industry, and 99 people on the first tax roll. Already a thriving community, the city has seen a history of prosperity and growth, including double digit increases in population in the last two censuses.

One of the oldest industries in Cumberland County is the limestone industry. This operation has been in Crab Orchard since the turn of the century and thrives to this day. **Historic Crab Orchard was incorporated in 1973.**

The Cumberland Homesteads project of the 1930's was one of the most successful WPA projects of its kind in the New Deal Era. It was a community designed to put workers to work in an effort to boost the depressed economy of the 1930's. Eleanor Roosevelt was instrumental in the development of (and actually visited) the Homesteads project. The area has the distinction of being designated as a National Historic District.

Cumberland County comprises 679 square miles. It is the fourth largest county in Tennessee.

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: <ul style="list-style-type: none">• Tennessee NCLB School Report Card Data• State of Tennessee Gateway Test Results for Algebra I, Biology I, English 10• State of Tennessee End of Course Test Results for English I and Foundations II, U.S. History and Physical Science• State Of Tennessee Writing Assessment for 11th Grade• American College Testing Scores
Non-Academic Data: <ul style="list-style-type: none">• Description of Student Population• Description of school, curriculum, and community• Student attendance, dropout rate, and graduation rate• Description of teacher population• Assessment methods used by instructional staff
All information is used to help set school-wide goals.

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.

In order to collect the data necessary to establish priorities for school improvement, Stone Memorial High School staff members conducted a thorough search for data. Our greatest strengths are that we:

- Review the SIP that was presented during the previous years before Stone Memorial High School was established and all staff and students were consolidated in one school, Cumberland County High School.
- Identify validated test databases, which profile student performance and are available in the school's office.
- Identify subgroups within the school population.
- Locate school system and staff data for consistency in goal setting.
- Convert all collected raw data into charts to facilitate comprehensive description and analysis.
- Share data and analysis with all stakeholders so they assume ownership of improvement at the school.

This analysis shows we need to have data located in a central location for all to be able to read and use. We will evaluate the survey results and to determine if a new survey needs to be done to improve our school and reach our school goals.

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				
Academic Achievement Grades				
Academic ACT Achievement				
Grades 9-12: ACT - 3 - Year Averages				
(3 year average)	2006	2007	2008	2008 State
Composite	-	-	20.4	20.7
English	-	-	20.8	20.8
Math	-	-	19.2	19.9
Reading	-	-	20.7	21.1
Science/Reasoning	-	-	20.6	20.3

(Note: Based on 3-year averages.)

Grades 9-12: ACT - Individual Years				
(Individual Years)	2006	2007	2008	2008 State
Composite	-	20.3	20.5	20.7
English	-	20.9	20.6	20.8
Math	-	18.9	19.5	19.9
Reading	-	20.4	21	21.1
Science/Reasoning	-	20.9	20.3	20.3

(Note: Based on individual years as reported.)

(*) = Data suppressed due to student N count (-) = Not Applicable or Not Available (>95) = Result is >95% (<5) = Result is <5%

Academic Growth (Value Added)

Grades 9-12 Value Added						
Gateway / End of Course						
Subject	Observed Score	Predicted Score	Status	Observed 3 Yr Avg	Predicted 3 Yr Avg	Status 3 Yr Avg
Math (Alg I)	548	546.1	NDD	-	-	-
Science (Bio I)	545.1	546.5	NDD	-	-	-
English (Eng II)	538.2	545.3	Below	-	-	-
Math Foundations	535.6	540.7	NDD	-	-	-
English I	521.4	521.8	NDD	-	-	-
Physical Science	532.8	534.7	NDD	-	-	-
US History	516.8	521.9	Below	-	-	-

ACT						
Subject	Observed Score	Predicted Score	Status	Observed 3 Yr Avg	Predicted 3 Yr Avg	Status 3 Yr Avg
Composite	20.63	21.01	NDD	-	-	-
English	20.78	21.29	NDD	-	-	-
Math	19.73	20.38	Below	-	-	-
Reading	21.21	21.39	NDD	-	-	-
Science/Reasoning	20.3	20.64	NDD	-	-	-

Writing						
Subject	Observed	Predicted	Status	Observed	Predicted	Status 3 Yr

Report Card Data Disaggregation

	Score	Score		3 Yr Avg	3 Yr Avg	Avg
11th Grade Writing	4.1	4.13	NDD	-	-	-

(*) = Data suppressed due to student N count (-) = Not Applicable or Not Available (>95) = Result is >95% (<5) = Result is <5%

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

Data covering academic and non-academic measures were collected. Committee members reviewed the data and the implications for instruction at Stone Memorial High School. A synthesis of the data analysis presented in previous sections leads to these conclusions:

Concerning attendance rate, Stone Memorial High School consistently ranks above the state goal of 93%. In the reported data from the state of Tennessee, SMHS was reported to have a maintained attendance rate of 93.8%. As a new school established in 2006, there is no data to report on with regard to Cohort Dropout Rate, however, event Dropout Rate is well below the state goal of 5% with a reported rate of 3.3% in 2007-2008. The Graduation Rate for Stone Memorial High School does not meet the state goal of 90%, however, it is within reach at the reported rate of 85.6%.

With regard to ACT scores, Stone Memorial High School shows gains in 3 of the 5 reported subject areas. English and Science/Reasoning declined less than a percentage point from 2007 to 2008.

Gateway/End of Course Exams for Stone Memorial High School were reported to be in NDD status in all reported areas, with the exceptions of English II and US History which were reported Below average. English II was reported to be 7.1 points below and US History was 5.1 points below the Predicted Score.

Stone Memorial High School's Writing Assessment score of 4.1 was reported to have NDD status, as the Predicted Score was 4.13.

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
<p>Goal 1 Improve the percentage of students graduating from Stone Memorial High School by 3% in order to match the NCLB and State of Tennessee benchmark of 90% graduation rate.</p> <p>Goal 2 Increase communication for all stakeholders through an improved school website, installation of an exterior electronic sign, more proficient media coverage, and other forms of communication to increase accountability and responsibility of all stakeholders.</p>

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

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

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

Stone Memorial High School's Beliefs

SMHS shall:

1. Provide meaningful educational programs that address the intellectual, vocational, creative, social, physical and emotional development of students.
2. Provide a curriculum that meets the needs of all students.
3. Set high expectations for all stakeholders.
4. Provide a safe, clean environment that is conducive to learning.
5. Encourage students to accept primary responsibility for their educational achievement, with support and guidance provided by their teachers and parents.
6. Accept and acknowledge the students' diversity and create an environment of mutual respect and tolerance.
7. Create a personalized curriculum in order to respond to the different learning styles, abilities and interests of their students.
8. Provide training in practical life skills.
9. Expect students to exhibit self-discipline and accept accountability for actions viewed as inappropriate by the school community.
10. View communication and parental involvement as essential to the success of the education process.
11. Emphasize the importance and development of good character through character education.
12. Encourage learning as a life-long process.
13. Provide all students with highly qualified teachers who use varied instructional practices and assessments.
14. Prepare all students for a variety of post-secondary opportunities

Common Mission

Stone Memorial High School's Mission

The mission of Stone Memorial High School is to empower every student with the knowledge and skills to be a productive, responsible and healthy member of a global society.

Shared Vision

Stone Memorial High School's Vision

Stone Memorial High School envisions a school of distinction characterized by success in preparing students for the future. Educational planning and building design foster an open climate for learning that emphasizes respect, cooperation, and moral integrity, creative academic and extracurricular programs. We encourage student leadership, use of technology and critical thinking. The promotion of lifelong learning extends beyond the physical walls of the school by engaging students, staff and the community in a mutual collaboration.

School Motto

Stone Memorial High School's Motto

“Where Today's Success Meets Tomorrow's Dreams”

TEMPLATE 3.1.a: Curricular Practices

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

Current Curricular Practices	School uses TN Dept. Of Education state-approved standards and provides training to staff in the use of the standards.	School has established school wide student achievement benchmarks.	Curriculum is prioritized and mapped.	Support System is in place for enhancing the quality of curriculum and instruction.	Monitoring is in place for enhancing the quality of curriculum and instruction.
Evidence of Practice (State in definitive/tangible terms)	Science department head attended new science '08 conference. All teachers met in '07 to learn criteria of PLAN test with guidance counselors and administrators. Five faculty are members of the County Standard Awareness Team.	School supports AYP goals established by national guidelines. Grade level placement is assigned based on the number of credits that a student has earned. School counselors and advisors review	When departments meet, they discuss integrating the standards into their curriculum. Before each state mandated test was instituted, the SMHS teachers mapped the curriculum to ensure that teachers integrate the	Title II provides money for professional development of teachers and administrators in their subject areas. Teachers and administrators utilize these allocated funds by attending mini-seminar programs.	~The administration performs teacher evaluations as needed and give helpful feedback. They also do walk-through evaluations to ensure teachers are on task. ~The Advisory Committee meets regularly to discuss aligning the

	<p>On Mondays, teachers submit lesson plans to the office, complete with state standards and post on individual websites for students, parents, and community to observe.</p>	<p>transcripts. Students may choose dual pathway, university, or technical pathway. Students not on track for graduation have a conference with the counselor and plans for credit recovery are arranged so they can be on track to graduate.</p> <p><u>Evidence of Practice</u> ~Student Handbook ~Counselor Catalog ~Guidance made worksheets for course selections-</p>	<p>Tennessee standards into their subject matter. Teachers have copies of their respective state standards guides, and they correlate their lesson plans with the state standards. Weekly, teachers must post their lesson plans on the school's website and turn them into the principal for review.</p>	<p>Materials from the programs are shared with other staff members and implemented into student instruction.</p> <p>~NSF confers grants to the science department. ~First National Bank of Tennessee, Flowers Bakery, and TAP Publishing provide funds to teachers to enhance the learning environments in their classrooms. ~SMHS has an active PTSO. They sponsored an academic</p>	<p>standards to the curriculum and discuss any issues pertinent to the subject material. ~Department heads encourage teachers to attend professional development opportunities.</p>
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		<p>~Registration packets</p> <p>~Individual programs for SPED selection.</p>		<p>banquet, as well as, a fundraiser for the library.</p> <p>~Dollar General store awarded the SMHS Library a literacy grant, which was used by the Librarian to purchase books for the library.</p> <p>~Several class, club and sports sponsors have received Volunteer Electric VECustomer Shares grants.</p> <p>~The Hope Scholarship provides tuition for juniors and seniors taking dual credit classes.</p>	
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				<p>~Each year veteran teachers are assigned as mentors to new teachers at SMHS.</p> <p>~During staff development, time is set-aside for subject groups to meet to discuss curriculum and other issues pertinent to the subject matter.</p> <p>~The administration performs teacher evaluations as needed and give back useful feedback to teachers for professional growth and development.</p>	
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				Principals also do walkthroughs to ensure teachers are on task. ~Teachers receive the Tennessean Newspapers in Education grant. ~The library/ media center provides media aids to enhance teaching and learning experiences at SMHS.	
Is the current practice research-based?	Yes.	Yes.	Yes.	Yes.	Yes.
Is it a principle & practice of high-performing schools?	Yes.	Yes.	Yes.	Yes.	Yes.
Has the current practice been effective or ineffective?	Effective.	Effective.	Effective.	Effective.	Effective.
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores, End of Course, Gateway scores,	Tennessee Department of Education	Meeting Dates for staff development-	Grant forms from the NSF and the bank:	Evaluations: meeting dates and minutes.

	PLAN scores, & ACT scores	Annual Report Card	Inservice/ Administrative days	school-mentoring program.	
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All scores went up except history.	District-wide graduation rate is 80.6. SMHS's graduation rate was 85.6.	State-mandated test scores rose countywide.	Formal/informal teacher evaluations: teachers address areas of need listed on their teacher appraisal record.	Establishment of 9 th grade Academy that addresses students interests as well as needs.
Evidence of equitable school support for this practice	Lesson plans indicate teachers closely align classroom teaching with performance standards with EOC and Gateway response items.	Knowledge of specific expectations for students enables teachers to more effectively plan and deliver critical information.	Curriculum mapping was done countywide. This plan supports curriculum mapping at the school level for the Stone Memorial High School students.	All teachers are formally evaluated on a rotating schedule.	The establishment of structured reading will remain with specific teachers throughout their high school educational career.
Next Step (changes or continuations)	Continue using alignments and evaluate state assessment results	~Continue using AYP goals as minimum expectation	Create departmental teams to re-visit the curriculum in order to	Professional development is offered in various areas including	Continue established reading groups that provide continuity,

		<p>level of student performance in order to meet AYP. ~Put in place a Student/Teacher Advisement Program.</p>	<p>horizontally and vertically map the curriculum in Language Arts and Math for grades 5-12.</p>	<p>vocabulary, science, and writing throughout the year. Awards are publicized in local newspapers and other forms of media. Dave Kirk Automotive rewards students through an automobile give-away drawing.</p>	<p>mentoring, and structure for students.</p>
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TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

Template 3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis - Narrative Response Required

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

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

- TIME
 - During staff development meetings, teachers meet as subject groups to discuss implementation of the curriculum standards in their lesson plans.
 - Teachers are given 90 minutes of daily planning time.

- MONEY
 - Teachers are allotted \$100 in BEP funding, yearly. The remaining BEP money is allotted to the individual schools for supplies such as copy machines and paper. Many teachers, such as math and science teachers, charge fees for classroom supplies.
 - The Media Center receives \$9000 per year to purchase books and supplies.
 - The Cumberland County School system has two curriculum directors (P-8, 9-12), who provide professional development for teachers. The administration provides professional development, as well, for teachers. Federal money is also used through the district's Federal Programs office to provide professional development.
 - SMHS houses a 9th grade Academy, and has an assistant principal designated for the Academy.

- PERSONNEL

- The two BOE curriculum directors and school administrators provide school-wide curriculum and professional support.
- Department chairs seek advice and counsel from members of each department, and guidance counselors ensure course descriptions and pre-requisites requirements are up-to-date.

- OTHER RESOURCES

- Teachers use class sets of reading books to supplement the curriculum.
- SMHS has two computer labs (one in the library and one mobile) for student and teacher use.
- CTE has one mobile lab.
- Teachers can use a variety of media materials, such as LCD Projectors, ELMOs, overhead projectors, graphing calculators, and media recording devices, to align with the curriculum.
- Teachers use interactive websites for students to review for EOC and Gateway tests. Other websites also supplement the curriculum.

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

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

- TIME

- Teachers need more time for collaboration between subject areas. Time also needs to be built into the master schedule for total school collaboration. Teachers need time for collaboration between teachers in the feeder elementary schools and the 9th Grade Academy teachers.
- More opportunities for teachers to attend staff development that addresses the use of technology equipment and electronic resources in the classroom should be offered.

- MONEY

- Staff development is needed that focuses on technology and its use in the classroom, or a Technology Coordinator should be hired for SMHS to assist with software and its implementation within the curriculum.
- A technology budget is needed that provides more technical support for individual schools. This new budget should also cover regular updates to hardware and software that support the curriculum.
- Funding is needed for a literacy coach and a math coach.
- Extra funding is needed for instructional materials and an increase in the media allotment.

- PERSONNEL

- A full-time, on-site technology technician is needed to address various technological issues as they arise and to instruct staff on software applications to enhance student learning.
- More access to the ESL coach is needed, as well as, instruction for teachers.
- An on-site curriculum leader is needed to coordinate with teachers at scheduled times and school system Curriculum Coordinators need to be accessible at the school to address educational topics.
- A literacy coach is needed.
- A math coach is needed.
- A graduation coach is needed.

- OTHER RESOURCES

- All teachers need technology training to support the curriculum.
- SMHS needs more technology equipment in the classrooms, such as LCD projectors, classroom computers for student use, SmartBoards, and additional mobile computer carts.

Equity and Adequacy:

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

No. The CTE teachers and Exceptional Education (SPED), teachers receive more funding than regular education teachers.

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

Some funds are being targeted in needed areas, for example, professional development opportunities. However, regular education teachers often spend their personal money to purchase classroom supplies due to lack of funding.

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

No. Targeted subgroups indicate significant curricular deficiencies appear in the areas of ACT English, Reading and Math, which are each less than .5 below the state average. The Value Added Gateway/End of Course Exams were 5 or more points below the Predicted Score in English II and US History.

TEMPLATE 3.1.c: Curricular Summary Questions

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

Template 3.1.c: Curricular Summary Questions

(Rubric Indicator 3.2)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strength is the school's use of the Tennessee State Department of Education approved standards and training provided to staff in the use of these standards. School-wide student achievement benchmarks have been established. While AYP goals, established by national guidelines, are supported. Teachers have used departmental meetings to prioritize and map the curriculum to ensure the integration of the standards into their subject area(s). Teachers are also required to maintain their individual Moodle websites, which includes their lesson plans. Monitoring is also in place to enhance the quality of the curriculum and instruction. The principal and assistant principals perform both formal and informal teacher evaluations and give helpful feedback. Furthermore, lesson plans are checked each week.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)
Teachers need more time for collaboration among subject areas. Time needs to be built into the master schedule for collaboration. Teachers need time for collaboration between teachers from the feeder elementary schools and the 9th grade academy. More opportunities are needed for teachers to attend staff development that addresses the use of technology in the classroom. A full-time technology coordinator is needed for the SMHS to assist with software applications within the curriculum. Data has been obtained through surveys and discussions and is used by administrators during staff meetings.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?
The administration currently provides teachers in 9th grade academy shared planning times which enables them to collaborate with their peers concerning time on task, creation of pacing guides, upgrades to curriculum mapping, the use of common assessments, and student performance evaluations. In the future, the administration will work toward providing these same opportunities for other departments, as well. The administration should address the needs of all teachers concerning the use of technology within the classroom. Furthermore, a day of staff development is needed for ongoing training on computer software applications as they could be implemented into the curriculum.

TEMPLATE 3.2.a: Instructional Practices

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>Classroom instruction is aligned with the Tennessee standards based curriculum.</p>	<p>Students are actively engaged in quality learning environment as supported by critical order thinking skills.</p>	<p>Teachers incorporate a wide range of research based, and student centered teaching strategies</p>	<p>Classroom organization and management techniques support the learning process.</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.</p>	<p>Classroom instruction supports the learning of students with diverse cultural and language backgrounds and with different learning needs and learning styles.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Each week, teachers turn in lesson plans that are aligned with Tennessee State Curriculum standards. Teachers write the appropriate curriculum standard when it is covered in their lesson plans. The principal reviews the lesson plans</p>	<p>Teachers use a variety of engaging instructional strategies, ie: technology integrated lesson plans that utilize the internet in conjunction with Microsoft Office Suite, graphing calculators, and document cameras.</p>	<p>Some teachers give students learning style inventories and multiple intelligences questionnaires to determine how best to meet the students' needs. Most teachers understand that boys' and girls' brains functions</p>	<p>New teachers meet at Cumberland County Board of Education and are trained in classroom management. Periodically, classroom management techniques are addressed during staff development meetings.</p>	<p>SMHS offers a variety of opportunities to students for volunteer service through clubs and organizations such as: Interact, DECA, Fellowship of Christian Athletes, Student Council, and</p>	<p>SMHS celebrates various multi-cultural events such as: Cinco de Mayo, Native American Heritage Month, Black History Month, and Women's History Month, just to name a few. Students also celebrate Cinco de Mayo and Black History Month.</p>

	weekly and checks for curriculum alignment.	The science lab is equipped for inquisitive learning opportunities.	differently; therefore, in classes with predominately males, teachers use a variety of hands-on activities. In classes with majority females, teachers use more cooperative learning exercises.	Teachers have seating charts for their classes. Teachers utilize office-created discipline forms. Detentions are a deterrent.	HOSA, just to name a few. Peer and teacher-directed tutoring are offered to students who need additional help in the classroom to improve their performance. Teacher-directed tutoring is offered before and after school. Peer tutoring occurs throught the school day. Teachers sponsor field trips for learning opportunities for students. CTE students work outside the school on building projects.	Included in each textbook adoption are Spanish language materials. The Cumberland County Board of Education employs an ESL educator to aid ESL students.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes

Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Ineffective	Effective	Ineffective	Ineffective
What data source(s) do you have that support your answer? (identify all applicable sources)	Lesson plans	Lesson plans	Lesson plans aligned with formal/informal evaluations.	Attendance records, formal and informal evaluations.	State testing scores	Formal and informal classroom assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Teachers regularly reference lesson plans that specifically note Tennessee state standards, allowing for opportunities to continue or modify lessons.	Classroom assignments reflect the mastery of higher order learning skills.	Subgroups did not meet AYP	Consistent enforcement of the school-wide behavior plan shows a reduction in tardies, absences, and discipline referrals.	<u>S</u> tudents <u>W</u> ith <u>D</u> isabilities and <u>E</u> conomically <u>D</u> isadvantaged students' test scores led to SMHS not meeting AYP.	ESL students have exceptionally strong English-language limitations, as reflected in classroom work.
Evidence of equitable school support for this practice	Teacher prepared lesson plans that reference Tennessee state standards.	Teachers create differentiated learning opportunities for students that require higher order thinking skills.	All teachers do not utilize methods of differentiated instruction.	Teachers share responsibility for reporting tardies and enforcing discipline procedures according to the plan.	These students populate every class at every grade level.	Provide individualized instruction for ESL students

<p>Next Step (changes or continuations)</p>	<p>Continue monitoring lesson plans weekly to ensure that Tennessee state standards are referenced on all lesson plans.</p>	<p>Continue using instructional strategies to enhance higher order thinking skills.</p>	<p>Provide differentiated instruction professional development for teachers.</p>	<p>Continue consistent enforcement of school behavior plan and open communication with all stakeholders.</p>	<p>Provide staff development on how to best meet the needs of all specific subgroups.</p>	<p>Continue individualized instruction with ESL students by ESL educator.</p>
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TEMPLATE 3.2.b: Instructional Gap Analysis

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

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

Template 3.2.b: Instructional Gap Analysis**Instructional Gap Analysis - Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- TIME
 - Teachers are given a minimum of 45 minutes for instructional planning time. Most teachers have 90 minutes for instructional planning time.
- MONEY
 - Each teacher is given \$100 for instructional supplies. This is funded through BEP funds. Exceptional Education teachers and CTE teachers receive additional funds for instructional supplies.
 - The Media Center supports each department by providing updated relevant resources.
 - The PTO and other sources are available to provide funds to purchase additional instructional materials.
- PERSONNEL
 - The administrators provide the curricular framework for the master schedule.
 - Department chairs and guidance counselors ensure updated course descriptions and pre-requisites.
- OTHER RESOURCES
 - Teachers have 20 + LCD projectors and 2 SmartBoards for use in their classrooms.
 - The Media Center provides needed materials to support classroom instruction.
 - SMHS has 2 mobile computer labs, 1 part-time CTE computer lab and 11 computers in the Media Center available for teachers and students.
 - Most teachers have classroom sets of books, which enhances instruction.

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

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

- TIME
 - Need time for teacher collaboration to support improved instructional practices.
 - Need for staff development on the current use of software applications in the classroom. Additional staff development in technology is needed for “advanced” teachers.
- MONEY
 - Need technology budget to provide updated software and hardware to support classroom instruction.
 - Regular classroom teachers need additional funding for instructional supplies.
 - Need a Math Coach
 - Need a full-time person to address technology issues at SMHS and to teach software applications to all staff.
- PERSONNEL
 - Need a full-time person to address technology issues at SMHS and to teach software applications to all staff.
 - Need to lower the pupil/teacher ratio in all Gateway courses, especially Math Gateway courses.
 - Need to increase AP course offerings and cover AP testing expenses for students.
- OTHER RESOURCES
 - Need a Green House for CTE classes.
 - Need a professional development library set aside in the Media Center.
 - Need training for teachers to teach classes with technical emphasis.
 - Need to purchase, and have a maintenance schedule for replacement of, current textbooks.
 - Need foreign language support for all teachers, through a language support lab and software such as Rosetta Stone.

Equity and Adequacy:

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

No. CTE teachers receive more funding than regular education teachers.

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

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

We are in need of added resources and funding in order to accurately meet the needs of all our students. The funding we receive is just the minimum required under the BEP formula. Our students need to be exposed to much more educational opportunities than what the minimum requirements allow.

TEMPLATE 3.2.c: Instructional Summary Questions

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

Template 3.2.c: Instructional Summary Questions

(Rubric Indicator 3.4)

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

SMHS has a diversified staff that can offer the students authentic real world examples of why education so important. The staff of SMHS is comprised of educators that have advanced degrees, and have actually worked in their area of expertise. The new school offers students the opportunity to utilize cutting edge equipment such as LCD projectors, mobile computer lab, and a library with a very good research capability. On a regular basis the students are required to utilize critical thinking skills and sometimes problem solving abilities to formulate correct answers for the problems posed to them.

Instructional Summary Questions- Narrative Response Required

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

It is paramount that we increase our communication with all stakeholders of Stone Memorial High School. In doing so, we should have an increase in our graduation rate. By ensuring all parties of their importance to our school, we will empower stakeholders to become vested in the success of our students. Beginning with 9th Grade Academy, students and parents will be encouraged to excel in school and graduate. All stakeholders will receive communication through a variety of resources that will encourage them to participate in and support the

educational process at Stone Memorial High School.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will address the issue of communication through an ever-improving website, increased media coverage and announcements, the instillation of an electronic sign, and other forms of parent/teacher/stakeholder communications. Through this communication, the graduation rate will be stressed as an important educational event for all students. With a continuing 9th Grade Academy, students will be encouraged to do their educational best and to commit to graduate.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

<p>Current Assessment Practices</p>	<p>Uses student assessments that are aligned with the Tenn. Dept. Of Ed. Standards based curriculum.</p>	<p>Ensures that the appropriate assessments are used to guide decisions relative to student achievement</p>	<p>Provides professional development in the appropriate use of assessment</p>	<p>Assesses all categories of students</p>	<p>Provides support and technical assistance to teachers in developing and using assessments.</p>	<p>Provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Teacher lesson plans are aligned with the Tennessee standards, and what they are teaching is assessed on daily, weekly and semester assessments.</p>	<p>The driving force behind teachers is authentic assessment. Students can see how the subject matter relates to their daily lives. If students can relate assessment</p>	<p>Teachers and administrators attend workshops on science, English, math and social studies curriculum in which assessments are addressed.</p>	<p>The state-mandated tests, such as the Gateway, TCAP, and End of Course, ensure that all categories of students are assessed.</p>	<p>Yearly staff attendance at workshops with topics that include testing, educational techniques, rubric formulation and use, and guidance related topics, such as, bullying and</p>	<p>Stakeholders may find the results of state achievement tests at the Tennessee Department of Education website. Students and parents also have access to their individual state test results. Progress reports</p>

	<p>A variety of assessments are used daily at SMHS such as technology assessments (i.e. the use of Power Point). Students also create poems, posters, graphic organizers, cartoons, short stories, and plays.</p>	<p>to their lives or experiences then they will retain the knowledge. An example of this is students in the CTE classes. Many of these students are in these classes because they are interested in nursing or construction and this relates to them. Aside from authentic assessment, teachers often create 2-3 assessments per</p>		<p>All students are assessed formally or informally daily.</p> <p>Students found to be in need are offered Credit Recovery classes.</p>	<p>graduation rate.</p>	<p>are given to students and parents every 4 1/2 weeks, and reports are given out at the end of each 9-week grading period. The 9th Grade Academy teachers regularly communicate with parents with regard to student progress and achievement.</p>
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		classroom to ensure that students are assessed according to their abilities.				
Is the current practice research-based?	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Is it a principle & practice of high-performing schools?	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Has the current practice been effective or ineffective?	Effective.	Effective.	Effective.	Effective.	Effective.	Effective.
What data source(s) do you have that support your answer? (Identify all applicable sources)	Gateway practice exam booklets, end-of-course practice booklets, on-line assessments.	Graduation rate, which is improving but is still short of the state's goal, ACT scores, lesson plans, formal and informal evaluations.	ACT scores, end of course and Gateway data.	End of course and Gateway results.	Lesson Plans, formal and informal evaluations	Report cards, progress reports, Parent Involvement Logs.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Questions in the booklets are tied directly to	ACT scores are slowly increasing for SMHS	Teachers will have increased professional	Teachers will have increased professional	ACT scores are slowly increasing for SMHS	Positive midcourse adjustments by students are

	TN standards.		on strategies to improve AYP.	on strategies to improve AYP.	students.	often shown when teachers and parents collaborate.
Evidence of equitable school support for this practice	Completion of Gateway exams with a score of proficient is required for all students for graduation by the state of Tennessee.	Teacher lesson plans are reviewed by administration.	All students are provided the opportunity to take the ACT.	All students are assessed.	Lesson plans and assessments are reviewed by administration weekly.	Formal and Informal assessment results.
Next Step (changes or continuations)	Continue using practice materials.	Staff development will address best practices in assessment.	Provide staff development to improve assessment strategies for subgroups not meeting AYP.	Provide staff development to improve assessment strategies for subgroups.	Provide training and materials to focus on best practices in assessment.	Continue providing regular-scheduled communication with stakeholders and individualized contacts as needed.

TEMPLATE 3.3.b: Assessment Gap Analysis

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

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

Template 3.3.b: Assessment Gap Analysis

Assessment Gap Analysis – Narrative Response Required

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

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

- TIME
 - Teachers use daily instructional planning time to plan assessments, strategies, and learning experiences in order to meet state standards.
- MONEY
 - The Cumberland County Board of Education distributes Coach Books for teachers administering state assessments. Student practice books are also available to assist in student preparation for state assessments.
 - The TELNET website is available for teacher and student use which contains several links to assessment sites.
 - Staff development is provided for teachers through the use of the Destiny Library Manager for curriculum correlation.
 - Computer labs are available for students to take pre-assessments using the Kuder and TELNET resources.
- PERSONNEL
 - The Educational Supervisors provide support for assessments.
 - The Cumberland County Board of Education utilizes and staffs a Credit Recovery Program as a graduation intervention resource.
 - Dr. Brooker and the assistant principals, Mr. Wilson, Mr. Kennedy, and Mr. Maddox conduct evaluations with useful feedback.
 - The guidance counselors fully implement an ACT preparation class and coordinate the actual assessment.
- OTHER RESOURCES
 - CCBOE established and built the Phoenix High School for at risk students.
 - Dual-Credit classes are offered in cooperation with the Roane State Community College.
 - Vocational classes are also offered in cooperation with the Tennessee Technology Center.
 - Credit recovery classes are offered to help at-risk student recover potentially lost course credits.
 - Before and after school tutoring is offered in a variety of subject areas to help struggling

students in regular and advance course offerings.

**“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
 - Need time for teacher collaboration to develop and improve common assessments.
 - Need time for staff development on the use of current software applications in the classroom.

- MONEY
 - Need a technology budget to supply updated software and hardware to support assessment.

- PERSONNEL
 - Need staff development training for strategies that are successful for all subgroups.
 - Need staff development to interpret data.
 - Need staff development to train teachers how to use authentic assessments.

- OTHER RESOURCES
 - Need more technology available for school-wide for use in the assessment process.

Equity and Adequacy:

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

All teachers are given opportunities for inservice and training; however, some subject areas are difficult to find training opportunities. Class size standards apply to all courses and teachers are encouraged to communicate with administration with any difficulties, challenges, or concerns.

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

Funds are spread as evenly as possible between the departments, however, with the funding at only the BEP minimum, it is very difficult to meet the needs of the staff and students. More funds are needed to adequately meet the needs of staff and students.

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

We are meeting the basic needs of the students at Stone Memorial High School. However, additional funds are necessary to provide all the students with the best possible educational foundation to enable our students to become active and productive members of a global society.

TEMPLATE 3.3.c: Assessment Summary Questions

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

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

We are currently integrating Renaissance Learning's Accelerated Reader program into our curriculum. This program helps us in two ways. First, we can accurately and quickly assess our students' reading levels. Then, it provides flexibility in our literature program. Teachers no longer need to require an entire class to read the same books at the same time. Accelerated Reader enables the teacher to allow each student to choose a book that he/she will enjoy and that is on his/her own reading level.

Teachers of students of varied abilities are making use of this program. Students in the remedial reading course read thirty minutes of each class period and then test over the books they read on Accelerated Reader. On the other end of the learning spectrum, Advanced Placement students use this program to test over the books they are required to read outside of the classroom each month. One teacher of average English students is using the program to reward students who read above and beyond that that is required for class. Freshman English teachers are developing a plan for integration this program into their curriculum to foster each freshman's reading ability. Teachers will also continue to improve Gateway scores by utilizing professional development skills gained from workshops and inservice opportunities designed to give insight into math, reading and English tested materials. This will equip our students with needed skills which will help the fulfill graduation requirements.

Assessment Summary Questions- Narrative Response Required

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

One of our major challenges is that our students must understand that assessments are important. Some students will simply mark the same answer repeatedly.

Some teachers tend to give multiple choice and true/false tests. Students' writing abilities and critical thinking abilities are often not tested in this style of assessment. Students cannot be ready for real world challenges if they do not know how to put their thoughts on paper in writing. All subject areas need to require some type of writing assessment.

Teachers do not have time to examine assessments results, particularly state assessments,

and determine the needs for all students. If they do have time, many do not understand how to interpret the data.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

The school will create excitement during state-mandated testing. We will set school-wide goals for the state assessments and celebrate when those goals are met. It is important for our school to celebrate student and teacher achievement.

Teachers will be encouraged to create assessments that allow students to develop and use their writing abilities. SMHS can plan staff development days which promote writing across the curriculum. Teachers have adequate planning time to grade these assessments. Staff development days can be used also to promote differentiated instruction, with more strategies for implementation within classrooms. Teachers will attend staff development concentrating on authentic assessment. The administration must allow time for subject groups to meet to discuss the weaknesses of students concerning state mandated tests. With an atmosphere of excitement that is communicated to all stakeholders, students will be encouraged to do their best work, first, and graduate on time.

TEMPLATE 3.4.a: Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

<p>Current Organizational Practices</p>	<p>Organizational processes increase the opportunity for success in teaching and learning at all schools.</p>	<p>Organizational practices and processes promote the effective time-on-task for all students.)</p>	<p>School provides continuous professional development for school leaders.</p>	<p>School is organized to be proactive in addressing issues that might impede teaching and learning</p>	<p>School is organized to engage the parents and community in providing extended learning opportunities for children.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>New teachers are required to attend an orientation meeting at the Board of Education to familiarize them with policies and procedures.</p> <p>New teachers, as well as 2nd and 3rd year teachers, are assigned a mentor within their buildings.</p>	<p>SMHS is on a block schedule, which allows teachers to implement a variety of teaching strategies.</p> <p>SMHS has limited classroom interruptions.</p>	<p>The Cumberland County Board of Education along with SMHS administration supplies teachers and administration with a vast array of professional development opportunities. Beth Billingsley is leading a staff development every Tuesday on utilizing technology in</p>	<p>The administration at SMHS conducts monthly faculty and staff meetings to discuss current issues ways to improve teaching and learning.</p>	<p>SMHS has an active Parent Teacher Student Organization (PTSO).</p> <p>The SMHS 9th grade academy engages in numerous parental contacts and involvement.</p> <p>Guidance counselors organize a yearly college night to discuss colleges and financial aid</p>

			the classroom. Administration, teachers and staff are meeting regularly to work on the School Improvement Plan.		options with the students and parents.
Is the current practice research-based?	Yes.	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes.	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	This is the first year that SMHS has implemented a mentoring program of this magnitude. We will assess the results at the end of the current year.	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Personnel files/records, anecdotal records, and rehire recommendations	Formal and informal evaluations	Personnel Files	Discipline records, state report card, personnel files and evaluation records	Documentation of meetings and parent contacts
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Because SMHS is a new school, we are still	Evaluation data, discipline records, test	Improvement in academic environment	Discipline records indicate consistency	More parental involvement

	determining the effectiveness of our programs.	scores		amongst all students. The number of students violating basic classroom and school rules have decreased.	
Evidence of equitable school support for this practice	All new teachers are assigned a mentor.	All teachers work together to help resolve discipline issues of common students. The SMHS 9 th grade academy teachers meet twice per week to discuss students while other teachers communicate before and/or after school.	All faculty, staff, and administration must participate in professional development.	All SMHS personnel follow county-wide discipline plan.	All parents and community member have to opportunity to contribute to SMHS.
Next Step (changes or continuations)	Administration will conduct formal observations for all new teachers in the mentoring program.	Teachers will participate in ongoing professional development to learn effective techniques for teaching on a block schedule.	Continue staff development opportunities	Continue limitations of intercom interruptions. Use student hall passes effectively. Emphasize bell-to-bell instruction.	Continue strong parental involvement to support all students' success.

TEMPLATE 3.4.b: Organizational Gap Analysis

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

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

Template 3.4.b: Organizational Gap Analysis**Organizational Gap Analysis – Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

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

- TIME
 - Teachers use daily instructional time for collaboration, clubs, student assessment and records, and parent contacts
 - SMHS is currently on the 4x4 block schedule.
 - SMHS has scheduled monthly administration and faculty representative advisory meetings to determine any areas of need.
 - Monthly faculty meetings are held for feedback and information between all faculty, staff and the administration.
 - Each month we have specially scheduled days for club and activity meetings to allow students the opportunity to involve in a variety of activities.

- MONEY
 - The PTSO raises money through membership dues and fundraisers.
 - Band and Athletic booster clubs raise money through a variety of fundraisers to support their respective organizations.
 - All clubs generate their own funds through membership dues and fundraisers.
 - Scholarships are funded by various community organizations to benefit graduating seniors.
 - The student council sponsors a Homecoming Carnival and other activities to raise money for participating clubs, classes, and athletic teams.
 - As a school-wide fundraiser, SMHS students sold “Smart Cards” this year to raise money for the school library and a club or team of their choice.
 - BEP pool money is spent by a committee vote of members of the administration and teacher/staff representative according to school-wide goals.

- PERSONNEL
 - Many faculty members are encouraged attend PTSO meetings and be actively involved with the organization.

- Some faculty members work during non-school hours at the local community college, which supports a dual enrollment program with SMHS.
- OTHER RESOURCES
- Students serve on a variety of clubs such as Beta, Future Farmers of America, Fellowship of Christian Athletes, Math, Science-Fiction, Interact, Renaissance, Young Republicans, Young Democrats, Photography, Student Council and the Chess club among others.

“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
 - Need additional time for teacher communication and collaboration to improve and develop best practices.
 - Teachers need time with the special education teachers to collaborate on meeting special needs of those students.
- MONEY
 - Need additional funds to support the implementation of best practices.
- PERSONNEL
 - Need a Math Coach
 - Need a Literacy Coach
 - Need a Graduation Coach
- OTHER RESOURCES
 - Need additional vocational classes and room for these classes to appeal to the interests of students.
 - Need more academic classrooms.
 - Need better website to inform all stakeholders about SMHS.

Equity and Adequacy:

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

No. Equal financial resources are not provided for all teachers.

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

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

We are making good progress, but we still have work to do in the areas of communication and graduation. Our stakeholders need more information to ensure their relationship with school is a strong one. With this communication, we will also foster an atmosphere that encourages our

students to graduate on time with their peers and become life-long, productive members of a global society.

TEMPLATE 3.4.c: Organization Summary Questions

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

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our administration is effective and well organized. They encourage teacher and staff input regarding the organization of the school. Ideas are then refined, and when possible implemented. Our administration requires all new teachers to attend orientation to familiarize and have knowledge about policies and procedures. New teachers, as well as second and third year teachers are assigned a mentor. All staff members are given several opportunities for staff development throughout the year.

Other strengths include a strong parent/teacher/student organization. The SMHS 9th Grade Academy engages in numerous parental contacts and encourages parental/student involvement. Our Guidance staff conducts meetings throughout the year to inform parents and students of career/college options as well as financial aid issues.

Stone Memorial High School is also on a block schedule, which allows teachers to implement a variety of teaching strategies. This has limited classroom interruptions.

Student discipline is dealt with consistently and fairly. Our staff believes that behavior issues be dealt with before they become a problem. 9th grade academy teachers meet twice weekly to discuss these issues common to students. Other teachers communicate before and after school.

SMHS major strengths have been identified through surveys and discussions with staff.

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component A vast majority of our teachers enjoy teaching on the block schedule. It has allowed them to use a variety of teaching strategies. The administration has had concerns that some teachers may use the time to lecture and give the students the rest of the time to complete homework without a lot of discussion or interaction. Other challenges continue to be parental involvement and improved graduation rates. These challenges were identified through observation and discussions with staff.

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

We attempted to address the block schedule issue by instituting a modified block schedule. This was not as effective as block scheduling and did not address student needs effectively. There was less teaching time, and more interruptions.

Our parental involvement issues are being addressed by consistent parent contact and increased opportunities for parental involvement in activities such as College/Career Fairs, Open House, an increasingly informative school website, and a Homecoming Carnival.

To help improve the graduation rate, SMHS will increase to communicate efforts with parents, students, and each other to identify and form intervention strategies to help these at-risk students. This increased communication will serve our stakeholders best and empower them with needed information to encourage our students to make a best effort. This effort will be enhanced by faculty and staff that, through an enthusiastic atmosphere, encourage all students to graduate on time and become active and productive members of a global society.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

11/19/08

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

Goal		Increase the graduation rate by 3%.					
Which need(s) does this Goal address?		To make continued progress toward meeting the NCLB and State of Tennessee goal of 90%.					
How is this Goal linked to the system's Five-Year Plan?		System 5-Year Plan: TCSP Template 3.1 identifies the Cumberland County graduation rate at 84.5% with the state goal set at 90%.					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		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	Utilize the Freshman Academy to allow for success in core subjects early in students' high school experience.	August to May '09 -'10 School Year	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox; Academy Teachers	Classroom supplies; incentive rewards for students; guest speakers; more personnel; smaller class sizes	\$2,500 from BEP funding; community donations	Progress Reports are analyzed each 4.5 weeks to identify students at risk. Parents are involved in assessing progress reports. Students are evaluated based on progress in each subject area.	
Action Step	Students are recognized and rewarded for academic performance, good behavior, and attendance.	August to May '09 -'10 School Year	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox The Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett	Incentive rewards for recognition	\$1,000 BEP funding; community donations; Renaissance Committee	Throughout the school year, student performance data is gathered and compared to previous year's performance data.	
Action Step	Students transferring to SMHS will have pre-enrollment counseling to determine proper placement in courses and/or programs.	August to May '09 -'10 School Year	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox	No additional funding required.	Data on enrollees will be reviewed and determined if changes are needed at midterm or at the end of each 9 week	

			The Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett	The Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett		grading period.	
Action Step	Provide credit recovery opportunities for students who have previously failed classes due to academic performance or attendance issues.	October to May '09 – '10 School Year	Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett ; Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson; The Phoenix School staff	The Phoenix School administrator, Mr. Zazzaro and his staff	Funding provided through Extended Contracts.	Evaluate number of students who are retained during the school year and compare to number of retentions from prior years.	
Action Step	Students will be provided with career/college counseling to identify interests versus abilities. Kuder Interest Inventory and PLAN test will be used.	August to May '09-'10 School Year	Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett and the Career Counselor	Kuder Tests; Plan tests; space for testing	No additional funding required.	Results of Kuder Interest Inventory and PLAN test will be used by counselors to assist students in selecting courses and making post-secondary plans.	
Action Step	Counselors will review student records to determine if students are on track to graduate. Teachers will notify counselors of students who are failing or at risk of failing their class.	August to May '09-'10 School Year	Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett ; Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson	No additional resources required.	No additional funding required.	Increased graduation rate and Gateway proficiencies.	
Action Step	Provide before school and after school tutoring for students who are having difficulty in core academic subject areas.	November to May '09 – '10 School Year	Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson	Additional teacher pay; Career Ladder funds	Funding provided through Federal grants program and extended contracts funding.	Semester student performance data gathered and compared to previous year's performance data.	

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: 11/19/08

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

Goal	Improve communication with stakeholders.
Which need(s) does this Goal address?	Needs based upon non-academic data provided in Component 3 in System 5-Year Plan.
How is this Goal linked to the system’s Five-Year Plan?	System 5-Year Plan: TCSPP Template 3.1 identifies improve communication with stakeholders as a system-wide need.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Teachers are required to make parent contact for all students who are having difficulties or are at risk of failing their class.	Mid-term, each 9-week grading period, and semester end August to May '09 – '10 School Year	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox; Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson	Planning time for parent phone calls, teacher meetings, and parent meetings; dedicated area for these activities; adequate phone access	No additional funding required.	Teachers are required to maintain a log of all phone calls and parent contacts made throughout the school year. This log will be compared to final course grades to determine success.	
Action Step	Improve the SMHS website: 1. Teachers will maintain weekly lesson plans through the use of Moodle. 2. Counselors will provide updated scholarship, testing, and college/career information in a timely manner. 3. Athletic director will provide updated athletic program information in a timely manner. 4. School-wide announcements and information will be posted to the website in a timely manner.	Weekly August to May '09 – '10 School Year	Administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox; Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson; Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett, Mr. Greene,	No additional resources required.	No additional funding required.	Community feedback through formal and informal survey. Increase in student performance. Increase in community and student attendance at school functions.	

			webmaster				
Action Step	SMHS will hold parent/teacher conferences and open house at least 2 times per year.	August to May '09-'10 School Year	The administration: Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox; Teachers: Mrs. Bryant, Mr. Fields, Mr. Baker, and Mr. Magnusson	No additional resources required.	No additional funding required.	Attendance at parent/teacher conferences and communication with parents and stakeholders will increase each 9 weeks. The number of open house events will increase each semester of the school year.	
Action Step	Comment card boxes will be set up in the front office reception area, cafeteria, and gym lobby to receive feedback from students, teachers, administration, staff, and community that is evaluated the 1 st of every month.	Monthly August to May '09 – '10 School Year	Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett	Boxes for collection of comment cards; production of comment cards.	No additional funding required.	Comment cards will be collected and analyzed monthly. Results will be shared with the faculty. Feedback will be used to further increase community participation and student success.	
Action Step	Administration and Counselors will utilize School Messenger web-based phone system to disseminate information about school activities to parents and students.	August to May '09-'10 School Year	Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox; Counselors: Mrs. Dillard, Mrs. Simmons, & Mrs. Tollett;	School Messenger software and associated training.	No additional funding required.	Community feedback through formal and informal survey. Increase in community and student participation in school functions.	
Action Step	SMHS will distribute school activity calendars at various business locations throughout the community. Calendars will also be provided to local media outlets for newspaper publication and radio announcements.	Monthly August to May '09 – '10 School Year	Interact Club Sponsors: Mrs. Newman & Mrs. Wattenbarger;	Permission from businesses to post/leave calendars	No additional funding required.	Community feedback through formal and informal survey. Increase in community and student participation in school functions.	
Action Step	SMHS will install an electronic sign to be used for updating community on current events at the school.	Updated daily January – May 2009	Dr. Brooker, Mr. Wilson, Mr. Kennedy, & Mr. Maddox	Funding for purchase and installation of sign.	\$15K-20K provided by First National Bank of Tennessee	Community feedback through formal and informal survey. Increase in community and student participation in school functions.	

Component 5 – The School Improvement Plan and Process Evaluation

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

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

Collaboration was achieved with regard to the school improvement plan for Stone Memorial High School through regularly scheduled meetings among the Administration, SIP Chair, and Co-Chairs. Each component chair reviewed the template and all information involved in the component in their charge. He/She then shared the information with the component members. The information was then discussed and adjustments were made, as needed. All stakeholders, through e-mail and hard copies, reviewed all components for input, and necessary changes were made. The school’s administrators supported the total process by providing unlimited access to records and information throughout the school. Pertinent data and information from testing data and the initial school improvement plan were used and incorporated into the new plan. Records that include the time, date, and members of each component are available as documentation to show the progression in planning for the total project.

All component members, including parents, students, and community stakeholders, were provided with a copy of the proposed school improvement plan from which to work. Responses and feedback were solicited from component members in order to complete the SIP for Stone Memorial High School. As this process was completed, each component was given a deadline to review the total document and make recommendations for improvement.

The school improvement process began in the previous school year with the initial beginnings of an independent school improvement plan for Stone Memorial High School. This was due to our “Spawn” status caused when Stone Memorial High School was opened 2 years ago as a split from Cumberland County High School. We have operated as a SACS/CASI school for the previous 2 years under the school improvement plan of our sister school until our approved date for independence was reached. All data contained in this school improvement plan is solely that of Stone Memorial High School and is a reflection of only our students’ abilities and achievements.

Evidence of Alignment of Data and Goals – Narrative response required

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

All goals set forth in this school improvement plan are data driven. The graduation rate for Stone Memorial High School is below the 90% set by the state. We are improving in this area; however, because it is below the goal set by the state, we are listed as a Target School. We will strive to improve our graduation rate by the set goal of 3% each year to reach the NCLB and State of Tennessee graduation rate goal.

The electronic survey taken by all stakeholders of Stone Memorial High School indicated a weakness in the area of communication. Specific tools have been put in place to eliminate this problem and other communication tools are in the planning stages of implementation. Our goal is to ensure all stakeholders feel informed and a welcome member of Stone Memorial High School.

Evidence of Communication with All Stakeholders – Narrative response required

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

1. A copy of the school improvement plan is being placed on the school’s website. This will allow for access by all interested stakeholders.
2. Copies of the school improvement plan are made available in easily accessible locations during Open House Nights, Parent/Teacher Conference Nights, and other events held to allow public access to our facility and it’s information.
3. A copy of the school improvement plan was e-mailed to all members of the Stone Memorial High School Staff and a hard copy was put on file at the school district’s office.
4. A copy of the school improvement plan was printed and given to the Stone Memorial High School PTSO to keep with their records and allow parent ready access.
5. Faculty, staff, administrators, students, parents and community stakeholders were randomly surveyed on topics dealing with communication, educational offerings, opportunities for community involvement, and the educational effectiveness of course offerings at Stone Memorial High School. The results of the survey are stored in the administrative offices of the school to allow for access by all interested stakeholders.

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

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

The vision, mission, and beliefs of Stone Memorial High School reflect the high level of commitment all faculty, staff and community stakeholders possess with regard to helping our students achieve their goals and become productive members of a global society. All components fit together within the school improvement plan and reflect the motto of Stone Memorial High School that: “Where Today’s Success Meets Tomorrow’s Dreams.”

The aim at Stone Memorial High School is for all students to reach their full potential by

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

graduating on time and scoring proficient or advanced on all required exams. Our students, staff, administration, and parents will work to raise the graduation rate and meet the AYP guidelines of NCLB. We will hold regular meetings with all involved parties to identify those students who are at risk and host meetings with students, parents, and teachers to focus on individual student needs.

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

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

Each action step directly reflects and relates to the areas of curriculum, instruction, assessment, and organization. Input with time for reflection was sought from staff to do the analyses of these areas in Component 3. Using data and all components of the school improvement plan, our goals and action steps were written to make necessary student achievement progress at Stone Memorial High School this year and to meet all NCLB benchmarks.

In order to continue to improve standardized test scores and AYP scores, we will offer more tutoring and credit recovery courses to at-risk students. Teachers will utilize skills gained through professional development to incorporate teaching strategies into their curriculum that encourage all students to achieve their best possible work ethic in order to graduate on time with proficient or advanced test scores. Furthermore, Freshman Academy will continue to play a large role by supporting at-risk students through tutoring and early intervention. At the same time, we encourage all students to take more challenging courses to further their English, math, and science skills. Staff development days will address best practices, vocabulary development, test data, assessments, and strategies that will work with all subgroups and other topics as presented by the administration and faculty throughout the year.

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

1. Starting the process earlier would enhance the collaboration effort among all stakeholders.
2. Having access to current report card data earlier would reduce confusion in identifying appropriate goals
3. There needs to be more specific ways to give ownership of the plan to all stakeholders.
4. The time frame to develop the plan is insufficient to prepare a document of this magnitude. More time is needed to achieve all that is asked for within this lengthy document.

TEMPLATE 5.2: Implementation Evaluation

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

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

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

The action steps have already been implemented. Tutoring, credit recovery, and Freshmen Academy have been in place from the beginning of the school year. Each person responsible for actions will be accountable to see that they are started, monitored and completed in the allotted amount of time. Stone Memorial High School uses a wide variety of assessment instruments to implement action steps and reach goals. Many of these occur daily in the courses offered to our students. Department meetings will be used to help keep track of the progress being made and further action required to achieve the goals as outlined in the action steps.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Data will be collected as needed throughout the year in order to ascertain the effectiveness of steps implemented to help students' achievement improve. It will be monitored by designated individuals as outlined in Component 4 and then will be shared with all stakeholders. All decisions made will be data driven and will focus on the students and raising student achievement.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

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

Due to an abnormally late start date for the 2008-2009 school year, our first assessment meeting will not occur until February 13, 2009. Our last meeting will be scheduled for May 22, 2009. Other called meetings will be arranged as needed. The administration and school leadership team will monitor the implementation of the school improvement plan and make any necessary adjustments to insure success by all students.

Dr. Brooker, principal, with the assistance of the assistant principals, the school improvement chair and co-chairs will be responsible to consistently monitor all school improvement plan progress. Their roles are to provide oversight and direction. The school leadership team for SACS/CASI/SIP will meet regularly with the administration to monitor the plan and assess the progress achieved. After each evaluation, necessary adjustments will be made, if they are so needed. Staff development days and faculty meetings will be used to review progress, update data, and make any needed changes.

Evidence of a Process for Monitoring Plan – Narrative response required

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

A comprehensive comparison of goals to actual achievements will be reviewed at the time of each meeting to identify any adjustments necessary for goal achievement. Adjustments will be made when identified based on student performance data. The school leadership team will meet and discuss any changes to be made before it is sent to the staff for their input. It will be the responsibility of the principal to see that all stakeholders are surveyed to gather the information necessary to provide needed feedback. Success, or the lack thereof, will be addressed at faculty meetings to allow adequate time for suggestions with regard to how best to adjust the plan. This will insure implementation and progression toward the achievement of the goals as described in the school improvement plan.

Evidence of a Process for Adjusting Plan – Narrative response required

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

The administration, school improvement chair and co-chairs, along with the leadership team and school counselors will be responsible to meet throughout the school year to review progress and make necessary adjustments. The component chairs will also meet with their individual components to monitor progress, and formulate a plan to adjust the school improvement plan as necessary to ensure success by all students. Documentation will be kept showing what changes were made throughout the year. A review of all test data, including End-of-Course exams, Gateway tests, ACTS and TCAP Writing Assessment, will be assessed for their achievement toward NCLB benchmarks. Course enrollment, honor rolls, graduates, dropouts, discipline occurrences, and referral records will also be reviewed. This will allow for further adjustments to the school improvement plan, if necessary. Stone Memorial High School is committed to providing a quality education that will have a profound impact on the future of every student we serve.

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

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

Successes and adjustments to the school improvement plan will be posted on the school website for all stakeholders interested in Stone Memorial High School. Furthermore, an e-mail will be sent to all staff. Each stakeholder will be encouraged to return input, if necessary. Parents will be encouraged to speak to teachers and administrators to give feedback. Successes and lack of progress of action steps will be placed on the agenda of faculty meetings in order to allow everyone the opportunity to get the information needed for future adjustments. It will be the responsibility of the principal to see that all stakeholders are informed to ensure all interested parties may give feedback.