

# SOUTH PITTSBURG HIGH SCHOOL

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

**Assurances**

with Signature of Principal

I certify that South Pittsburg 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

(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>
Paige Hill	Y	Social Studies Dept. Head	Comp. 3, Comp. 5, TSIPP Co-Chair
Stephanie Lewis	Y	English Teacher	Comp. 4 Chair, TSIPP Co-Chair
Allen Pratt	Y	Principal / TSIPP Chair	Comp. 5 Chair
Lynn Hale	N	Interventionist Specialist	Comp. 4
Beth Webb	Y	Academy Vice Principal	Comp. 3 Chair
Vic Grider	N	Assistant Principal	Comp. 3
Margaret Tucker	N	Media Specialist Asst.	Comp. 1
Kathy Barker	N	Parent	Comp. 5
Rob Woodfin	N	Community (Bus. Owner)	Comp. 4
Tyler Quick	N	Student	Comp. 2
Mike Jordan	N	Exemplary Educator	Comp. 4
Wesley Stone	Y	Math Teacher	Comp. 2 Chair
Frances Merriman	Y	Librarian	Comp. 1 Chair
Don Bird	N	CTE Teacher	Comp. 3

**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>
Frances Merriman	Librarian	Yes
Allen Pratt	Principal / TSIPP Chair	No
Elizabeth Mount	Special Education Assistant	No
Mary Katherine Dempsey	Special Education Teacher	No
Margaret Tucker	Media Specialist Assistant	No
Dave Pickering	Math Teacher	No
Heath Grider	CTE Teacher	No
Barbara Baker	Parent	No
Jodi Lawrence	Student	No
Jane Dawkins	Community	No

*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>
Wesley Stone	Math Teacher	Yes
Allen Pratt	Principal / TSIPP	No
Tim Adams	Math Teacher	No
Betty Lawson	Science Teacher	No
Judy Alred	Language Arts Teacher	No
Kurt Hoschar	Science Teacher	No
Tyler Quick	Student	No
Julie Pratt	Parent	No
Julie Bennett	Community	No
Gaynelle Grider	Bookkeeper	No
Virginia Greene	Teacher	No

*Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.*       YES       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>
Beth Webb	Assistant Principal – 7-8 <sup>th</sup> Academy	Yes
Allen Pratt	Principal / TSIPP Chair	No
David Hale	Wellness Teacher	No
Paige Hill	Social Studies Dept. Head	No
Donna Allison	Special Education Teacher	No
Don Bird	CTE Teacher	No
Nathan Thomas	Math Teacher	No
Alex Guess	Student	No
Patty Johnson	Parent	No
Melanie Case	Community	No
Lynn Hale	Guidance Counselor	No
Barbara Knight	Food Services Manager	No

*Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.*       YES       NO

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*Subcommittee 3 Chair Signature*

***Subcommittee for COMPONENT 4 Action Plan Development***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Stephanie Lewis	English Teacher	Yes
Allen Pratt	Principal / TSIPP Chair	No
Rob Woodfin	Community Representative	No
Mike Jordan	Exemplary Educator	No
Gene Walsh	Music Teacher	No
David Phillips	Social Studies Teacher	No
Ryan Lewis	CTE Teacher	No
Hilary Barker	Student	No
Terry Case	Parent/School Board Member	No
Lynn Hale	Graduation Interventionist	No
Robert Moore	Head Custodian	No

*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***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>
Allen Pratt	Principal	Yes
Tyler Dawkins	Spanish Teacher	No
Kathy Barker	Parent	No
Heath Grider	CTE Teacher	No
Paige Hill	History Teacher	No
Isaac Blevins	English Teacher	No
Kathy Barker	Parent	No
Terrell Robinson	Student	No
Lori Case	School Nurse	No
Steve Finley	Community	No

*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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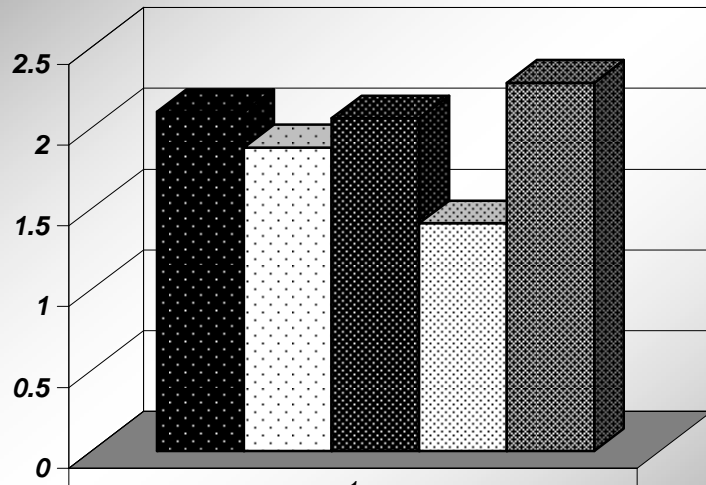
*Subcommittee 5 Chair Signature*

## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.3.1: Data Sources (including surveys)

Data Source	Relevant Findings
Excellence Award for Graduation Interventionist	<p>The Tennessee School Board Association (TSBA) recognized Marion County Schools, of which SPHS is one of the three high schools, for the “Graduation Interventionist” position created to increase graduation rates. That position created an emphasis on graduation rate, which rose to over 90% in Spring, 2008. Additionally, SPHS 2008 graduates received a cumulative amount of \$984,000 in scholarship dollars, a record amount for the small rural school. The Graduation Interventionist also serves as the guidance counselor at SPHS.</p> <p>Students’ increased efforts and performance can be reflected by the amount of scholarship dollars received by last year’s graduates. The staff implements classroom practices to which students respond, and the complementary goals lead to continued success.</p>
Building Program	<p>SPHS opened the doors to a brand new gymnasium in September, 2008. The school previously suffered a hardship with a structurally inferior gym that was demolished in 2006, leaving no opportunity for physical activities and sporting events on the school’s campus. Students and faculty were forced to share gymnasiums of other schools, go outside, or simply improvise as best they could.</p> <p>The new building shows the combined emphasis of citizens, school, and local business on the ongoing importance of educating the whole child and maintaining the school as a focal point in the community.</p>
Staff Survey, 2008	<p>Responses to the 2008 Survey were based on a 4-point scale, with 0 meaning that associated practices were not present in the school and 3 meaning that associated practices were universally present in the school.</p> <p>The results indicate that the professional educators at SPHS consistently employ effective classroom management practices. This item received the highest positive score on the survey and is accompanied by high expectations for student performance.</p> <p>Effective instructional practice ranked third of the five survey items, followed by use of assessment data and professional collaboration. Professional development during the 2008-2009 will address data and collaborative issues to further enhance the students’ educational experiences at SPHS.</p>

### School Responses to Spring Staff Survey, 2008



	1
■ <i>High Expectations for Student Performance</i>	2.1
□ <i>Use of Assessment Data</i>	1.88
▨ <i>Effective Instructional Practice</i>	2.06
▩ <i>Professional Collaboration</i>	1.41
▤ <i>Effective Classroom Management Practices</i>	2.28

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
Tim Adams	White	M	2	B.S.	Middle School Ed. – Math	UTC
Donna Allison	White	F	8	M.Ed.	Special Education (K-12)	UTC
Judy Alred	White	F	33	Ed.S.	Art (7-12), English (7-12)	UTC, West Georgia
Hope Ashburn	White	F	8.5	M.S.	Agricultural Education	MTSU, UTK
Don Bird	White	M	4	Vocational Certification	Construction, Welding	UTC, Community College of Air Force
Isaac Blevins	White	M	2	B.S.	English, History	UTC
Tyler Dawkins	White	M	4	M.A.	Spanish	Washington University, St. Louis, UTC, Cumberland University
Mary Dempsey	White	F	1	B.S.	Exceptional Education K-12	Chattanooga State, UTC
B.G. Goeller	White	F	13	B.A.	Sign Language	Maryville College
Virginia Green	White	F	35	M.Ed. +45	Special Education, Elementary Education (1-9)	MTSU, UTC
Heath Grider	White	M	10	M.A.	Vocational Business	UTK, UTC, Lee University, Cumberland
Vic Grider	White	M	17	Ed.S.	Wellness, Administration	UTK, Cumberland, Lincoln Memorial University
Phyllis Griffith	White	F	40	B.S.	Vocational Home Economics	Tennessee Wesleyan, UTK
David Hale	African - American	M	27	Ed.S.	Wellness, Educational Leadership	Vanderbilt, Trevecca, Tennessee Tech
Lynn Hale	White	F	7	M.Ed.	School Counseling K-12	UTC
Paige Hill	White	F	15	Ed.S.	History (7-12)	UTC, Wake Forest, Tennessee Tech
Kirk Hoschar	White	M	1	B.S.	Secondary: Earth Science	Chattanooga State, UTC
Jackie LaRue	White	F	32	M.Ed.+30/ National Board	Biology, Chemistry	Northeast Alabama State Jr. College, Auburn University, UAB,

				Certification		Alabama A&M
Betty Lawson	White	F	8	B.S.	Education (1-8)	Chattanooga State, UTC
Ryan Lewis	White	M	9	M.A.	English, Journalism, Service Learning, Technology Engineering	UTC, MTSU, Nova Southeastern University
Stephanie Lewis	White	F	6	Ed.S.	Language Arts	UTC, Nova Southeastern University
Frances Merriman	White	F	35	M.S. +30	Biology, Chemistry, General Science, History, Geography, Government, Economics, Sociology, Library Science (K-12)	MTSU
David Phillips	White	M	9	B.S.	U.S. Government, Economics, 7/8 <sup>th</sup> Social Studies	Chattanooga State, MTSU, UTC
Dave Pickering	White	M	2	B.A., M.A.A, M.A.	Mathematics	Southern Mississippi
Allen Pratt	White	M	15	M.A.	Biology, Wellness, Engineering Tech Vocational	UTC, Grand Canyon, Liberty
Jeannine Ramsey	White	F	5	A.A.S.	Nursing Vocational	Lincoln Memorial, Chattanooga State
Glen Smiley	White	M	18	M.A. + 30	P.E., Health, Driver's Ed, Govt., Economics, History, Biology, Physical Science	Tennessee Tech, MTSU
Wesley Stone	White	M	6	Ed.S.	Multi-disciplinary Education (K-8), Algebra I, Administration/Curricu- lum & Instruction	Chattanooga State, UTC, Cumberland, Lincoln Memorial University
Nathan Thomas	White	M	37	M.Ed.	Mathematics	Georgia Southern, University of Northern Colorado
Gene Walsh	White	M	4	B.S.	Music (K-12)	UTK, UTC
Beth Webb	White	F	26	M.Ed.	Biology, Administration	Trevecca, UTC, Belmont

### School Characteristics

The South Pittsburg High School's faculty and staff consist of a principal and an assistant principal, 25 core teachers, two full-time special education teachers, one librarian, a guidance counselor who also serves as the county-wide Intervention Specialist, three assistants, two members of office staff, six cafeteria staff members, three custodians, one sign language interpreter, and one nurse.

Two faculty members at South Pittsburg High School have obtained their Master's plus 30 semester hours over a Master's in their respective fields. One faculty member has obtained 45 hours above a Master's degree, and one faculty member is a National Board Certified teacher. The principal and assistant principal have obtained or are in the process of obtaining Educational Specialist degrees. All faculty members teach within their areas of certification.

SPHS hired three new faculty members in 2007-2008. The turnover resulted from three teachers changing schools. In 2006-2007, eight faculty members were new; the reduction in turnover reflects stabilization and support of administration throughout the school.

South Pittsburg High School provides direct service to students in regular, resource, inclusion, and accelerated classes. The resource staff assists students with scheduling, counseling, behavior management, teacher conferences and post-secondary programs. In grades 7-12, students are served by the special education program. All high school students participate in inclusive classes. Life and Study Skills is the only resource class.

Grade	Male	Female	Consulting (gifted)	Consulting (resource)	Direct Service
12	6	5	2	6	3
11	3	2		5	
10	3	2		5	
9	4	5		2	7
8	2	2			4
7	7	0			7
Total	25	16	2	18	21

SPHS hosts an incoming 7<sup>th</sup> grade tour of our school in the spring for 6<sup>th</sup> grade students. Students are given a tour of the school and participate in several hands-on activities such as experiments. At the beginning of August, SPHS hosts 7<sup>th</sup> grade orientation for students and their parents. The principal introduces the 7<sup>th</sup> grade teachers to the students, and each teacher takes his/her students and parents to each classroom to share information such as rules, dress code and supply lists.

Before entering the 9<sup>th</sup> grade, students and their parents meet with the principal and guidance counselor to outline a course of high school study. Students choosing the university path must complete the core curriculum plus two units of a foreign language, and three units of math including Algebra I, Algebra II and either geometry or an advanced math course. Students choosing the technical path will complete the core curriculum and four units of related vocational courses.

## **PROGRAMS OF STUDY**

### **Joint Enrollment at Chattanooga State**

South Pittsburg High School has students who have successfully attended colleges and universities throughout the country. SPHS offers dual enrollment classes with Chattanooga State Technical Community College. SPHS looks forward to expanding these programs and continuing the tradition of excellence in education.

**Joint Enrollment at Chattanooga State - Fall Semester 2008**

	Composition I/II	World Civilizations I	Pre-Calculus I	Calculus I	Intro to Statistics	General Psychology	Introduction to Humanities
Students	4	1	5	1	2	1	1

**STUDENT CHARACTERISTICS**

<b>9<sup>th</sup> – 12<sup>th</sup> grades</b>	2005	2006	2007	2008
Attendance	92.6%	93.0%	91.8	Data
Transfer Rate				not
Cohort Dropout	14.3%	11.9%	6.9	yet
Free/Reduced Lunch	55.9%	55.5%		available
Graduation Rate	81.7%	78.3%	90.5	90.6

<b>7<sup>th</sup> – 8<sup>th</sup> grades</b>	2005	2006	2007	2008
Attendance	92.6%	92.8%	94.1	Data
Promotion	98.5%	97.3%	94.9	not available

**DISTRIBUTION BY RACE**

	2005	2006	2007	2008
White	80.7%	83%	80.5	Report
African American	19.3%	16.8%	19.3	Card
Hispanic	0	0	.2	not
Asian	0	.2%	0	yet
Native American	0	0	0	available
Pacific Islander	0	0	0	
ED			57.1	
Male			52.8	
Female			47.2	

**SUSPENSIONS**

	2005	2006	2007	2008
White	11.9%	11.5%	4.9%	Report
African American	27.0%	23.6%	2.6%	Card not
Male	n/a	17.6%	7.0%	yet
Female	n/a	18.7%	1.6%	available.

**EXPULSIONS**

	2005	2006	2007	2008
White	0	0	.3%	Report

African American	0	0	0%	Card not
Male	0	0	.5%	yet
Female	0	0	0%	available.

**Student Population**  
**Average Daily Membership (“ADM”)**

2005	384
2006	375
2007	359
2008	358

**SPHS DAILY SCHEDULE, 2008-2009**  
**Daily Bell Schedule**

**Schedule # 1:**

A Block:	8:00 – 9:30
B Block:	9:45 – 11:15
C Block:	11:25 – 1:20
First Lunch:	11:25 – 11:50
Second Lunch:	11:55 – 12:20
D Block:	1:30 – 3:00
Bus	2:55
Everyone:	3:00

**Schedule # 2: (Tuesday Morning)**

A Block:	8:00 – 9:15
B Block:	9:30 – 10:45
<b>Activity Period:</b>	<b>10:50 – 11:15 (Clubs, Reading, Meetings)</b>
C Block:	11:25 – 1:20
First Lunch:	11:25 – 11:50
Second Lunch:	11:55 – 12:20
D Block:	1:30 – 3:00
Bus	2:55
Everyone:	3:00

**COURSE OFFERINGS FOR 2008-2009 SOUTH PITTSBURG HIGH SCHOOL**

**Math Department**

Algebra I  
Algebra I Accelerated  
Advanced Algebra and Trigonometry  
Algebra II Accelerated  
Competency Math  
Geometry Accelerated  
Joint Enrollment College Algebra  
Math Foundations I  
Math Foundations II

**Language Arts**

Competency English  
English 9  
English 9 Accelerated  
English 10  
English 10 Accelerated  
English 11  
English 11 Accelerated  
English 12

Pre-Calculus Accelerated  
Technical Algebra  
Technical Math  
Technical Geometry  
Pre-Calculus Accelerated

**Science Department**

Biology  
Biology Accelerated  
Chemistry Accelerated  
Environmental Science  
Human Anatomy and Physiology  
Life Science  
Physical Science  
Physical Science Accelerated  
Physics - MCHS  
Chemistry II Accelerated

**Fine Arts**

General Music  
Instrumental Music  
Theatre Arts

**Career & Technical**

Accounting  
Database Design  
Desktop Publishing  
Document Creation Design  
Jobs for Tennessee Graduates (JTG)  
Keyboarding  
Spreadsheet Application  
Technological Systems  
Web-page design  
Project Lead the Way

**Academy**

Language Arts 7  
Language Arts 8  
Resource Language Arts  
Reading 7, 8  
Spelling 7, 8  
Math 7  
Math 8  
Resource Math

English 12 Accelerated

Joint Enrollment English  
Journalism  
Spanish I  
Spanish II

**Health & Physical Ed.**

Emergency Medical Services  
Management  
Health Science Education  
Wellness

**Social Studies**

Contemporary Issues  
Economics  
U. S. Government  
Psychology  
Sociology  
U.S. History  
World Geography

Carpentry I and II  
Engineering Processes  
Innovation and Inventions  
Integrated Information Technology (IIT)  
Welding I, II  
Textiles and Clothing  
Health Science  
Forensics  
Anatomy and Physiology  
Family and Consumer Science

Science 7  
Science 8  
Social Studies 7  
Social Studies 8  
Physical Education 7, 8  
Library Skills 7, 8  
Band  
Chorus  
Enrichment courses (art, service learning, etiquette, computer lab)

## **Description of Academic Program**

### **Media Center**

The South Pittsburg High School library has over 7,000 books, 36 magazine subscriptions and a small collection of videotape and computer disks. There are three computers available for student use that have Internet access. The Tennessee Electronic Library provided by the state Department of Education furnishes students access to reference, periodical and newspapers databases that were previously unaffordable. The Accelerated Reader program used in most classes has over three thousand five hundred book titles from which students may choose to read. The library provides TV/video access for all but one of the classrooms with the Channel One multimedia system. A copier is available in the library for students' use. The library also has a LCD projector and one laptop computer that teachers can use. The librarian and one full-time assistant provide technical support for the AR program and the four 21<sup>st</sup> Century classrooms. Several parent volunteers have generously donated their time performing daily tasks that help to keep the library well organized.

### **Activities**

Students at SPHS participate in a variety of competitions. Junior high students have successfully represented our school at the county spelling bee, CAMTAS-math competition, Veterans of Foreign Wars writing competition and 4-H competitions such as Clover Bowl. High school students have excelled in area writing competitions sponsored by the Scottish Rite and the Sequachee Valley Electric Cooperative and the American Legion oratorical contest. Students also participate in the Jobs for Tennessee Graduates competition as well.

Students are encouraged to participate in extracurricular activities:

Grades 7-8 have the following activities available: Junior Beta Club, 4-H, Fellowship of Christian Athletes, girls' and boys' basketball, girls' softball, boys' football and baseball, and cheerleaders.

Grades 9-12 have these activities available: Beta Club, National Honors Society, Fellowship of Christian Athletes, Future Business Leaders of America, Drama Club, Journalism, Newspaper, Student Council, Leo Club, Interact Club, Students Against Deadly Decisions (SADD), and Health Occupations Students of America (HOSA). The athletic program consists of girls' and boys' cheerleading, basketball, baseball, football, volleyball, cross-country, golf, softball, and track.

### **Courses**

Our school offers a variety of courses for students. During the 2005-2006 school year, our county began its partnership with the Hamilton County Department of Education. Hamilton County has created a virtual classroom via the internet. Our students take advantage of the virtual classroom which has classes not offered at South Pittsburg High School such as anthropology, French I and II, screen play writing, and many other courses. Also, our county, through a partnership with Trinity Cable, created Distance Learning classes for out students. Students across the county can take classes not offered at their schools. They can interact with the teacher and other students in different parts of the county. Teachers teach Physics, Women's History, African American History, Chemistry II, and Pre-Calculus.

SPHS is the only high school in the county that has a Parent Teacher Organization (PTO). The PTO actively supports SPHS by providing funding to teachers to purchase additional classroom materials

such as LCD projectors, laptop computers, additional science equipment, SmartBoards, dictionaries, and reading books.

The foreign language department consists of two Spanish classes. Spanish I and II are taught consecutively in the fall and spring semesters of a student's sophomore year. Spanish I explores the Spanish spoken in Spain, South, and Central America. Emphasis is placed on building vocabulary, conversational expressions and simple grammatical structures. Spanish and Hispanic culture are explored and related to every day student experiences. Spanish II develops the speaking, listening, reading, and writing skills introduced in Spanish I. More complex grammatical structures and verb tenses are a part of this curriculum. Students are continuously exposed to cultural information. These classes use participation, written practice, group work, and independent practice. Lower level students are assisted through tutoring, individual explanations and peer tutoring. In addition to competency, grades for these students are based on effort and improvement.

The High School Resource classes offered are Resource Math, Resource English, and Resource Life Science. The classes provide a small flexible learning environment for students that require special education services. The classes are designed to help students gain academic and life skills that may be applied to the real world. Each student receives modifications based on his or her needs. Gifted students are served on a consultation basis. These students work on individual goals set to challenge their strengths and weakness. Their goals are reviewed and modified regularly to continue to challenge them.

The Science Department offers 12 courses. Students can register for regular or accelerated physics, chemistry, biology, environmental science, life science, and physical science. The science department strives to encourage students to investigate the world around them through inquiry. Science classes provide students with basic knowledge, skills and habits of mind needed for daily living and ethical choices in their future. Science classes endeavor to challenge gifted students and accommodate the underachievers. This is done by offering cassette tapes for all reading assignments, including only essential material on assignments, establishing only a few goals at a time for students, arrange seating near more able students who can assist with assignments or complete assignments and take tests in the resource room where individual tutoring can be given.

The Mathematics Department utilizes various instructional strategies along with appropriate learning activities to meet the instructional needs of all students in mathematics. Initial mathematical placement of students is based on pretests designed to measure student readiness for the learning of mathematics. This is especially true for Algebra I, which is a year-long course. Upper level math courses have prerequisites which need to be fulfilled before the student may take the course. Problem solving and critical thinking is emphasized throughout the mathematics curriculum. Several strategies are employed to help meet the needs of students who may be underachieving. Teachers provide individualized tutoring before or after school, as well as on Saturday mornings. Peer tutoring is available within each class. Students are often assigned to work in groups. Modeling and applications are used in lab settings. Students are given opportunities to apply their learning and to employ higher order thinking skills. Graphing calculators are used for students to explore more in-depth mathematical topics. The Plato Computer Lab is available to provide remediation and enrichment in the study of mathematics.

The Physical Education/Wellness course is required for graduation by the State of Tennessee Department of Education. The course acquaints students with concepts, understanding and values of

activity as applied to optimal living through wellness. The course covers six primary focus areas that include alcohol and drug abuse, nutrition, first aid, human sexuality, disease prevention and fitness. As part of wellness this course will introduce the rules and strategies of individual and team activities with emphasis on improving overall physical fitness. The course includes a variety of sports such as basketball, volleyball, softball, track and some aerobic activity. In the classroom environment lower level students are assisted through individual explanations and peer tutoring. During physical activities lower level students are assisted through team dynamics. In more individualized sports lower level students are paired with more athletic students and given peer assistance in order to strengthen their abilities.

South Pittsburg High School offers a comprehensive band program for grades 7-12. The band program offers marching band, concert band, band competitions, and music performance opportunities on and off campus. The band program has an inventory of school-owned instruments for economically disadvantaged students. Students who are SLD or dyslexic tend to be successful in the band program. Band students participate with other members from other parts of the county to participate in parades.

The Language and Literature Department at South Pittsburg High School strives to develop students' written, oral, and reading comprehension skills. During the first two years (English I and II), writing skills are emphasized. During the final two years (English III and IV), literature and reading comprehension skills are highlighted. During these classes, all of the target skills are taught and used. To aid those who need assistance in the Language and Literature areas before-school remediation activities are offered.

The Social Studies Department consists of the following subjects: U.S. History, World History, U.S. Government, Economics, Sociology, and World Geography. The Department uses a wide variety of teaching strategies to meet the needs of each student. Hands-on activities such as reconstruction of temples or forts are used. Videos and DVDs are used to make social studies come to life. Multicultural education is highly encouraged in the department. Special holidays are emphasized usually with students and teachers creating artwork or a great meal. Several strategies are employed to help meet the needs of underachieving students. Peer tutoring is available within each class and students often work in groups. Chapter summaries are also available for underachieving students as well as lower reading level textbooks. Several hands-on activities are also utilized in the classroom. Overachieving student's needs are also met in the classroom. Students are encouraged to participate in nationwide and statewide scholarship competitions. The department also urges students to participate in local essay contests. The Plato Computer Lab is available to provide remediation and enrichment for students of all abilities.

The Career & Technical Education Department prepares students for employment in business related fields, by stressing office technology curriculum standards, trade and industrial standards, health science standards, and family and consumer science standards. Students interested in office technology, begin their training learning keyboarding techniques to enhance proficiency and speed. The remaining courses build on this fundamental. From this foundation, students learn how to develop spreadsheets, which analyze and manage data. Students also learn how to organize data into a database and develop professional looking documents using a word processor. Finally, students will develop skills in creating various publications that require imported data/graphics using resources such as the Internet and scanner technology. Each of these skills is taught following the state curriculum standards. The students enrolled in these classes are expected to meet these standards before advancing to the next subject. Students

struggling to accomplish this are given individual instruction by the teacher along with extra class time for completing each task. Group projects along with peer tutoring also help to enhance the learning process for those underachievers.

Trade and Industrial Education helps prepare students for an increasingly demanding high skilled workplace in the United States. To meet these demands, the curriculum has been aligned with industry standards and teachers are often offered professional development opportunities to upgrade their skills to the levels required for instruction according to industry standards. The program combines theory with application to develop technical skills, occupational judgments, and workplace ethics. Construction Core introduces students to topics, such as safety, construction drawings, site layout and construction math. Carpentry I and II introduces students to basic skills and knowledge related to residential and commercial carpentry. Carpentry II extends their knowledge and skills typically required for apprentice carpenters. Welding I students learn basic cutting and welding skills that should allow them to be prepared for entry level welding certification. Welding II gives students different techniques and advanced applications toward welding different materials.

One of the main goals of the Technology Engineering Education is to advance the technological capabilities for all students and to nurture and promote the professionalism of those engaged in these pursuits. The Tennessee Career and Technical Education Division seeks to meet the professional needs and interests of all teachers as well as to improve public understanding of technology, innovation, design, and engineering education and its contributions. Technology-Engineering education is an action based program for all students that requires students to pursue resources to design, produce, use, and assess the impact of products and services that extend human potential to improve and control the natural and human made environment.

A new program, Project Lead the Way, was incorporated into the Technology Engineering Education curriculum. Project Lead the Way has created a special series of courses that are incorporated into the middle school and high school years. These courses complement math and science college preparatory programs to establish a solid background in engineering and technology. The structured yet flexible high school program offers students in-depth, hands-on knowledge of engineering and technology-based careers. The three-tiered approach to learning flows from foundation courses to specialization courses to a capstone course. This curriculum prepares students for demanding two- and four-year college engineering programs.

Health Science Education is a program designed to prepare students for careers in health care. The program provides students an academic foundation that includes reading and writing, the performance of mathematical operations such as computations involving weights and measures, and the application of science knowledge such as biology, chemistry and physics. Students will also have hands-on experiences in a health care facility such as job shadowing, clinical internships and cooperative education. Students will also have the opportunity to become a certified nurses' aide. Overall, students will be prepared for employment in new and innovative health care careers.

At the beginning of the 2006-2007 academic school year, another Career & Technical program was reinstated by the Marion County Board of Education at South Pittsburg High School. Previously known as Vocational Home Economics (cooking and sewing), the program is now Family and Consumer Sciences (FACS). Students who take the comprehensive, foundation course that is designed to introduce

the students to the core knowledge and skills needed to manage their lives and their future families will be able to explore the available areas for future concentrated study, such as Child Development, Nutrition and Foods, Family and Parenting Education, Textiles and Clothing. Each of these courses has its own standard competency profiles and course descriptions.

Currently one class per semester is offered because South Pittsburg High School shares the teacher with Marion County High School. Each class lasts an entire semester and earns students one credit.

All Family and Consumer Sciences (FACS) programs offer knowledge to help students meet and conquer the challenges facing them in the constantly changing society. Students learn skills to help them make decisions, solve problems, manage work and family, use technology, and begin thinking of career choices. They also have the opportunity to participate in Family, Career, and Community Leaders of America (FCCLA), which is the co-curricular vocational student organization that has the family as its central focus.

### **South Pittsburg Academy**

The 7<sup>th</sup> and 8<sup>th</sup> grade students attend the South Pittsburg Academy. Students concentrate on various themes throughout the school year such as “Tennessee History” and “Space Week.” The Junior High Program maintains a six-period, traditional schedule throughout the school year. A school day consists of six sixty-minute classes. Classes meet daily with the exception of special programs or when an activity is planned. All students take six core classes that include P.E. every day, rotation classes that change each quarter, and lunch.

The Academy program offers general and special education in math, social studies, science, reading and spelling, and English. Teachers facilitate a sound education to each student by providing the resources covering the Tennessee Curriculum Frameworks K-8. These objectives help set goals for students throughout the year.

The Gifted Program is available to provide services using a variety of strategies such as enrichment and real world connections through creative, hands-on activities and realistic concepts. The challenged students are provided instructions through peer tutoring and tutoring.

The Academy resource room is designed to provide instruction to students who are unable to achieve academic success in the regular classroom. Students are given specialized instruction according to individual needs. Students are exposed to instructional strategies that are designed to meet the needs of the diversified learner. Some students are provided special education services on a consultation basis. Those students are monitored bi-monthly through contact with the student and the student’s teachers. Modifications are made in the general curriculum to ensure academic success. Regular education teachers and special education teachers work as part of a team to determine appropriate modifications. Gifted students are also served on a consultation basis. Gifted students explore individual goals designed to challenge and strengthen their abilities. Gifted students are monitored on a bi-monthly basis.

### **Parent Involvement**

The success of South Pittsburg High School is in large part due to the tremendous support by parents and the community. We have a very active PTO, and this organization plans events for our school such

as the Fall Festival. A popular event during the annual Fall Festival remains a silent auction. The community donates a variety of goods to auction off to raise money for the PTO. The PTO, in turn, has supplied teachers with many instructional materials for student work. The PTO has also provided meals for teachers during Teacher Appreciation Week.

SPHS has a very active Parent and Community Involvement program. The coordinator and a committee consisting of administration, students and parents organize activities for students and parents. The coordinator hosts a variety of activities geared toward parent involvement such as the Fall Festival, various educational nights such as Science and Math nights, and workshops such as Financial Aid and Governor's School. The level of parent involvement at SPHS has steadily increased since the program was instituted in 2004.

SPHS has an active Parent Volunteer Program as well. Parents volunteer their services whenever needed, provide transportation for field trips, chaperone student activities and donate food, materials, or equipment and sponsors fund-raisers to buy additional items the school needs. The ongoing close partnership between our school and the parents is one of our greatest strengths.

Another close partnership we have is with the Cornbread Festival Committee. During the last weekend each April, our city hosts the National Cornbread Festival. Our students help before, during and after the festival. The students, under the direction of teachers, help set up the Festival the day before it begins. During the Festival, students volunteer in food booths, lemonade and coke stands, and city historic tours. Our football team is always responsible for trash detail. Following the event, students volunteer to clean up our city. Because our students are vital to the success of the Cornbread Festival, the Festival donates money during awards day to the various groups who have volunteered. The Festival has also donated large amounts of its proceeds to the creation of our softball field, landscaping at our football field, and purchasing new curtains for the auditorium.

The effectiveness of the band department is greatly enhanced by the parental support of these programs. The SPHS Band Boosters raise over 95% of the band budget. They provide uniforms for the marching band, assist in transportation to competitions, and replacing instruments when needed. The Band Boosters are also responsible for maintaining, stocking, and manning the concession stand for each home game for both football and basketball.

### **Marion Academy**

Our county provides an adult education program at Marion Academy. This program enables students and out-of-school youth 17 years of age and over to meet high school graduation requirements and receive a high school diploma. Students must have parental permission and approval of the principal of Marion Academy for students less than 18 years of age. In order to change the placement of a special education student to Marion Academy, an M-Team meeting must be held and a member of the staff from Marion Academy must be in attendance. The student and parent must be made aware that Marion Academy does not have special education services and that when they change placement, they relinquish all special education or 504 rights. The students must meet all qualifications for admission to Marion Academy and must go through the screening committee at Marion Academy.

### **Community Involvement**

The Quarterback Club is an organization that was established to support the school and sports program. It is made up of interested parents and town's people who have made many contributions to the program. They have raised money to help the smaller sports programs each year. For example, members raised the money to build a new girls' softball field. This is a group that is always willing to help in any capacity needed.

Additionally, SPHS also partners with the South Pittsburg Historic Preservation Society, Inc., which was established as a commission in 1999 by the City of South Pittsburg and later reorganized as a non-profit corporation. The Society was formed to preserve the Princess Theatre and other sites rich in history. Faculty and students at SPHS have generously assisted the Society with its projects.

The work on the Princess Theatre has progressed in stages as the funds become available. The students have been instrumental in assisting the Society by showing the project to the community during recent National Cornbread festivals. Students in Mr. Bird's class designed and built small layouts for a miniature golf course to be played in the theatre during one Festival. The last few years students have performed as soloists or as members of the SPHS Band at the Princess during the Festival.

The Society has restored the Primitive Baptist Church of South Pittsburg and renamed it the Chapel on the Hill. In 2002 the Service Learning Club painted the interior walls of the Chapel. In 2003 members of the football team assisted with moving carpet donated by Shaw Industries. Other students placed the pews once the carpet was laid. In 2005 the Construction Trade students under Mr. Bird's supervision undertook the ceiling replacement in the Chapel's bathrooms. In February 2007 the Society was delighted when the Beta Club used the Chapel for its member installation service.

In 2003, with a grant from the Tennessee Historical Commission, the Society completed a comprehensive historical and architectural resources survey of South Pittsburg. The area surveyed extends from First Street to Twelfth Street, and from Cedar Avenue to Birch Contour, and other avenues at the base of the mountain. Two senior citizens documented the properties with 1080 photographs, two per property. Sixteen student volunteers worked in teams to map each property following THC guidelines. Survey results are on file and available both at the Tennessee History Commission in Nashville and the Society in South Pittsburg.

Students worked on the recent City Cemetery clean-up effort until the project was suspended.

## **COMMUNITY CHARACTERISTICS**

### **THE COMMUNITY**

South Pittsburg is situated at the southern end of the beautiful Sequatchie Valley. Located between western banks of the Tennessee River and the Cumberland Mountains, South Pittsburg enjoys picturesque scenery all year long. The same landscape and plentiful resources that had attracted Cherokee Indians and early settlers also lured investors after the Civil War.

In 1873, James Bowman, an English entrepreneur, and his associates purchased 3000 acres of land including the city which was to become the "Pittsburg of the South". This area was selected due to its abundance of coal and iron and its proximity to river transportation and major rail lines. F. P. Clute was

hired to survey and plat the city. Land was divided into blocks, bounded by numerically numbered streets and avenues named for trees. Foundries were built at the northern end of the city, and coal was transported from surrounding areas. Agriculture was also important along the fertile flood plains and timber was abundant in the mountains.

In less than two years, South Pittsburg was one of the richest towns per-capita in the United States with a population of 4,000 and growing. Unfortunately, the untimely deaths of three of the company's founders led to financial difficulties and a merger with Tennessee Coal, Iron, and Railroad Company in 1882. The land, which included the town, was eventually purchased by the newly formed South Pittsburg City Company, whose stock value grew as the town was reorganized. On October 2, 1887, from a list of 197 qualified voters, 161 voted for incorporation of the city, which was officially granted on October 24, 1887.

The South Pittsburg City Company guided the development of the city and its industries during its booming years. Advertisements placed in major newspapers and magazines describing the beauty and abundant resources of the area brought many perspective investors into town. Unfortunately, Tennessee Coal and Iron Company moved to Birmingham, Alabama at the turn of the century, and the South Pittsburg City Company was forced into bankruptcy. Later purchased by the South Pittsburg Real Estate and Building Company, the city began a period of steady growth and prosperity. Between 1905 and 1910 construction began on Hale's Bar Dam and Dixie Portland Cement, which provided numerous jobs for local residents. Later the opening of South Pittsburg Knitting Mills and four other hosiery mills, four lumber companies, the Coca Cola Bottling Company, the Eagle Pencil Mill, Lodge Manufacturing, and the Wetter Manufacturing Company stove foundry aided in the population's steadily growth.

Education had always been a priority of South Pittsburg residents and in 1927 the addition of two more grades created a four-year high school. Another incident that occurred in that same year was the Christmas Night Massacre. A union dispute following a Christmas program led to the death of six law enforcement officers. The Marion County sheriff, a county deputy, the South Pittsburg police chief and three special city policemen were shot to death in the middle of town, and at least six others were wounded. Within hours, Governor Henry Horton sent the Tennessee National Guard to patrol the city streets and prevent any future violence. The gun battle, which lasted less than five minutes, is still retold today, and the circumstances still debated.

In the 1930's the streets were paved with concrete, the Marion County Library was organized, and the Sequatchie Valley Electric Cooperative began providing electric power to the area. The Tennessee Valley Authority helped the area recover from the depression years by teaching new farming practices and attracting new businesses to expand into the area with the offer of cheap electricity. During World War II, Marion County sent 2237 of its young men into service. Growth and prosperity continued during the 1950's and 1960's.

In 1960, the city partnered with the federal government's Housing and Urban Development (HUD) agency to build housing for low income residents. Construction was completed on the first set of housing units in the fall of 1960 and two more sets were scheduled for 1964. In 1965 and 1970 additional housing units were constructed bringing the total number of housing units to 202.

A new tradition was started in April of 1996 by some of the city's most active citizens. There was a need

for a new source of revenue to carry the city into the new millennium. The National Cornbread Festival brought a new sense of life and city pride to South Pittsburg. Not only did it serve as a city celebration, but it also provided the funds that are used to renovate and beautify the city. In the few years of its existence, it has become a major part of South Pittsburg.

### **HISTORY OF SOUTH PITTSBURG HIGH SCHOOL**

According to Martelia Cameron Kelly's book, A History of South Pittsburg, Tennessee, when South Pittsburg became the southern boundary of Marion County, one-, two-, and three- teacher rural schools were scattered over the sparsely settled area. South Pittsburg's students attended a free school consisting of two classrooms and three cloak rooms. One room was for beginners and one for advanced pupils. The teaching staff consisted of two teachers and a principal, Mr. Sevier. The city cemetery adjoined the school grounds, and pupils were required to attend all funerals. South Pittsburg College, which was a college in name only, was located at the corner of Cedar Avenue and the south side of Fifth Street. It began offering diplomas in 1895 for completion of a course study. The college burned in 1896 and was replaced by a ten-room building at the same location. First grade through eighth were taught until financial problems caused the city to be unable to pay the teacher salaries. Three teachers were allowed to use the building and operate a "Subscription School" for one year until the city was again able to fund the school. In 1923, four years of high school were offered at the city school.

In 1924 a new brick school was built on Clute Hill that housed both grade school and high school. This building was operated by the city until 1932, when it was sold to the county. During the next few years the closing of many small rural schools, combined with busing of students, created such traffic problems on the "Hill", that a separate elementary school had to be constructed in 1938. The high school actually consisted of grades seven through twelve, as it still does today.

In 1965, the original high school was torn down except for the gymnasium (which was built in 1949) and replaced by a modern building that was in full compliance with state guidelines. In 1965, McReynolds High School burned, and its black students enrolled at South Pittsburg High School. Integration occurred peacefully due to the responsible city leaders whose respect for each other set the standards for all of our citizens. The leadership centered their energy on providing a quality education for each child regardless of race.

In 1974, a vocational wing was added to our school that included space for vocational courses, band classes and two computer labs. Students could choose from a variety of vocational courses designed to prepare them to enter the workforce. Health Occupations, Office Management Skills, and Residential Construction and welding classes were added to our curriculum. In the fall of 2000 a new computer technology lab equipped with state-of-the-art equipment was installed allowing three new classes to be offered: Innovations and Inventions, Diversified Technology, and Document Creation Design.

In 2004, SPHS received a new PLATO computer lab. PLATO software is designed to provide additional enrichment in classroom subjects. Teachers use PLATO for struggling students who may need extra assistance in classroom subjects. However, several teachers have used this software to provide differentiated instruction based on the individual needs of students. The computer lab is also available for teachers and students to use for research, web quests, and other computer applications.

In July, 2006, the decrepit gym was demolished with the promise of a new facility. Due to complications concerning funding for this new gym, construction was delayed several months, which severely hindered and physical education classes and other athletics at SPHS. We were forced to use our elementary school's gym, where we compete for gym time. Our basketball teams have had to play outside at the local Loyd Park, and the city allowed us to use the National Guard Armory for basketball practice. We have also used the elementary school for games as well as other high school gyms in the county. Athletics is not the only area hampered by lack of a gym. Our prom committee raises money through activities at the gym, and our PTO hosts a Fall Festival and has used the gym for various games. The Construction Technology classes, once housed in the basement of the gym, was temporarily relocated to the vocational building with the equipment placed in storage and has suffered as a result of the inconvenience. However, the new gymnasium and Construction Technology class and work rooms have been completed.

Our school has a proud tradition of high school athletics. Both our football and baseball teams have won state championships. Several of the 1969 state championship football players had sons that played on the 2000 state championship team. Our football team completed the 2007 season both undefeated and untied, and went on to win the State Championship in December. Our basketball teams have won numerous district and region championships. Our Pirate yearbook staff has won national awards for yearbook design, and many of our clubs, such as the Interact Club, have won state awards. Our band, as well, has won a number of local and regional awards.

### **PARENT/GUARDIAN CHARACTERISTICS**

As of 2008, the population of South Pittsburg is 3,144, with a population growth of -4.8% since 2000. The median home cost in South Pittsburg is \$103,000. South Pittsburg's cost of living is 76.2, which is lower than the U.S. average. The Marion County school district spends on average \$4,364 per student, which is significantly lower than the U.S. average of \$6,058. The unemployment rate in South Pittsburg is 7.0%. The major employers in South Pittsburg include Lodge Manufacturing, Sequatchie Concrete, Galaxy, and TVA. Small businesses have moved into our downtown area such as Lolito's, Stevarino's, South Pittsburg Antiques, Miss Jane's and Doodles. The median household income in South Pittsburg is \$26,400. The number of people in South Pittsburg with high school diplomas is 66.8% and the number with college degrees is 10.5%. Of employees, 76.5% work in private wage or salaried positions, 15.9% work in government jobs, 7% are self-employed and .6% are unpaid family workers. 20.9% of South Pittsburg's citizens live below the poverty level. South Pittsburg is the only town in our county that has subsidized housing.

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

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

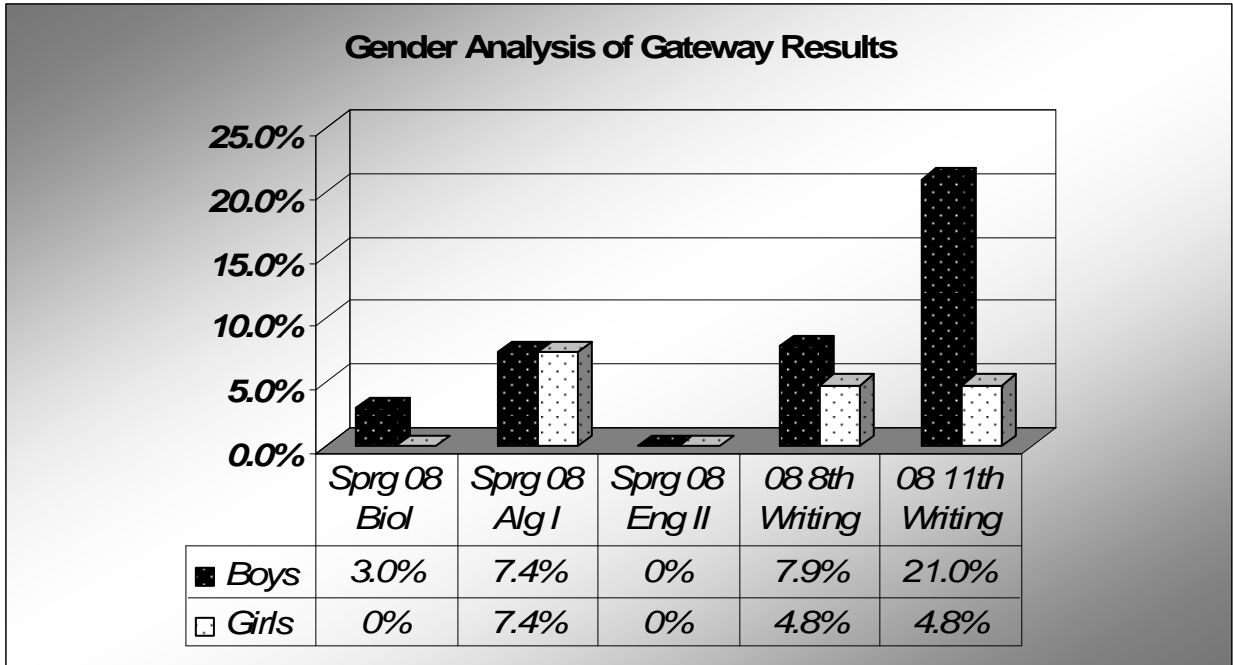
List Data Sources
2007 Tennessee Department of Education Report Card, which reflects: <ul style="list-style-type: none"><li>• Graduation Rate</li><li>• Cohort Dropout Rate</li><li>• Gateway Scores</li><li>• End of Course Scores</li><li>• Writing Assessment Scores</li><li>• 9-12 Progress Report Summary (based on report cards, unit tests, and all formative assessments)</li><li>• ACT Results</li><li>• 7<sup>th</sup>/8<sup>th</sup> grade TCAP results</li><li>• 7<sup>th</sup>/8<sup>th</sup> grade Attendance Rates</li><li>• 7<sup>th</sup>/8<sup>th</sup> grade Promotion Rates</li></ul>
2008 AYP Reports
2007 Career and Technical Educational Reports (latest available)
System-Generated Gateway and End of Course Reports

### TEMPLATE 1.5: Data Collection and Analysis

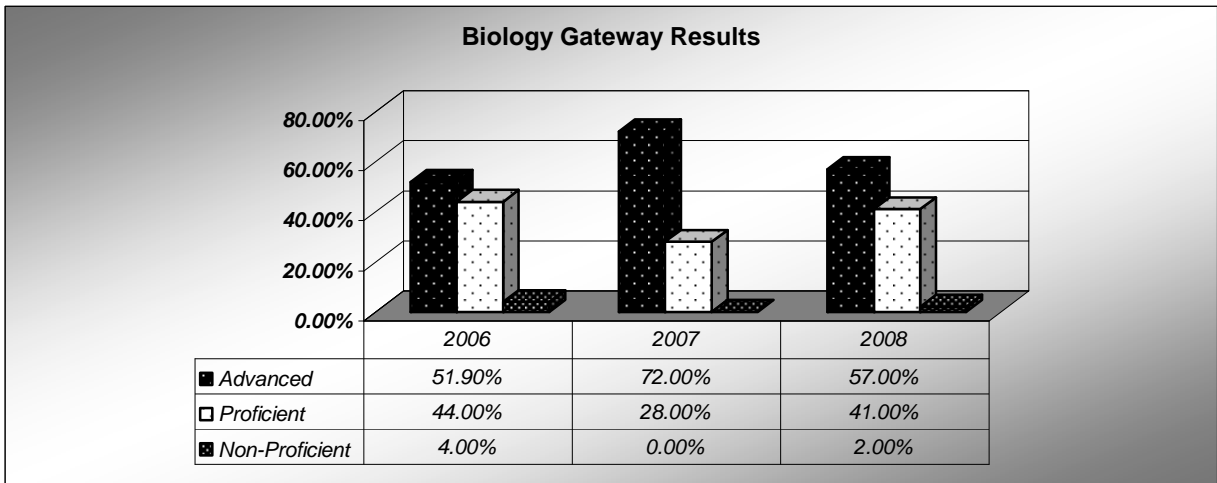
#### (*Rubric Indicator 1.5*)

In Spring 2008, 3% of boys scored below proficient in biology, and 7.4% of boys scored below proficient in Algebra I. No boys scored below proficient in English II. In the writing assessment, 7.9% of the boys in the 8<sup>th</sup> grade and 21% of the 11<sup>th</sup> grade boys scored below proficient.

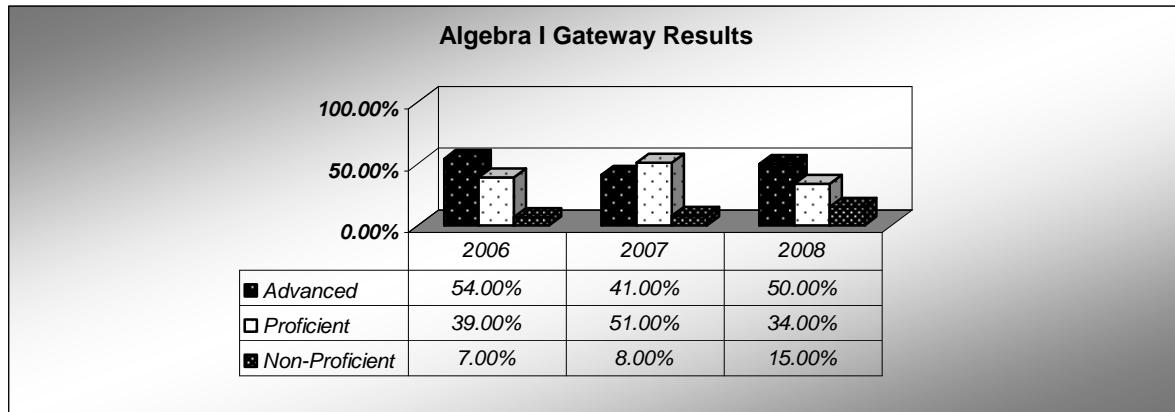
In Spring 2008, no girls scored below proficient in biology, and 7.4% of girls scored below proficient in Algebra I. No girls scored below proficient in English II. In the writing assessment, 4.8% of the girls in the 8<sup>th</sup> grade and 4.8% of the 11<sup>th</sup> grade girls scored below proficient.



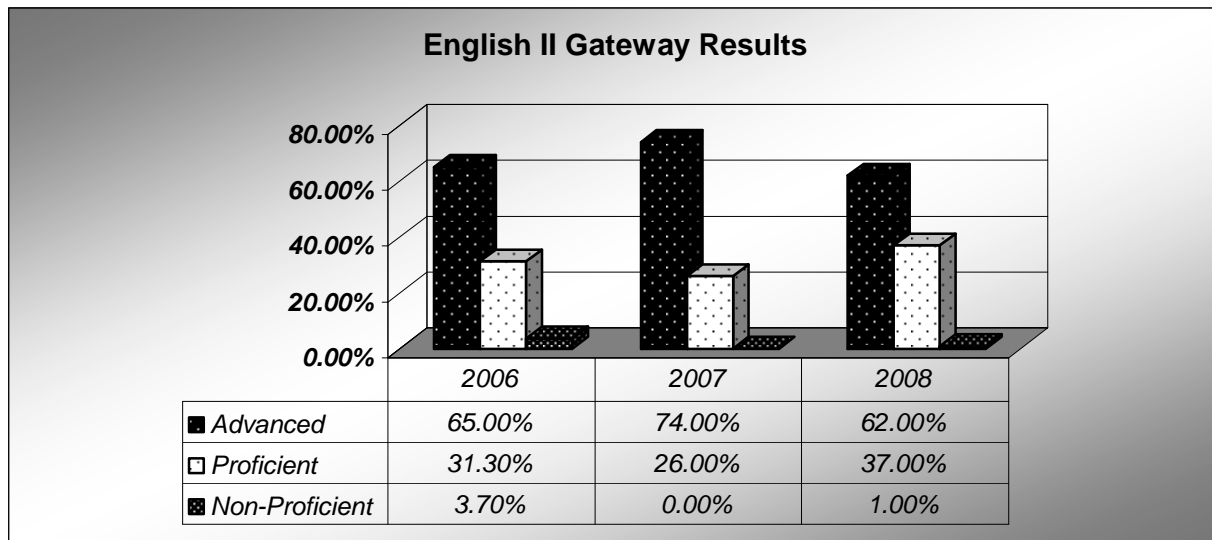
In 2006 Biology I 51.9% of students scored advanced while 44% scored proficient and 4% scored below proficient. In 2007 Biology I 72% of students scored advanced while 28% scored proficient and no student scored below proficient. In 2008 Biology I 57% of students scored advanced while 41% scored proficient and 2% scored below proficient.



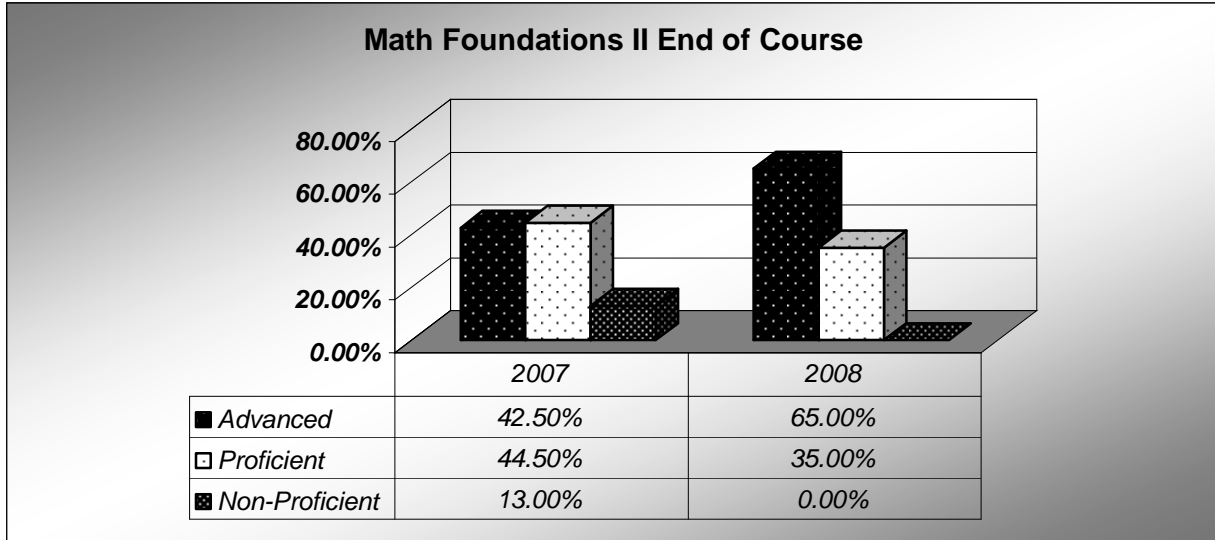
In 2006, students scored 54% advanced, 39% proficient and 7% below proficient. In 2007, students scored 41% advanced, 51% proficient and 8% below proficient. In 2008, students scored 50% advanced, 34% proficient and 15% below proficient.



In 2006, English II students scored 65% advanced, 31.3% proficient and 3.7% non-proficient on the Gateway exam. In 2007, 74% scored advanced, 26% were proficient, and 0% was non-proficient. In 2008, 62% of the students were advanced, 37% were proficient, and 1% was non-proficient.

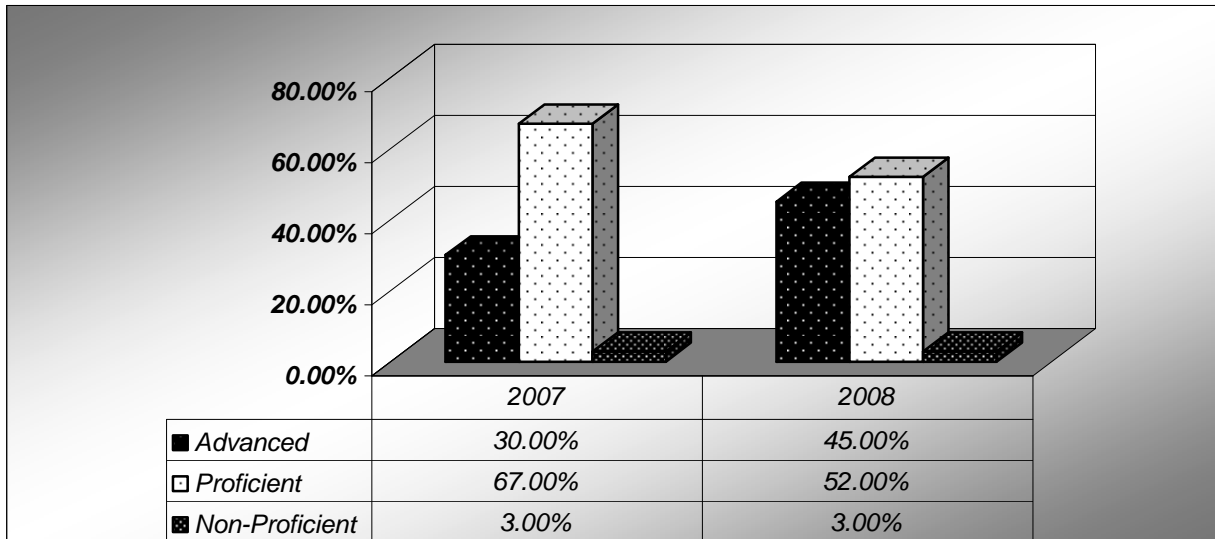


In 2007, students completed the Math Foundations II End of Course exam. 42.5% students were advanced; 44.5% students scored proficient, and 13.% of the students were non-proficient. However, in 2008 65% of the students scored in the advanced range, and 35% were proficient. No students scored as non-proficient.

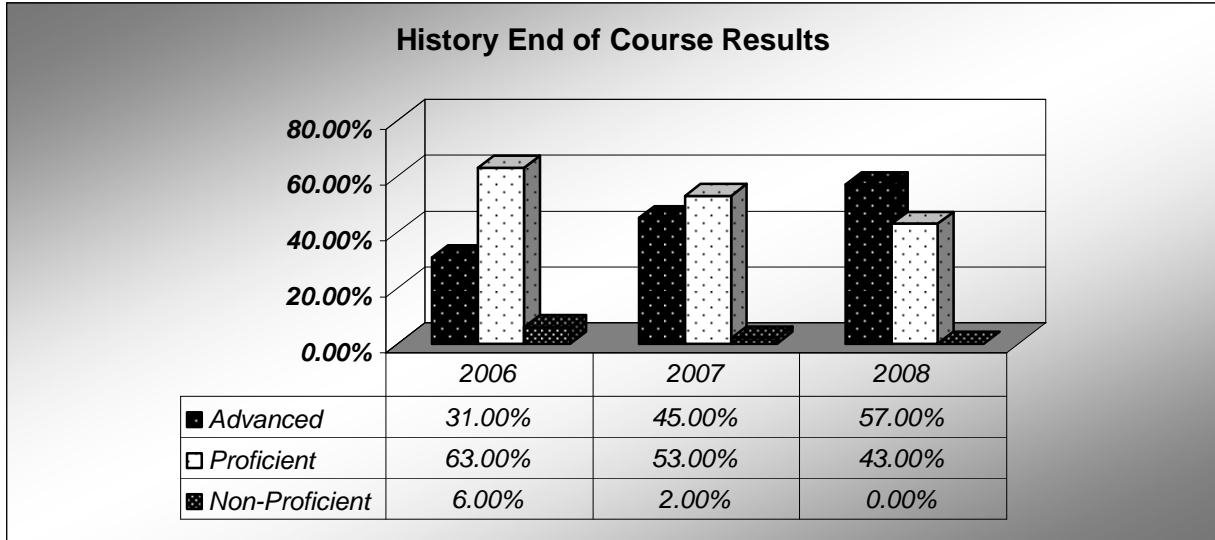


Students also take the English I End of Course test annually. In 2007, students scored 30% advanced, 67% proficient, and the non-proficient percentage was 3%. In 2008, 45% of the students scored as advanced, 52% scored proficient, and 3% were shown as advanced.

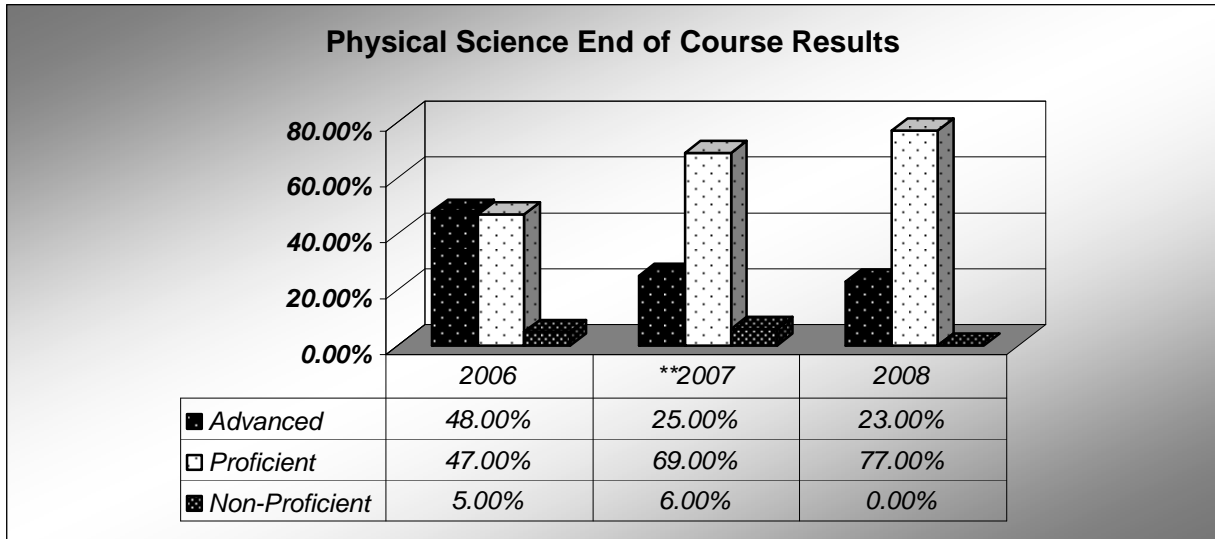
### English I End Of Course Results



In 2006, students taking the History End of Course exam scored 31% advanced, 63% scored proficient, and 6% scored non-proficient. In 2007, 45% of the students scored advanced, 53% scored proficient, and 2% were non-proficient. In 2008, 57% of the students scored advanced, 43% scored proficient, and none was non-proficient.

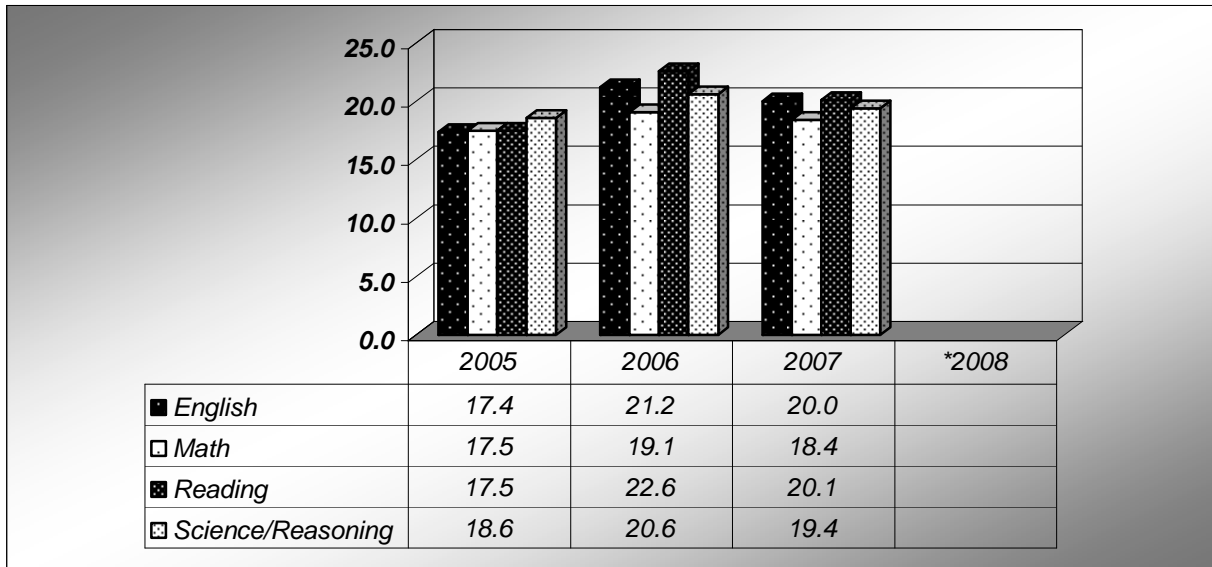


Students who took the Physical Science exam in 2006 scored 48% advanced, 47% proficient, and 5% non-proficient. \*\*2007 data reflects only tests taken in Spring, 2007 and shows an advanced rate of 25%, proficient scores of 69%, and 6% of students scored non-proficient. In 2008, 23% of the students scored advanced, 77% were proficient, and no student scored non-proficient.

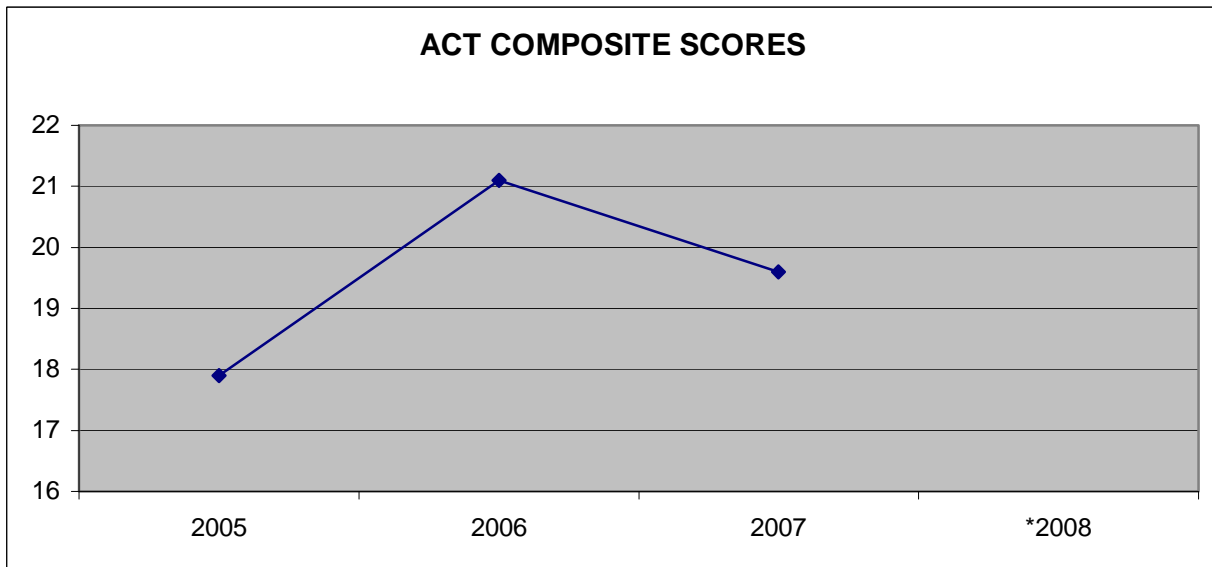


In 2005, the composite ACT score was 17.9, but it increased to 21.1 in 2006. In 2007, the ACT composite score was 19.6. 2008 ACT data is not yet available.

### ACT SCORES (2005 – 2008\*)



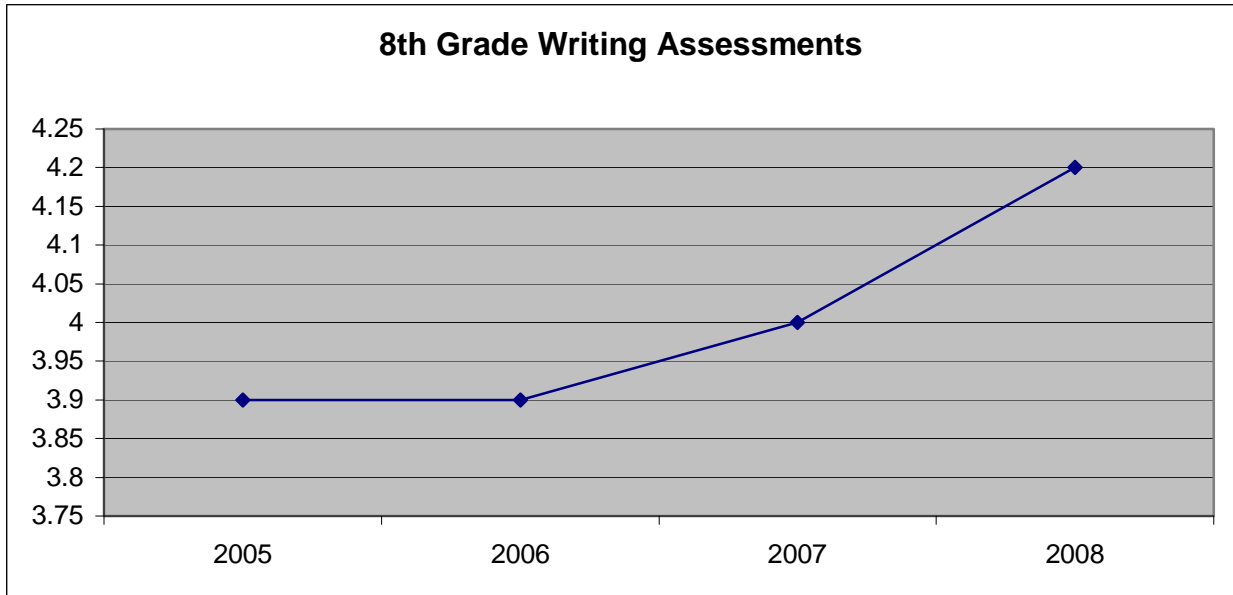
\*2008 Scores are not yet available.



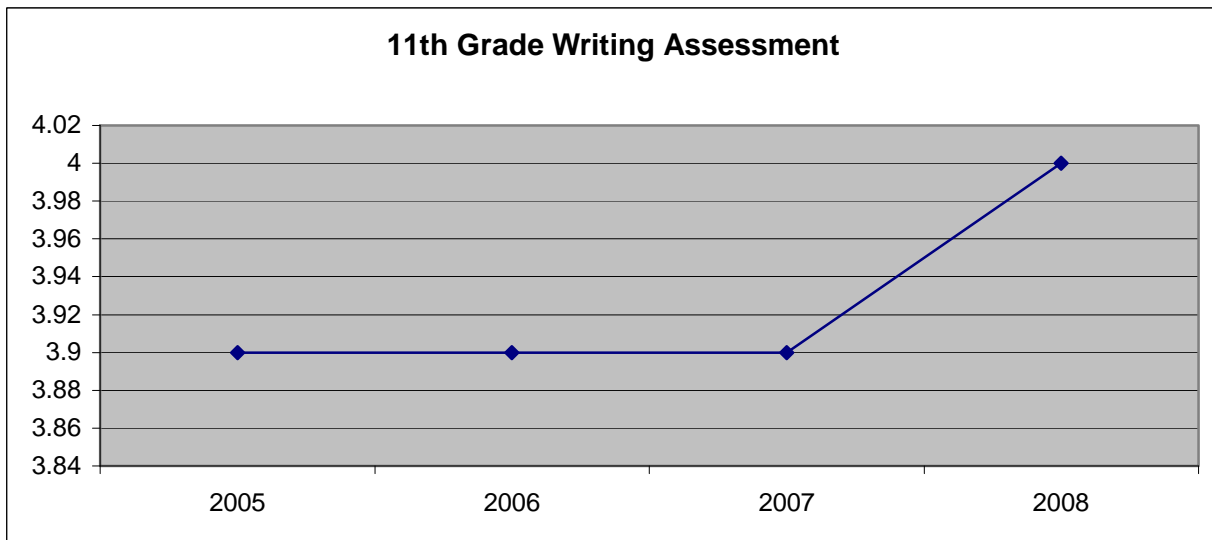
The Tennessee Comprehensive Writing Assessment is administered to students in the eighth and eleventh grades. Students are given a writing prompt and asked to write an essay on that subject in a limited amount of time. The purpose of this assessment is to gather information about a student's writing for diagnostic use. Holistic scoring is the evaluation method used for assessing student writing ability. The scoring system with a brief description follows: 6 Points - (outstanding) : A high degree of proficiency in response to the assignments but may have a few minor errors. 5 Points- (strong) : Clear proficiency in response to the assignment and may have minor errors. 4 Points - (Competent) : Proficiency in response to the assignments. 3 Points - (Limited) : Some degree of proficiency in response to the assignments but it is clearly flawed. 2 Points - (Poor) : Limited proficiency in response

to the assignment. 1 Point - (Deficient) : Fundamental deficiencies in writing skills.

In 2005 and 2006 8<sup>th</sup> grade students' average score was 3.9. Students who took the writing assessment in 2007 showed an improvement by scoring 4.0. Scores increased in 2008 to 4.2.



In 2005, 2006, and 2007, 11<sup>th</sup> grade students' average score was 3.9. Students who took the writing assessment in 2008 showed an improvement by scoring 4.0.



## Reading/Language Plus Writing (9-12) SPSHS Subgroups

Subgroups		2005	2006	2007	2008
All	Advanced/Proficient	94%	88%	91%	90%
White	Advanced/Proficient	92%	90%	91%	91%
African Am.	Advanced/Proficient	91%	87%	88%	88%
Eco. Disadv.	Advanced/Proficient	87%	87%	79%	90%
Students w/ Disabilities	Advanced/Proficient	55%	62%	73%	77%

### TEMPLATE 1.6: Report Card Data Disaggregation

*(Rubric Indicator 1.6)*

#### 7<sup>th</sup> and 8<sup>th</sup> grade Achievement

All students in our 7<sup>th</sup> and 8<sup>th</sup> grades take the TCAP exams for the following subjects: Reading/Language Arts, Math, Science and Social Studies. The scores are compared with the national norm and assigned a letter grade. An “A” is exemplary, “B” is above average, “C” is average, “D” is below average, and “F” is failing. In 2007, math scores increased from B in 2005 and 2006 to an A. Reading/Language scores remained consistent at a C. Social Studies increased from a D in 2006 to a C in 2007, and Science scores increased from a consistent C to a B.

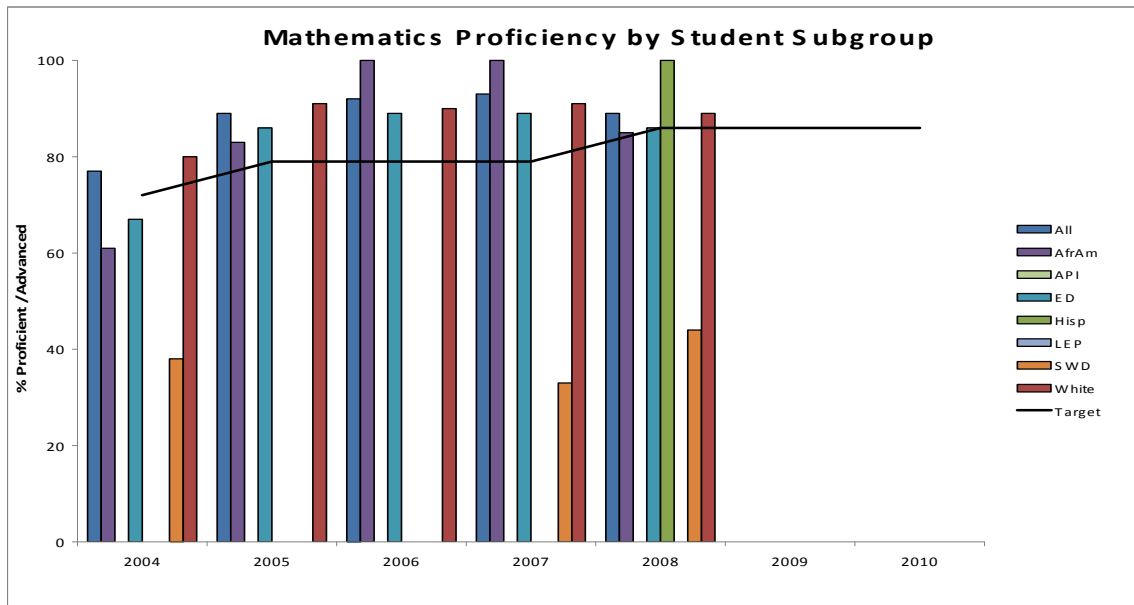
#### Achievement – South Pittsburg Academy

Subject	2005	2006	2007	2008
Math	B	B	A	Data
Reading/Language	C	C	C	not
Social Studies	C	D	C	yet
Science	C	C	B	available

#### **MATHEMATICS - 7<sup>th</sup>/8<sup>th</sup>**

In 2008, all students met or exceeded the benchmark of 86 percentage of students who scored proficient or advanced) other than African-American students and students with disabilities. There were 20 students in the African-American subgroup and nine students in the SWD subgroup. **There were zero students in the subgroups of Nat. Am., API, and LEP.**

	2003	2004	2005	2006	2007	2008
<b>All</b>	79	77	89	92	93	89
<b>White</b>	83	80	91	90	91	89
<b>Hispanic</b>						100
<b>AfrAm</b>	63	61	83	100	100	85
<b>ED</b>	63	67	86	89	89	86
<b>SWD</b>	40	38			33	44
<b>LEP</b>						
<b>Benchmark</b>	72	72	79	79	79	86



	2008-2010 Target	2008 % P/A	Variance
<b>All</b>	86	89	3
<b>White</b>	86	89	3
<b>Hispanic</b>	86	100	14
<b>AfrAm</b>	86	85	-1
<b>ED</b>	86	86	
<b>SWD</b>	86	44	-42
<b>LEP</b>	86		

	2005	2006	2007	2008
<b>Below</b>	11	8	7	11
<b>Proficient</b>	53	51	48	54
<b>Advanced</b>	36	41	45	35

**READING/LANGUAGE ARTS:  
7<sup>th</sup>/8<sup>th</sup>**

In 2008, all students met or exceeded the benchmark of 89 (percentage of students who scored proficient or advanced) other than African-American students and students with disabilities. There were 20 students in the African-American subgroup, 6 students in the ED subgroup, and nine students in the SWD subgroup. **There were zero students in the categories of Native Am., API, and LEP.**

	2003	2004	2005	2006	2007	2008
<b>All</b>	83	77	91	80	87	92
<b>White</b>	86	80	91	83	87	94
<b>Hispanic</b>						100
<b>AfrAm</b>	70	64	95	66	85	82
<b>ED</b>	72	57	85	74	81	88
<b>SWD</b>	49	50			45	68
<b>Benchmark</b>	77	77	83	83	83	89

	2008-2010 Target	2008 % P/A	Variance
<b>All</b>	89	92	3
<b>White</b>	89	94	5
<b>Hispanic</b>	89	100	11
<b>AfrAm</b>	89	82	-7
<b>ED</b>	89	88	-1
<b>SWD</b>	89	68	-21
<b>LEP</b>	89		

For "all" students (or for any student subgroup), enter the percentages of students below proficient, proficient, and advanced for the last three years.

	2005	2006	2007	2008
<b>Below</b>	9	20	13	8
<b>Proficient</b>	49	60	45	50
<b>Advanced</b>	42	20	42	42

**MATHEMATICS: 9-12**

The only groups in 2008 that exceeded the established benchmark were “all” and “white”.

The scores declined in other subgroups. The only group that did not meet the benchmark with at least 45 students in the subgroup was ED; however, the 80% score exceeded the confidence interval.

	# of students	2005	2006	2007	2008
<b>All</b>	78	70	93	92	84
<b>White</b>	55	76	96	92	89
<b>Hispanic</b>	0				
<b>API</b>	0				
<b>NatAm</b>					
<b>AfrAm</b>	22	45	80	84	76
<b>ED</b>	45	46	82	89	80
<b>SWD</b>	10			100	40
<b>LEP</b>	1				0
<b>Benchmark</b>		75	75	75	83

	2008 Target	2008 % P/A	Variance
<b>All</b>	83	84	1
<b>White</b>	83	89	6
<b>Hispanic</b>	83	0	na
<b>API</b>	83	0	na
<b>NatAm</b>	83	0	na
<b>AfrAm</b>	83	76	-7
<b>ED</b>	83	80	-3
<b>SWD</b>	83	40	-43
<b>LEP</b>	83	0	na

	2006	2007	2008
<b>Below</b>	7	8	16
<b>Proficient</b>	39	51	32
<b>Advanced</b>	54	41	52

**Reading/Language Arts 9-12**

None of the subgroups with an N of 45 met the AYP benchmark; however, the “all”, “ED”, and “white” subgroups met or exceeded AYP by the confidence interval.

	# of students	2005	2006	2007	2008
<b>All</b>	51	94	88	91	90

<b>White</b>	37	96	90	91	91
<b>Hispanic</b>	0				
<b>AfrAm</b>	13	86		88	88
<b>NatAm</b>	0				
<b>API</b>	1				100
<b>ED</b>	32	87	86	79	90
<b>SWD</b>	10		74	73	77
<b>LEP</b>	1				100
<b>Benchmark</b>		90	90	90	93

	<b>2008 Target</b>	<b>2008 % P/A</b>	<b>Variance</b>
<b>All</b>	93	90	-3
<b>White</b>	93	91	-2
<b>Hispanic</b>	93		
<b>AfrAm</b>	93	88	-5
<b>NatAm</b>			
<b>API</b>	93	100	7
<b>ED</b>	93	90	-3
<b>SWD</b>	93	77	-16
<b>LEP</b>	93	100	

	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Below</b>	12	9	10
<b>Proficient</b>	42	34	46
<b>Advanced</b>	46	57	44

## Career and Technical Education

### Students Served – SPHS

- Course enrollment decreased from 2005-2006
- Percentage of CTE enrollment increased in Contextual Academics, Health Science Education, Technology Engineering Education and Trade & Industry
- Percentage of CTE enrollment decreased in Business Technology
- Percentage of high school students served in CTE was 71.05%, below the system average of 81.97%
- Of the CTE students, 9.52% were students with disabilities, a dramatic decrease from 22.07% in 2005-2006
- 50.27% of the CTE students were economically disadvantaged, an increase from the previous year
- Increase in percentage of CTE students who were African American
- Decrease in percentage of CTE students who were white

### Graduation Rate, Perkins III, 1S1

- SPHS – 94.60% - an increase of 13.95% from 2005-2006, but below negotiated performance level
- SPHS – groups performing below negotiated performance level: male and those with other educational barriers

### Graduation Rate, Perkins IV, 4S1

- SPHS – 100%

### Skills Proficiency, Perkins III, 1S2/SPHS – 100%

- 2<sup>nd</sup> year performing 100%

### Positive Placements, Perkins III, 3S1/SPHS – 90.48%

- Decrease from 2005-2006 performance level of 97.37%
- Groups performing below negotiated performance level: female, non-traditional, Tech Prep, economically disadvantaged, single parents
- Students with disabilities improved from 80.00 in 2005-2006 to 100%

### Participation in Non-Traditional, Perkins III, 4S1/SPHS – 10.53%

- Down from 2005-2006 performance level of 27.62%

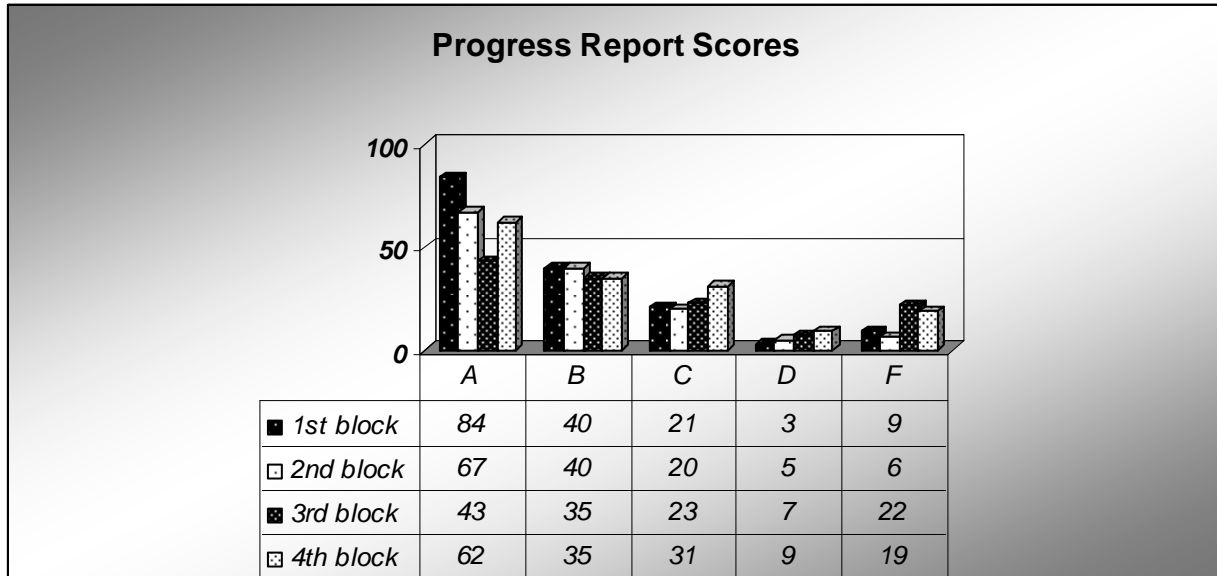
### Non-Traditional Completers, Perkins III, 4S2/SPHS – 20.69%

### Academic Attainment – Reading/Language Arts, Perkins IV, 1S1/SPHS – 88.28%

### Academic Attainment – Mathematics, Perkins IV, 1S2/SPHS – 100%

## Progress Report Scores

Teachers report scores provided to parents at the end of the 4-1/2 week progress reporting period. These scores are provided as a communication device for parents regarding their students' work at that particular time. Teachers reported for a variety of classes that ranged from core subjects to elective credits including Life Skills and Wellness. Results showed a preponderance of grades in the higher ranges, which is not an unexpected occurrence due to the timing of the report (beginning of the academic year) and the range of classes reported.



## **Growth Differences/Gaps Analysis**

Students in the white subgroup of 7<sup>th</sup>/8<sup>th</sup> grade have increased in math from 80% proficient/advanced in 2004 to 89% proficient in 2008. Students in the African American of 7<sup>th</sup>/8<sup>th</sup> grade have increased in math from 61% proficient/advanced in 2004 to 85% proficient/advanced in 2008. Students in the SWD subgroup of 7<sup>th</sup>/8<sup>th</sup> grade have increased in math from 38% proficient/advanced in 2004 to 44% proficient/advanced in 2008.

Students in the white subgroup of 7<sup>th</sup>/8<sup>th</sup> grade have increased in reading/language from 80% proficient/advanced in 2004 to 94% proficient in 2008. Students in the African American of 7<sup>th</sup>/8<sup>th</sup> grade have increased in reading/language from 64% proficient/advanced in 2004 to 82% proficient/advanced in 2008. Students in the SWD subgroup of 7<sup>th</sup>/8<sup>th</sup> grade have increased in reading/language from 50% proficient/advanced in 2004 to 68% proficient/advanced in 2008.

Students in the white subgroup of 9-12 grades have increased in math from 76% proficient/advanced in 2005 to 89% proficient in 2008. Students in the African American of 9-12 grades have increased in math from 45% proficient/advanced in 2005 to 76% proficient/advanced in 2008.

Students in the white subgroup of 9-12 grades have slightly decreased in reading/language from 92% proficient/advanced in 2004 to 91% proficient in 2008. Students in the African American of 9-12 grades have increased in reading/language from 86% proficient/advanced in 2005 to 88% proficient/advanced in 2008. Students in the SWD subgroup of 9-12 grades have increased in reading/language from 40% proficient/advanced in 2004 to 77% proficient/advanced in 2008.

To continue addressing the growth difference, the school has implemented one hundred percent inclusion in 9-12 general education classrooms. Additionally, students with disabilities participate in a Life Skills class that incorporates individual tutoring in areas of need, while teaching critical cognitive processes to enhance such behaviors as time management, study skills, and reading.

### **TEMPLATE 1.7: Narrative Synthesis of All Data**

*(Rubric Indicator 1.7)*

#### **Strengths**

The data reflects strengths in the 7<sup>th</sup>/8<sup>th</sup> grades that include:

- The African American, white, and ED subgroups met or exceeded the AYP requirements in math.
- The white and ED subgroups met or exceeded the AYP requirements in reading/language.
- 8<sup>th</sup> grade writing scores climbed from a 3.9 in 2006 to 4.2 in 2008.

#### **Area for Improvement:**

The data reflects areas for improvement in the 7<sup>th</sup>/8<sup>th</sup> grades that include:

- The SWD subgroup did not meet the AYP requirements in math.
- The SWD and African American subgroups did not meet the AYP requirements in reading/language.

#### **Strengths**

The data reflects strengths in the 9-12 grades that include:

- The white subgroup exceeded the AYP requirements in math.
- The African American, white and ED subgroups met or exceeded the AYP requirements in reading/language based on confidence interval.
- 11<sup>th</sup> grade writing scores climbed from a 3.9 in years 2005, 2006, and 2007 to 4.0 2008.

Area for Improvement:

The data reflects areas for improvement in the 9-12 grades that include:

- The African American, ED, and SWD subgroups did not meet the AYP benchmark in math.
- 77% of the SWD subgroup in grades 9-12 scored advanced/proficient in reading/language, which is below the benchmark.

South Pittsburg High School met the graduation rates for 2006, 2007, and 2008. Therefore, SPHS will not be classified as a “High Priority” school after the 2008-2009 academic year.

## TEMPLATE 1.8: Prioritized List of Goal Targets

*(Rubric Indicator 1.8)*

### Prioritized List of Goal Targets

Based on the analysis of data, the following goals are established. These goals match South Pittsburg High School data and are aligned with No Child Left Behind (NCLB) benchmarks to meet the target of 90% graduation rate, the 93% benchmark for Reading/Language Arts and the 83% benchmark for Math.

1. Students will continue to meet the NCLB benchmark of 90% graduation rate.
2. For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of ED, African American and SWD, students will increase the percentage scoring proficient or advanced in Reading/Language Arts to the AYP benchmark of 89% on the 2009 TCAP Achievement Test.
3. For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of African American and SWD, students will increase the percentage scoring proficient or advanced in Math to the AYP benchmark of 86% on the 2009 TCAP Achievement Test.
4. For grades 9-12, all subgroups will increase the percentage scoring proficient or advanced in Reading/Language Arts/Writing to the AYP benchmark of 93% on the 2008 and 2009 Gateway exams and writing assessment.
5. For grades 9-12, grade subgroups of African American, ED, and SWD, students will increase the percentage scoring proficient or advanced in Math to the AYP benchmark of 83% on the 2008 and 2009 Gateway exam.

## Component 2 – Beliefs, Common Mission and Shared Vision

### Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

<p>Beliefs</p> <p>The faculty and staff members of South Pittsburg High School believe that each student is a unique individual who must be challenged to reach his or her own potential. The faculty and staff are dedicated to providing the necessary environment to foster the development of all students' potential. In order to <i>link our belief, mission and vision</i>, the stakeholders support the following:</p> <p>Learning</p> <ul style="list-style-type: none"><li>• Learning should be meaningful and relevant to all students.</li><li>• <b><u>A high-performing learning culture requires the inclusion of all students and other stakeholders.</u></b></li><li>• <b><u>All students should be given the opportunity to achieve proficiency and beyond.</u></b></li><li>• All students should be responsible for actively participating in the learning process.</li><li>• All students should be encouraged to be active participants in extracurricular events.</li><li>• <b><u>Allowances must be made for differences in rates, styles, and modalities of student learning.</u></b></li><li>• Learning is a necessary and lifelong process.</li></ul> <p>Instruction</p> <ul style="list-style-type: none"><li>• The school will utilize <b><u>research-based instructional methods and will use data to drive decision-making processes.</u></b></li><li>• The school environment should prepare students for a career and/or college and should develop life-skills which are necessary for success.</li><li>• The school should have adequate resources to educate all students.</li><li>• Students learn in different styles and modalities.</li><li>• Exceptional students require special services and resources.</li><li>• Character education will be integrated into all areas of student life and curriculum.</li></ul> <p>Assessment</p> <ul style="list-style-type: none"><li>• Innovative curriculum drives assessment.</li><li>• Assessment should appropriately address students' learning styles and learning outcomes, while also meeting the needs of exceptional students.</li><li>• Assessment should reflect high learning results by <b><u>achieving proficiency and beyond for all students.</u></b></li></ul> <p>Decision Making</p> <ul style="list-style-type: none"><li>• All <b><u>decision-making</u></b> will be <b><u>data-driven, research based,</u></b> and completed through a collaborative process.</li><li>• The responsibility for the fulfillment of our mission and vision will be <b><u>shared through the use of collective decision-making procedures</u></b> by teachers, students,</li></ul>
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parents, and members of the community.

- Communication concerning the betterment of the school should support effective teaching and learning and involves the input of internal (students, teachers, administration, school board members) and external stakeholders (parents, business, and community members).
- **Collaboration among internal and external stakeholders** is both encouraged and vital to impact student achievement.
- Education is the responsibility of all stakeholders.

#### Policy

- A safe and healthy school environment is essential.
- Schools must have effective administrators and teachers who enforce the rules of conduct equitably in order to maintain a safe and orderly school environment.
- Schools should foster fairness and recognize diversity.
- All **school policies and procedures must be aligned** to encourage and maintain a focus on achieving the school's goals for learning.

#### Relationships

- Every student needs a **clear purpose and direction** for their educational future and beyond provided by a caring school representative.
- To ensure the success of every student, a collaborative relationship is fostered among the parents, students, administration, and teaching staff.
- Engages in **adequate internal and external communication.**

#### Expectations

- The staff holds **high expectations** for all students.
- To ensure that all student needs are met, faculty members must strive to create a quality education that addresses the needs of individual students.

#### Common Mission

The mission of South Pittsburg High School is to be a high performing school that prepares all students to meet the challenges of the modern world and to succeed through education and socialization.

#### Shared Vision

The shared vision for South Pittsburg High School is to strive for academic excellence and for all students to graduate with a positive attitude toward their past and future learning experiences.

# Template 3.1.a: Curricular Practices

(Rubric Indicators 3.1 and 3.2)

<p><b>Current Curricular Practices</b></p>	<p>School uses TN Dept. of Education state-approved standards and provides training to staff in the use of the standards.</p>	<p>School has established school wide student achievement benchmarks.</p>	<p>Curriculum is prioritized and mapped.</p>	<p>Support System is in place for enhancing the quality of curriculum and instruction.</p>	<p>Monitoring is in place for enhancing the quality of curriculum and instruction.</p>	<p>Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.</p>	<p>School communicates a shared vision of what students should be able to do at each grade level to stakeholders through a variety of media formats.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>At the beginning of each school year, the principal allocates staff development time to all teachers to align curriculum to the state standards. Teachers use their state standards for their subject areas. Department heads or the administrators direct them to the Tennessee Department of Education website to retrieve their standards. Teachers are divided into subject areas and they meet to align the curriculum. Department heads stress the importance of aligning the curriculum to the standards with particular emphasis on the Gateway and End of Courses tests.</p> <p>New curriculum will be developed using research</p>	<p>School supports AYP goals promulgated by national guidelines.</p> <p>Grade level placement is assigned based on the number of credits that a student has earned. Transcripts are reviewed by school counselor and advisors will assist with this process starting this school year. 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>Semi-annually, subject groups meet to discuss integrating the standards into the curriculum.</p> <p>Before each state mandated test was instituted, the Director of Curriculum for Marion County met with teachers to map the curriculum to ensure that teachers have integrated the Tennessee standards into their subject matter.</p> <p>Lesson plans are correlated to state standards and displayed in each classroom.</p> <p>New curriculum will be developed using research based practices and identified best practices.</p>	<p>The South Cumberland Rural Teachers' Network (SCRTN), through a DuPont Grant and the University of the South, provides money for professional development for teachers and administration in their subject areas. Teachers and administration take advantage of the grants by attending workshops. Materials from the workshops are shared with other staff members and students.</p> <p>Citizens' State Bank also provides instructional grants (H.O.P.E. "Helping Our Partners in Education") to teachers to enhance the learning environment in their classrooms.</p>	<p>The principal and vice-principal perform teacher evaluations as needed and give helpful feedback to teachers. They also do walkthroughs to ensure teachers are on task.</p> <p>Semi-annually, subject groups meet to discuss aligning the standards to the curriculum and to discuss any issues pertinent to their subject. Department heads encourage teachers to attend professional development opportunities.</p>	<p>SPHS teachers select from state approved textbooks for textbook adoption. The textbooks cover the Tennessee subject standards. To enhance the curriculum and the textbook, the school administration and the Director of Secondary Schools purchase additional materials such as test prep books for the Gateway and End of Course tests.</p> <p>Additionally, whole books, such as <i>To Kill a Mockingbird</i>, are purchased by students, SPHS, Marion County Board of Education, or through an instructional grant.</p>	<p>Parents are invited to school-scheduled Parent/Teacher meetings twice per academic year. Teachers work with individual parents to review student performance issues.</p> <p>Report cards are given to students each 9 weeks and progress reports are given to students every 4 ½ weeks.</p> <p><a href="http://MarionCountySchools.org">MarionCountySchools.org</a> provides various school and state guidelines for achievement electronically via internet.</p>

	based practices and identified best practices.			<p>SPHS is the only high school in the county with a PTO. The PTO purchases a variety of instructional aids to teachers such as books, SmartBoards, LCD projectors, and laptops, to promote a variety of instructional strategies.</p> <p>Veteran teachers are mentors to new teachers at SPHS. 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 principal and vice-principal perform teacher evaluations as needed and give helpful feedback to teachers. They also do walkthroughs to ensure teachers are on task.</p> <p>The library provides the media aids to enhance the teaching and learning experience.</p>			
Is the current practice research-based?	Yes. Guaranteed and viable curriculum from Marzano's <u>What Works in Schools</u> .	Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u> .	Yes. Guaranteed and viable curriculum. Collegiality and professionalism.	Yes. Parent involvement. Collegiality and professionalism. Both from	Yes. Guaranteed and viable curriculum. Collegiality and professionalism.	Yes. Assigned real whole books rather than basal texts (Best Practice).	Yes. Parent involvement. Marzano's <u>What Works in Schools</u> .

			Both from Marzano's <u>What Works in Schools</u> .	Marzano's <u>What Works in Schools</u> .	Both from Marzano's <u>What Works in Schools</u> .		
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores, End of course scores, Gateway scores, Think Link scores	Tennessee Department of Education Annual Report Card	Meeting dates for staff development	Grant application forms from the SCR TN, PTO and Citizens' State Bank; school mentoring program	Evaluations; meeting dates and minutes	Instructional materials are available in the classrooms	Documentation of all parent meetings.  Number of web-site visitors
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	All 7 <sup>th</sup> /8 <sup>th</sup> Math scores met or exceeded benchmark other than AfrAm and SWD subgroups. 7 <sup>th</sup> /8 <sup>th</sup> LA scores met or exceeded benchmark other than AfrAm, SWD, and ED subgroups. For 9-12 <sup>th</sup> math scores, "all" and "white" groups exceeded benchmark. The only group that did not meet the benchmark with at least 45 students in the subgroup was ED; however, the 80% score exceeded the confidence interval. For 9-12 <sup>th</sup> literature, none of the subgroups with an N of 45 met the AYP benchmark; however, the "all", "ED", and "white"	SPHS's graduation rate was 78.3% in 2005-2006. The 2006-2007 grad rate is 90.5% and the 2007-2008 graduation rate is 90.6%	Graduation rate increased.	Formal/informal teacher evaluations. Teachers address areas of need listed on their teacher appraisal record.	Establishment of 7 <sup>th</sup> /8 <sup>th</sup> Academy that addresses students interests as well as needs.	All county adopted textbooks and ancillary materials list state standards.	Positive impact in students' grades / behavior after parent/teaching meeting reflected in students' records.

	subgroups met or exceeded AYP by the confidence interval.						
Evidence of equitable school support for this practice	Lesson plans indicate that teachers closely align classroom teaching with performance standards and EOC and Gateway response items.	Knowledge of specific expectations for students enable teachers to more effectively plan and deliver critical information	Curriculum mapping was done county-wide. This plan supports curriculum mapping at the school level for the South Pittsburg Schools.	All teachers are formally evaluated on a rotating schedule.	Establishment of structured reading groups that will remain with specific teacher throughout high school educational career.	Every classroom is provided at least one class set of county adopted textbooks and ancillary materials.	Website is maintained by CTE teacher. Input is solicited from other school representatives regularly.
Next Step (changes or continuations)	Continue using alignments and evaluate state assessment results.	Continue using AYP goals as minimum expected level of performance for students. Put in place a Student/ Teacher Advisement Program.	Create departmental teams to re-visit the curriculum and horizontally and vertically map the curriculum in Language Arts and Math in grades 5-12.	Professional development will be provided in areas including vocabulary and writing throughout the school year.	Continue established reading groups that provide continuity, mentoring, and structure for students.	Teachers from SPHS will serve on Marion County Textbook Adoption Committee.	Continue using print, phone, and electronic methods for parent notification.

## Template 3.1.b: Curriculum Gap Analysis

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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 45 - 90 minutes of daily planning time.
- MONEY
  - Teachers, other than teachers in Exceptional Education, CTE and the Media Center, are allotted \$100 BEP money. 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 \$7500 per year to purchase supplies such as books, televisions, LCD projectors and laptops.
  - The Marion County School system has two curriculum directors (P-8, 9-12), who provide professional development for teachers. The administration also provides professional development as well for teachers. Teachers may use grants from the South Cumberland Rural Teachers' Network, PTO, Citizens' State Bank, or other areas that provide grants to request an opportunity to attend conferences and workshops
  - SPHS houses a 7<sup>th</sup> and 8<sup>th</sup> grade Academy, and the school board has allotted funds for an academy administrator.
  - Students purchase whole books to support the best-practice strategy of reading whole books such as To Kill a Mockingbird and Utopia rather than basal texts.
- PERSONNEL
  - The two curriculum directors and principal provide school-wide curriculum and professional support.
  - Department chairs and guidance counselor ensure updated course descriptions

and pre-requisites.

- OTHER RESOURCES

- Teachers use whole class sets of reading books to supplement the curriculum.
- SPHS has two computer labs for student and teacher use.
- Teachers can use a variety of media materials that align with the curriculum.
- Teachers use interactive websites for students to review for EOC and Gateway tests. Other websites also supplement the curriculum.
- PLATO
- ThinkLink for 7<sup>th</sup>/8<sup>th</sup> grades
- 

**“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 among subject areas. Time needs to be built into the master schedule for collaboration. Teachers need time to collaborate with teachers from the feeding elementary school and the 7<sup>th</sup> and 8<sup>th</sup> grade Academy.
- More opportunities for teachers to attend staff development that addresses the use of technology in the classroom should be provided.

- MONEY

- Need for staff development that focuses on technology and the use of it in the classroom or hire a Technology Coordinator for SPHS to assist with software applications within the curriculum.
- Need a technology budget to provide more technical support for individual schools. The budget would also cover updating hardware and software to support the curriculum.
- Need money for a literacy coach and a math coach.
- Extra funding for instructional materials and an increase in the media allotment.

- PERSONNEL

- Need an on-site technology person to address various technological issues that may arise and to teach staff on software applications that enhances student learning.
- Need more access to the ESL coach.
- Need a curriculum leader on-site to coordinate with teachers or scheduled times for system Curriculum Coordinators to be in the schools to address certain topics.
- Need a literacy coach.
- Need a math coach.
- Need training on new Tennessee standards in reading/language, math, and science.

- OTHER RESOURCES

- More teachers need to incorporate technology into their classrooms to support the curriculum.
- SPHS needs more technology in the classroom such as LCD projectors,

- additional classroom computers, SmartBoards, and mobile computer carts.
- The Media Center needs to be automated.

Equity and Adequacy:

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

**No. The CTE teachers and Exceptional Education teachers receive more funding and professional development opportunities 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?

**No. Some funds are being targeted in the need areas such as a graduation coach and tutoring. However, regular education classroom teachers often spend their personal money to purchase classroom supplies. Regular education classroom teachers also pursue grant opportunities or use personal resources to attend professional development events.**

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

**No. Targeted subgroups indicate significant curricular weaknesses and need for areas to implement differentiated instruction.**

### 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 that teachers are teaching the curriculum as mandated by the Tennessee State Department of Education, and teachers identify/develop additional materials to supplement the curriculum. Administrative formal and informal observations are used to monitor the curriculum within classrooms, and the principal checks lesson plans frequently. The administration allows teachers staff development time to discuss curriculum issues with their

peers. Teachers are provided planning time. In discussions with the SIP and other staff meetings, these issues have been addressed from staff surveys.

### **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, which could be a cause of the prioritized needs identified in component 1.)

1. Teachers do not have enough time in the classroom to adequately cover all the state standards. Pacing guides and curriculum maps need to be updated yearly. Common assessments need to be done within departments. Time needs to be provided for teacher collaboration during the school day.
2. Meeting the needs of all students in the targeted areas data is a major challenge. Data obtained through surveys and discussions that administrators have with staff during staff meetings.
3. Teachers need adequate training to use the latest technology as supplied by our textbook vendors so curriculum can be sufficiently delivered.

### **Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

1. The administration will allow teachers to collaborate with their peers concerning time on task, creating pacing guides, yearly upgrading curriculum maps, using common assessments, and utilizing bell-to-bell instruction.
2. The Administration, Curriculum Director, System Test Coordinator, Graduation Coach/ Guidance Counselor will address the issues for meeting the needs of all subgroups in the NCLB targeted areas.
3. Administration will seek funds for instructional tools. The administration should address the technology needs of all teachers – beginning and advanced – using a wide variety of software and hardware applications.

**TEMPLATE 3.2.a: Instructional Practices**

**Template 3.2.a: Instructional Practices**

*(Rubric Indicators 3.3 and 3.4)*

<p><b>Current Instructional Practices</b></p>	<p>Classroom instruction is aligned with the standards based curriculum.</p>	<p>Students are actively engaged in high quality learning environments as supported by higher order thinking skills.</p>	<p>Teachers incorporate a wide range of research based, student centered teaching strategies.</p>	<p>Classroom organization and management techniques support the learning process.</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.</p>	<p>Classroom instruction supports the learning of students with diverse cultural and language backgrounds and with different learning needs and learning styles.</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>Lesson plans are correlated to state standards and displayed in each classroom.</p>	<p>Teachers use a variety of engaging instructional strategies such as technology integrated lesson plans that utilize the internet in conjunction with Microsoft Office Suite.</p> <p>Our science lab is equipped for inquisitive learning opportunities.</p> <p>The Socratic method of inquiry is used in many classrooms.</p>	<p>Some teachers give students learning style inventories and multiple intelligences questionnaires to determine how to best meet the students' needs.</p> <p>Some teachers understand that boys' and girls' brains function differently; therefore, in classes with predominantly males, teachers use a variety of hands-on activities for male students. In classes with more females, teachers use more cooperative learning exercises.</p>	<p>New teachers meet at the Marion County Board of Education and are given training concerning classroom management. Periodically, classroom management techniques are addressed during staff development meetings.</p> <p>Teachers utilize office-created discipline forms.</p> <p>Saturday school is a deterrent for behavior issues and absent/tardy events.</p>	<p>Governor's School is offered to 10<sup>th</sup> and 11<sup>th</sup> grade students to enhance their learning opportunities.</p> <p>SPHS offers a variety of clubs that gives students many opportunities for volunteer service.</p> <p>The Parent Involvement Coordinator provides learning opportunities for students and their parents during after school hours.</p> <p>Tutoring is offered to students who need additional help in the classroom to improve their performance.</p> <p>Teachers sponsor field trips for learning opportunities for students.</p> <p>CTE students work outside the school on building projects.</p>	<p>SPHS celebrates various multi-cultural events such as Discover Tennessee History Night that highlight the contributions of various cultures to the history of Tennessee. Students also celebrate Cinco de Mayo and Black History Month.</p> <p>Included in each textbook adoption are Spanish language materials.</p> <p>The Marion County Board of Education employs an ESL educator to aid ESL students. However, SPHS has only 1 ESL student.</p>

Is the current practice research-based?	Yes. Guaranteed and viable curriculum from Marzano's <u>What Works in Schools</u> .	Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u> .	Yes. Best practice of more experiential, inductive and hands-on learning.	Yes. Collegiality and professionalism from Marzano's <u>What Works in Schools</u> .	Yes. Challenging goals and effective feedback, as well as Parent Involvement from Marzano's <u>What Works in Schools</u> . Also includes best practice of field trip as authentic experience.	Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u> and best practice of heterogeneous classroom.
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)	Lesson plans	Lesson plans	Lesson plans aligned with formal/informal evaluations	Attendance records, formal and informal evaluations	Grad rate. Students have access to electronic course completion in summer school.	Formal and informal classroom assessment
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Teachers regularly refer to lesson plans that specifically note state standards, allowing for opportunities to continue or modify lessons.	Classroom assignments reflect the mastery of higher order learning skills.	SPHS's graduation rate was 78.3% in 2005-2006. The 2006-2007 grad rate is 90.5% and the 2007-2008 graduation rate is 90.6%	Consistent enforcement of the school-wide behavior plan shows a reduction in tardies, absences, and discipline referrals.	SPHS's graduation rate was 78.3% in 2005-2006. The 2006-2007 grad rate is 90.5% and the 2007-2008 graduation rate is 90.6%	ESL student has improved English-language skills as reflected in informal and formal assessments.
Evidence of equitable school support for this practice	Teacher-prepared lesson plans that reference state standards.	Teachers create differentiated learning opportunities for students that require higher order thinking skills.	Methods of differentiated instruction are not incorporated by all teachers.	Teachers share responsibility for reporting tardies and enforcing discipline procedures according to the plan.	These students populate every class at every grade level.	Continue to provide individualized instruction for ESL student.
Next Step (changes or continuations)	Continue referencing state standards on all lesson plans.	Continue using instructional strategies to enhance higher order thinking skills.	Provide differentiated instruction professional development to teachers	Continue consistent enforcement of school behavior plan and open communication with all stakeholders	Provide staff development on how to best meet the needs of all specific subgroups.	Continue individualized instruction with ESL student by ESL educator.

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 high school 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, SCRNTN, and other sources are available to provide funds to purchase additional instructional supplies.
  - Fundraising money is used for instructional materials.
- PERSONNEL
  - The administrators provide the curricular framework for the master schedule.
  - Department chairs and guidance counselor ensure updated course descriptions and prerequisites.
- OTHER RESOURCES
  - Many teachers have laptops, LCD projectors and SmartBoards in their classrooms.
  - The Media Center provides needed materials to support classroom instruction.
  - SPHS has two computer labs available for our teachers and students.
  - Teachers have adequate materials to review for state tests such as Coach Books.
  - PLATO
  - ThinkLink for 7<sup>th</sup>/8<sup>th</sup> grades

#### **“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.
  - Regular classroom teachers need funding for professional development opportunities related to classroom instruction/differentiated instruction techniques.
  - Funding needed for a literacy coach and a math coach for SPHS.
- PERSONNEL
  - Need a Literacy Coach
  - Need a Math Coach
  - Need a technical person to address technology issues at SPHS and to teach software applications to all staff.
  - Need additional CTE classes and teachers to meet the interests of students.
  - Need more face-to-face contact with the ESL teacher
  - Need staff development and monitoring to ensure that teachers are using a variety of instructional practices.
- OTHER RESOURCES
  - Need more adequate building facilities to address the additional CTE classrooms. There are no available rooms on the campus for additional CTE classes.
  - Need a professional development library set aside in the Media Center.

Equity and Adequacy:

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

**No. There is a funding disparity between regular education teachers and Exceptional Education/CTE 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. We have targeted staff development funds to concentrate on our targeted areas.**

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

**No. Targeted subgroups indicate significant instructional weaknesses.**

TEMPLATE 3.2.c: Instructional Summary Questions

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

**Template 3.2.c: Instructional Summary Questions**

*(Rubric Indicator 3.4)*

**Instructional Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

One of our major strengths is that our administration allows teachers adequate planning time to plan instruction. This allows teachers to create innovative and creative lesson plans to inspire their students to learn. Each week, teachers prepare and post lesson plans that are correlated to the state standards.

We are fortunate to have two computer labs with internet access for our students and teachers to use. Teachers reserve time in the lab via a reservation sheet. Students also use the lab for credit recovery, Plato and virtual high school.

We have adequate materials in our classrooms. Many classrooms have LCD projectors and laptop computers. Several classrooms also have SmartBoards. We also have televisions, DVD players, and VCRs in each classroom. Revolving textbook adoptions ensure that teachers and students have the latest technology and ideas for instruction.

Through a partnership with the University of the South and the South Cumberland Rural Teachers' Network, our teachers receive grants for professional development to keep abreast of the latest developments in their respective fields. This information was obtained through surveys and discussion with staff while developing the school improvement plan and preparing for the SACS visit.

**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, which could be a cause of the prioritized needs identified in component 1.)

1. Students need ongoing access to extra teaching and learning opportunities to successfully meet their various learning needs.
2. Students in the targeted subgroups need reinforcement from subject specialists in the areas of Math and Language Arts.
3. Collaboration could improve the instructional abilities of seasoned teachers and newly-practicing teachers.

**Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

1. In addition to computer-based review, teachers are teaming proactively to support students for tutoring purposes through team-teaching to free a teacher to tutor in a specialty area.
2. Obtaining a Literacy and Math coach would reinforce classroom instruction with struggling students. Until these positions become available, all available resources will be utilized to meet our present needs.
3. Additional staff development and collaboration opportunities could improve the instructional abilities of seasoned teachers. Our mentoring program could also help. New teachers could offer new instructional ideas to their mentors, and perhaps this could encourage them to try other teaching methods. Likewise, the new teachers are more likely to take advantage of grant opportunities for professional development, and they could include their more seasoned colleagues in the grant application.

TEMPLATE 3.3.a: Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

<p><b>Current Assessment Practices</b></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 posted in each classroom.</p> <p>A variety of formal and informal assessments are used daily at SPHS including Plato, ThinkLink and PowerPoints. Students also create poems, posters, graphic organizers, cartoons, short stories, and plays.</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 to their lives or experiences then they will retain the knowledge. An example of this is students in the CTE classes. Aside from authentic assessment, teachers often create 2-3 assessments regularly per classroom to ensure that students are assessed according to their abilities. Duke University invites 7<sup>th</sup> grade students to participate in ACT testing based on TCAP scores.</p>	<p>7<sup>th</sup>/8<sup>th</sup> grade teachers and administrators received training on ThinkLink and use the data to identify at-risk students and to reteach concepts.</p> <p>Teachers and administrators attend yearly workshops in which assessments are topics are addressed.</p>	<p>The state-mandated tests, such as the Gateway, TCAP, and End of Course, ensures that all categories of students are assessed.</p> <p>All students are assessed formally or informally daily.</p>	<p>Yearly staff attendance at workshops with different topics.</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 are given to students and parents every 4 ½ weeks, and reports are given out at the end of each 9 week grading period. The Parent Involvement Coordinator and Guidance Counselor provide an informative parent night for high school students.</p>
<p>Is the current practice research-based?</p>	<p>Yes. Guaranteed/viable curricular and Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u></p>	<p>Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u></p>	<p>Yes. Collegiality and professionalism from Marzano's <u>What Works in Schools</u>.</p>	<p>Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u>.</p>	<p>Yes. Collegiality and professionalism from Marzano's <u>What Works in Schools</u>.</p>	<p>Yes. Challenging goals and effective feedback from Marzano's <u>What Works in Schools</u>.</p>
<p>Is it a principle &amp; practice of high-performing schools?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

Has the current practice been effective or ineffective?	Effective	Effective	Ineffective – Data workshop scheduled for 2009.	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, online assessments	Graduation rate, writing scores, displayed lesson plans, formal and informal evaluations.	ACT scores, end of course and Gateway data	End of course, writing scores, and Gateway results.	Lesson plans, formal and informal evaluations	Report cards, progress reports, Parent Involvement Logs, and parent letters
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Questions in the booklets are tied directly to TN standards.	SPHS's graduation rate was 78.3% in 2005-2006. The 2006-2007 grad rate is 90.5% and the 2007-2008 graduation rate is 90.6%	Subgroups' test data shows improvement.	Subgroups' test data shows improvement.	ACT scores are increasing slightly each year	Positive midcourse adjustments by students are often shown when teachers and parents collaborate
Evidence of equitable school support for this practice	Completion of Gateway exams with a score of proficient or exceeds proficient is required for graduation by the State of Tennessee.	Teacher-prepared lesson plans are posted in each classroom showing correlation to state standards.	ThinkLink is administered in 7 <sup>th</sup> /8 <sup>th</sup> grade. All students are provided the opportunity to take the ACT without charge.	All students are assessed.	Lesson plans are posted and available for administrative/parent review at any time.	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 regularly-scheduled communication with stakeholders and individualized contacts as needed

## 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 create a variety of assessments.
- MONEY
  - The Marion County Board of Education (MCBOE) provides funding for the ThinkLink assessment for the 7<sup>th</sup> and 8<sup>th</sup> Grade Academy.
  - MCBOE provides Coach books for teachers giving state assessments.
  - PLATO software is available for teacher and student use
  - Staff development was provided for the 7<sup>th</sup> and 8<sup>th</sup> Grade Academy teachers concerning the use of ThinkLink.
  - Computer labs are available for students to take pre-assessments.
- PERSONNEL
  - The Curriculum Directors provide support for assessments.
  - MCBOE provides a test coordinator.
  - MCBOE provides a graduation interventionist.
  - The administration conducts evaluations with useful feedback.
  - The guidance counselor conducts an ACT preparation class.
- OTHER RESOURCES
  - No additional resources are available.

#### **“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 staff development on the use of current software applications in the classroom.
- MONEY
  - Need a technology budget to supply updated hardware and software to support assessment.
- PERSONNEL
  - Staff development training for strategies that are successful for all subgroups.
  - Staff development to interpret data.
  - Staff development to train teachers how to use authentic assessments.
- OTHER RESOURCES
  - Need to use ThinkLink for our at-risk population in grades 9-12.
  - Need to use Plato for our at-risk population in grades 9-12.

Equity and Adequacy:

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

**Yes. We have provided numerous materials to prepare teachers and students for assessments.**

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

**Yes. We have targeted funds for literacy and math.**

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

**No. Targeted subgroups indicate assessment weaknesses.**

## 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?

The ThinkLink assessment program used for 7/8 grades is a strength at our school. Students in the 7<sup>th</sup> and 8<sup>th</sup> grade Academy take the ThinkLink assessment twice a year for Language Arts and Math. After each assessment, a report is generated allowing teachers to understand weaknesses in students taking Math and Language Arts. The report allows teachers to target problem areas in the curriculum and to re-teach areas not mastered.

Pretests are also good assessments. The 9-12 Language Arts students take pretests before the state writing assessment tests. Teachers can recognize problems areas of students by using this pretest.

Teachers use a variety of assessments other than teacher generated and state mandated tests. Students perform scientific experiments, complete technology-based assignments, analyze literature, as well as write plays, poems, and short stories. Student and teacher surveys have indicated these strengths, and discussions with staff/students concerning assessments used at SPHS have helped to identify our strengths.

Additionally, all students in grades 7-12 write during a designated period each week. Teachers are provided with a writing prompt, and grades are noted for the students' results. This practice supports writing across the curriculum as well as provides assessment from a variety of teachers with different skills and strengths.

SPHS communicates the results of assessments through a variety of methods to our stakeholders. The county testing coordinator handles the scheduling, dissemination of materials, and helps teachers proctor and administer standardized tests.

### 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.)

1. Students need to increase writing proficiency.
2. Teachers need to increase authentic assessment practices in general education and inclusion classrooms.
3. Teachers need to understand how to analyze data and use data results to drive instruction.

### Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

1. Students will complete a weekly writing essay on a school-wide basis.
2. Teachers will be encouraged to administer assessments that allow students to develop and use their writing abilities.
3. Teachers will attend staff development concentrating on authentic assessment. Teachers will be provided training on interpreting state-testing results during the January, 2009 professional development session.

## Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

<b>Current Organizational Practices</b>	Organizational processes increase the opportunity for success in teaching and learning at all schools.	Organizational practices and processes promote the effective time-on-task for all students.	School provides continuous professional development for school leaders.	School is organized to be proactive in addressing issues that might impede teaching and learning.	School is organized to engage the parents and community in providing extended learning opportunities for children.
Evidence of Practice (State in definitive/tangible terms)	<p>New teachers are trained on the COMP method of classroom management to provide support and guidance.</p> <p>New teachers are assigned a mentor within their buildings.</p>	<p>SPHS is on the 4x4 block schedule, which allows teachers to use a variety of instructional strategies in the classroom.</p> <p>SPHS has limited classroom interruptions.</p>	<p>The Marion County Board of Education along with SPHS administration supplies teachers and administration with professional development opportunities.</p> <p>On August 27, 2008, teachers met together at the annual Sewanee professional development day to create review a variety of teaching and learning techniques.</p> <p>The Tennessee Exemplary Educator will provide a data-interpretation workshop in January, 2009.</p>	<p>A large, urban school district has implemented our process of managing the absentee policy.</p> <p>Teachers manage overall classroom behaviors consistently, and administration supports teachers concerning discipline problems.</p> <p>Pep rallies and other non-instructional interruptions have been reduced or eliminated.</p> <p>The Guidance Counselor responds quickly and professionally to teachers' concerns regarding student behavior. The Guidance Counselor regularly notifies parents of events concerning their children and is accessible to parents via telephone, email, and personal meeting.</p>	<p>SPHS has an active Parent and Community Involvement program. The program is required to have 4 workshops per year. In the past, examples of the workshops in the past have been Math and Science Night, Governor's School, Financial Aid, and Hazards of MySpace. The coordinator of this program also organizes the Fall Festival.</p> <p>In August, parents are invited to a 7<sup>th</sup> grade orientation. In May, parents are invited to 8<sup>th</sup> grade orientation to determine the educational paths of their children. The Guidance Counselor organizes a College Fair each year for students and parents. Colleges unable to participate in the College Fair travel to this campus individually to explain post-secondary opportunities to students and parents.</p>
Is the current practice research-based?	Yes. Collegiality and professionalism from Marzano's <u>What Works In Schools</u> .	Yes. Guaranteed and viable curriculum from Marzano's <u>What Works in Schools</u>	Yes. Collegiality and professionalism from Marzano's <u>What Works in Schools</u> .	Yes. Safe and orderly involvement from Marzano's <u>What Works in Schools</u> .	Yes. Parent involvement from Marzano's <u>What Works in Schools</u> .
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)	Personnel records	Formal and informal evaluations	Personnel records	Discipline records, State Report Card	Parental supporting units, Parent Involvement Coordinator
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	At the end of the academic year ending in May, 2008, there were three vacant faculty positions due to transfers.	Evaluation data and discipline data.	Improvement in academic environment; expansion of facility; increased collaboration with community in long-term house building project.	Discipline records indicate consistency amongst all students. The number of students violating basic classroom and school rules has decreased.	Parental support units raise money by working in the concession stand, selling school spirit items, fundraisers, contributing to Fall Festival.
Evidence of equitable school support for this practice	All new teachers received COMP-training for classroom management techniques and all new teachers are assigned a mentor.	All teachers work together with different aspects of the behavior plan	Increasing community support for various projects within the school	County wide discipline plan is followed by all South Pittsburg High School personnel.	All students have access to improvements funded by parental support unit activities.
Next Step (changes or continuations)	Administration will conduct exit interviews with leaving personnel, and the data will be used to modify conditions as appropriate.	Provide best practice examples of effective 4 x 4 block management.	Continue staff development opportunities and community outreach	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

### **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 the following:
    - ✓ Clubs
    - ✓ Limited collaboration
    - ✓ Reviewing students’ records
    - ✓ Parent conferences/communications
  - SPHS has implemented a 20-minute reading/activity period for all students twice a week.
  - SPHS is currently on the 4x4 block schedule.
- **MONEY**
  - The Band Boosters raise money through a variety of fundraisers to support band projects.
  - The PTO raises money through events such as the Cornbread Festival and the Fall Festival to support a variety of instructional activities at SPHS.
  - Scholarships are funded by various clubs, community members and alumni to benefit graduating seniors.
  - The Quarterback Club raises money through a variety of fundraisers to benefit athletics at SPHS.
- **PERSONNEL**
  - Many faculty members attend and hold jobs in the PTO.
  - Internal and external stakeholders serve on the school leadership team.
  - Some faculty members work during non-school hours at the local community college that supports a dual enrollment program with SPHS.
  - Additional teachers will be necessary to implement the Diploma Project, including a math teacher and a personal finance/career management teacher.
  - All teachers need training on revised math, science, and English standards.
- **OTHER RESOURCES**
  - Students serve on a variety of clubs at SPHS such as:
    - ✓ Leo
    - ✓ Interact
    - ✓ SADD
    - ✓ Student Council
    - ✓ Drama Club
    - ✓ FCA
  - Students serve on a variety of county organizations such as:

- ✓ Cornbread Festival
- ✓ Jr. School Board
- ✓ Marion County Fair Board
- ✓ Marion Youth Leadership

**“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 collaboration to develop and improve best practices.
  - Teachers need time with the ESL teacher to collaborate on meeting the needs of ESL students.
- MONEY
  - Need additional funds to provide professional development and visits to high performing schools to observe best practices.
- PERSONNEL
  - Need a Literacy coach and a Math coach at SPHS for instructional support to target the subgroups and use of best practices within our classrooms.
- OTHER RESOURCES
  - Provide stipend to teachers who sponsor clubs and organizations.

**Equity and Adequacy:**

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

No, in terms of providing equal financial resources for all teachers. However, all teachers have planning times and adequate space to instruct students.

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

Yes. Funds are provided for additional materials and staff development to target subgroups.

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

No. Targeted subgroups indicate assessment weaknesses.

## 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?

One of our major strengths is that the administration is democratic and effective. It encourages teacher leadership throughout the school and involves teachers in a variety of events and projects to enhance SPHS.

SPHS has instituted a Writing on Wednesday program that encompasses grades 7-12. All students write in response to a prompt for a minimum of 35 minutes to encourage higher thinking skills and improve writing abilities.

Student discipline continues to improve, and students continue to adjust to the higher academic expectations of the faculty and administration.

The advisory/activity periods allows students time to meet twice weekly with a teacher that will remain with a designed group for four years. Through surveys and discussions with staff, our major strengths have been identified for SPHS.

### **Organization Summary Questions- Narrative Response Required**

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

1. SPHS needs time for collaboration among classroom, exceptional education, and ESL teachers.
2. SPHS needs funding to provide teachers professional development and visits to high performing schools to observe best practices.
3. SPHS needs a literacy coach and a math coach for instructional support.
4. SPHS needs to pay teachers for work outside normal teaching events.

### **Organization Summary Questions- Narrative Response Required**

How will we address our challenges?

Students could be dismissed early four times per academic year to provide time for collaboration among faculty. However, due to size of school, schedule cannot facilitate time, money and other necessary assets to meet other identified needs.

Administration will pursue ways to dismiss students early to provide time for faculty collaboration.

## GOAL 1 – Action Plan Development

<b>Template 4.1</b> – (Rubric Indicator 4.1)								
<i>Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)</i>								
<b>Goal</b>		Students will continue to meet or exceed the NCLB graduation rate benchmark of 90% for the 2008-2009 academic year.						
<i>Which need(s) does this Goal address?</i>		The 2007-2008 graduation rate is 90.3%. The NCLB goal is 90.0%.						
<i>How is this Goal linked to the system's Five-Year Plan?</i>		One of Marion County's Five Year Plan goals is to increase the Graduation Rate to meet or exceed the NCLB Graduation Rate.						
<b>ACTION STEPS – Template 4.2</b> – (Rubric Indicator 4.2)				<b>IMPLEMENTATION PLAN – Template 4.3</b> – (Rubric Indicator 4.3)				
<i>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.</i>				<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.)</i>				
				<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Required Resources</i>	<i>Projected Cost(s) &amp; Funding Sources</i>	<i>Evaluation Strategy</i>
Action Step 1.1	<i>The <b>guidance counselor/interventionist, and teacher advisors will review</b> student records at least twice each nine-week grading period to determine if students are on track to graduate timely. Each teacher has 12-15 students as advisees, and these students remain with the teacher until graduation. (assessment)</i>			Oct. 2008- May 2009	Guidance Counselor/ interventionist; teachers, administration, advisors	Guidance counselor/interventionist and teachers identify and provide information sources for use during advisory periods	Materials/copies \$1,000; BEP 2.0 funded Graduation Interventionist	Meet AYP Graduation rate.
Action Step 1.2	<i>The <b>guidance counselor/interventionist, administration, and teachers will examine</b> students' grades and attendance at the end of each 4-1/2 week grading period to determine the students who are not passing their subjects or are not on track to graduate. The guidance counselor/</i>			Oct. 2008 – May 2009	Guidance Counselor/ interventionist, Advisors, teachers, parents, Administration,	Time scheduled for meetings.	Cost for periodic mailouts to parents \$1,000	Meet graduation rate and attendance rate.

	<p><i>interventionist/administration/teachers will meet to determine how the school can intervene. Communication with parents via letter/telephone/e-mail and parent conferences will be held as needed.</i></p> <p><i>The <b>assistant principal will</b> contact parents daily regarding students' absences.</i></p> <p><b><u>Administration purchased</u></b>  <i>Schoolmessenger.com software in order to communicate with parents timely and effectively.          (assessment)</i></p>		<p><i>Truancy Officer, Parent Involvement Coordinator</i></p>		<p><i>BEP 2.0 \$ paid for half of the assistant principal salary so SPHS could have a full time assistant principal this year</i></p>		
<p><i>Action Step 1.3</i></p>	<p><b><u>Students will</u></b> use Plato software program for 9-12 students to recover credits not earned during the previous semester. (instruction)</p>	<p><i>October 2008 – July 2008</i></p>	<p><i>Administration, teachers, Saturday School teachers, students</i></p>	<p><i>Administration, Teachers</i></p>	<p><i>SPHS budgeted item</i></p>	<p><i>Percentage of students enrolled in the Plato course compared to percentage of students who successfully complete the Plato course.</i></p>	

## GOAL 2 – Action Plan Development

<b>Template 4.1</b> – (Rubric Indicator 4.1)							
<i>Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)</i>							
<b>Goal</b>		<p>For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of ED, African American, and SWD, students will increase the percentage scoring proficient or advanced in Reading/Language Arts/Writing on the 2008 TCAP Achievement Test to the AYP benchmark of 89% on the 2009 TCAP Achievement Test.</p> <p>For grades 9-12, all subgroups will increase the percentage scoring proficient or advanced in Reading/Language Arts/Writing on the 2007-2008 academic year English II Gateway/Writing Assessment to the AYP benchmark of 93% on the 2008-2009 academic year English II Gateway Exams and Writing Assessment.</p>					
<i>Which need(s) does this Goal address?</i>		The need for improvement for each subgroup in grades 7-12 in Reading/Language Arts/Writing.					
<i>How is this Goal linked to the system’s Five-Year Plan?</i>		One of Marion County’s Five Year Plan goals is to increase Reading/Language Arts/Writing scores in each subgroup.					
<b>ACTION STEPS – Template 4.2</b> – (Rubric Indicator 4.2)				<b>IMPLEMENTATION PLAN – Template 4.3</b> – (Rubric Indicator 4.3)			
<i>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.</i>		<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.)</i>					
		<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Required Resources</i>	<i>Projected Cost(s) &amp; Funding Sources</i>	<i>Evaluation Strategy</i>	<i>Performance Results / Outcomes</i>
<b>Action Step 2.1</b>	<b>Teachers</b> will adhere to the state standards in Reading/Language Arts. State indicators will be available in all classrooms and written within weekly lesson plans.	October 2008 – May 2009	Teachers post weekly lesson plans that include correlation to state standards.	Provide instruction on using new state standards and strategies for implementation during staff development	\$2,000. LEA funds, school funds, Title II A funds, Title I funds	Administrative walk-through, Gateway scores, TCAP scores, writing assessment scores	

<p>Action Step 2.2</p>	<p><b>Administration will</b> seek funds from the county administration for instructional tools. <b>Teachers will</b> use a variety such as Coach books two times per year, ThinkLink three-times per year, and Plato as needed. This allows students to practice the Language Art assessments. <b>Students will attend</b> tutoring before school and on specified Saturdays.</p>	<p>October 2008 – May 2009</p>	<p>7-12 Language Arts and Special Education Teachers</p>	<p>Coach books \$10.95 per student; ThinkLink- \$6 per student per test</p>	<p>LEA funds, school funds, and Title II A funds.</p>	<p>ThinkLink data; Progress reports at 4 ½ week intervals; report cards at 9 week intervals; end of course and Gateway test results</p>	
<p>Action Step 2.3</p>	<p><b>Teachers will emphasize</b> vocabulary development and teach Reading in the Content Areas. Administration has incorporated a mandatory reading period into the weekly schedule for grades 7-12.</p>	<p>October 2008 – May 2009</p>	<p>Administration, teachers</p>	<p>Professional development, supplies and materials as needed</p>	<p>School funds, LEA funds, \$1,000</p>	<p>Progress reports at 4 ½ week intervals; report cards at 9 week intervals; end of course and Gateway test results</p>	
<p>Action Step 2.4</p>	<p><b>7-12 Students will participate</b> in Writing on Wednesday (WOW!), a writing assessment administered in every classroom at the same time each Wednesday. A prompt is provided to the teachers, so each student is writing from the same guideline.</p>	<p>October 2008 – May 2009</p>	<p>All teachers; all classrooms</p>	<p>Professional development on holistic scoring of assessments</p>	<p>School funds, LEA funds \$500,</p>	<p>8<sup>th</sup> and 11<sup>th</sup> grade Writing Assessment scores</p>	

## GOAL 3 – Action Plan Development

### Template 4.1 – (Rubric Indicator 4.1)

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

<b>Goal</b>	<p>For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of African American and SWD, students will increase the percentage scoring proficient or advanced in Math on the 2008 TCAP Achievement Test to the AYP benchmark of 86% on the 2009 TCAP Achievement Test.</p> <p>For grades 9-12 subgroups of African American, ED, and SWD, students will increase the percentage scoring proficient or advanced in Math on the 2007-2008 academic year Gateway Algebra I to the AYP benchmark of 83% on the 2008-2009 academic year Gateway Algebra I exam.</p>
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<i>Which need(s) does this Goal address?</i>	The need for improvement for each subgroup in grades 7-12 in Math.
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<i>How is this Goal linked to the system's Five-Year Plan?</i>	One of Marion County's Five Year Plan goals is to increase SWDs achievement in math.
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### ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

### IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 3.1	The <b>teachers will</b> use the Plato software program for 9-12 students to recover credits not earned during the previous semester.	October 2008 – July 2009	Administration, teachers, Saturday School teachers, students	Administration, Teachers	SPHS budgeted item	Percentage of students enrolled in the Plato course compared to percentage of students who successfully complete the Plato course.	
Action Step 3.2	The <b>administration will</b> assign highly-qualified teachers to provide before-, during-	October 2008 -May	Special Education	Extended contracts,	Extended contract (\$2,000)	Progress reports at 4 ½ week intervals;	

	<i>and after-school tutoring to focus on the needs of student. The <b>students will</b> meet with tutors per week as appropriate. <b>Tutors will</b> also be available on specified Saturdays.</i>	2008	<i>teacher; math teachers</i>	<i>schedule adjustments</i>	<i>through Marion County Schools</i>	<i>report cards at 9 week intervals; end of course and Gateway test results</i>	
<i>Action Step 3.3</i>	<i>The <b>Special Education teacher and school psychologist will</b> administer Woodcock-Johnson and McGraw-Hill, as appropriate, test(s) to monitor achievement in areas in which learning disability has been identified.</i>	<i>October 2008 - May 2009</i>	<i>Special Education teacher and School Psychologist</i>	<i>Testing materials</i>	<i>Marion County Special Ed, \$500</i>	<i>Annual specified assessments to identify achievement in accordance with student's IEP.</i>	
<i>Action Step 3.4</i>	<i><b>CTE Director and CTE teachers will</b> expand Project Lead the Way (PTLW) program to present Math and Science concretely.</i>	<i>October 2008 – May 2009</i>	<i>CTE Director, CTE Teachers, Administration, regular education teachers</i>	<i>\$20,000 (approx) equipment; materials; training</i>	<i>Carl Perkins, CTE funds; LEA funds; industry sponsor; Tech Prep funds</i>	<i>Progress reports at 4 ½ week intervals; report cards at 9 week intervals; end of course and Gateway test results</i>	

## Component 5 – The School Improvement Plan and Process Evaluation

### 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 occurred through regularly occurring meetings among the Exemplary Educator, Administration, and the school improvement chair. Each component chair reviewed the template/rubric and all information pertaining to that component, and it was shared and discussed with the component team and adjustments made as needed. All components were reviewed by all stakeholders through email and hard copies for input and needed changes. Administration supported the process by providing unlimited access to records and information throughout the school. Pertinent data and information from last year's school improvement plan was used and incorporated into this new plan. Records (times, dates, work papers) are available as documentation to show progression of the planning project.

Committee membership on components was updated from last Spring to reflect staffing turnover and newly added faculty members. A copy of committee membership is available in Component 1.

All faculty members, as well as students, parents, and community representatives were provided with a copy of the proposed School Improvement Plan during the week of September 29, with the invitation to comment upon the contents. Copies of their responses are available. Component Committees met to review and approve the final versions of each component, make needed changes and to sign off for necessary documentation.

The school improvement process will take place throughout the school year and the plan updated as needed as new data and information become available. The school leadership team will meet on a regular quarterly basis to discuss and refine the SIP as needed and it will be included on the agenda of each leadership meeting. The goals will be the SPHS focus for this school year.

Evidence of Alignment of Data and Goals – Narrative response required

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

1. Goals are data driven, and the data is constantly generated through state-mandated testing. The goals are aligned with the No Child Left Behind benchmarks for graduation rate, Language Arts and Math.
2. Data is used through the curriculum selection process and for staff development priorities for this school year.
3. Inservice training days are aligned with data collection and goals.

(Component 5) Action Plan ~ Goal 1

Target Area: Students will continue to meet or exceed the NCLB graduation rate benchmark of 90% for the 2008-2009 academic year.

Expectations/Results/Objective:

Students will meet AYP by end of the 2008-09 academic year in the following areas: Graduation rate, Math/ and Language/Writing/Reading scores.

Evidence of the Impact	Plan for Continuous Improvement	Formative Assessment	Responsibility and Timeline
<p>Evaluate AYP results following the 2008-09 school year to determine if students made AYP in each area.</p> <p>Contact parents for conferences each 9 weeks to ensure that students are successful in their classes.</p> <p>7-12 students will participate in Writing on Wednesday (WOW), a writing assessment administered in</p>	<p>Analyze data from the following sources and use to drive instruction:</p> <p>State AYP results.</p> <p>State EOC, Gateway and Writing assessment results</p> <p>Student progress reports each 4 ½ weeks.</p> <p>Student grade cards each 9 weeks.</p>	<p>TCAP, End of Course, and Gateway practice tests will be administered at least two weeks before state tests are administered at the end of each semester. Think Link will be used in 7/8<sup>th</sup> grades three times each academic year.</p> <p>Ongoing Internet-based practice tests given by individual classroom teachers before state testing.</p> <p>Report cards every 9 weeks.</p>	<p>Administration, guidance counselor, county truancy officer, parent involvement coordinator, math and language arts teachers, and system Graduation Coach Interventionalist, and school leadership team will review the data and SIP plan goals throughout the year as needed.</p> <p>Twice annually, results will be printed in the student newspaper by the administration and school counselor and will be sent to the community newspaper. Parents will be informed of the state's website that posts test results.</p>

Evidence of Alignment of Data and Goals – Narrative response required			
every classroom simultaneously each Wednesday.	Daily attendance reports.  Teachers, Administration, Counselor/ Graduation Coach Interventionalist, System Test Coordinator will monitor class work, homework, tests, quizzes, as they relate to AYP.	Plato lab report upon completion of the course.	For those individual students who do not achieve AYP, parents will be notified and conferences held as needed. Teachers, Counselors, and Graduate Coach Interventionalist, and Parent Involvement Coordinator will schedule these meetings throughout the year as needed.

(Component 5) Action Plan ~ Goal 2

Target Area: For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of ED, African American, and SWD, students will increase the percentage scoring proficient or advanced in Reading/Language Arts on the 2008 TCAP Achievement Test to the AYP benchmark of 89% on the 2009 TCAP Achievement Test.

For grades 9-12, all subgroups will increase the percentage scoring proficient or advanced in Reading/Language Arts/Writing on the 2007-2008 academic year English II Gateway/Writing Assessment to the AYP benchmark of 93% on the 2008-2009 academic year English II Gateway Exams and Writing Assessment.

Expectations/Results/Objective: Students will meet AYP by the end of the 2008-09 academic year in Language/Writing/Reading scores in grades 7-12.

Evidence of the Impact	Plan for Continuous Improvement	Formative Assessment	Responsibility and Timeline
Evaluate the TCAP subject scores for the 2008-09 school year to determine if students are at or above the state's average across all subjects.	Analyze data from the following sources and use to drive instruction:  State AYP results.	TCAP, End of course and Gateway practice tests will be administered at least two weeks before state tests are administered	Administration, guidance counselor, and 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers will look at scores as test data becomes available.  Twice annually, results will be printed in the student newspaper and

Evidence of Alignment of Data and Goals – Narrative response required			
<p>Create lesson plans that align with the state’s standards.</p> <p>Teachers will visit other schools and other classrooms to identify best practices.</p> <p>7-12 students will participate in Writing on Wednesday (WOW), a writing assessment administered in every classroom simultaneously each Wednesday.</p>	<p>State TCAP, EOC, Gateway and Writing assessment results</p> <p>Student progress reports each 4 ½ weeks.</p> <p>Student grade cards each 9 weeks.</p> <p>Daily attendance reports.</p> <p>Teachers, Administration, Counselor/ Graduation Coach Interventionalist, System Test Coordinator will monitor class work, homework, tests, quizzes, as they relate to AYP.</p>	<p>at the end of each semester. Think Link will be used in 7/8<sup>th</sup> grades three times each academic year.</p> <p>Ongoing Internet-based practice tests given by individual classroom teachers before state testing.</p> <p>Report cards every 9 weeks.</p> <p>Plato lab report upon completion of the course.</p>	<p>will be sent to the community newspaper by the Administration and school counselor.</p> <p>Parents will be informed of the state’s website that posts test results.</p> <p>All students and parents will be notified of the TCAP/Gateway results by teachers, guidance counselor, and Parent Involvement Coordinator.</p>

(Component 5) Action Plan ~ Goal 3

Target Area: For 7<sup>th</sup>/8<sup>th</sup> grade subgroups of African American and SWD, students will increase the percentage scoring proficient or advanced in Math on the 2008 TCAP Achievement Test to the AYP benchmark of 86% on the 2009 TCAP Achievement Test.

For grades 9-12, all subgroups will increase the percentage scoring proficient or advanced in Math on the 2007-2008 academic year Gateway Algebra I to the AYP benchmark of 83% on the 2008-2009 academic year Gateway Algebra I exam.

Expectations/Results/Objective: Students will meet AYP by the end of the 2008-09 academic year in Math scores in grades 7-12.

Evidence of the Impact	Plan for Continuous Improvement	Formative Assessment	Responsibility and Timeline
Evaluate all	Analyze data from	TCAP, End of	Administration, guidance

Evidence of Alignment of Data and Goals – Narrative response required

<p>EOC and Gateway scores from the 2007-08 school year.</p> <p>The administration will monitor lesson plans to check for alignment with the state curriculum.</p> <p>Teacher visits to other schools and peer observations to perfect their instructional strategies.</p>	<p>the following sources and use to drive instruction:</p> <p>State AYP results.</p> <p>State TCAP Achievement, EOC, Gateway and Writing assessment results</p> <p>Student progress reports each 4 ½ weeks.</p> <p>Student grade cards each 9 weeks.</p> <p>Daily attendance reports.</p> <p>Teachers, Administration, Counselor/ Graduation Coach Interventionalist, System Test Coordinator will monitor class work, homework, tests, quizzes, as they relate to AYP.</p>	<p>course and Gateway practice tests will be administered at least two weeks before state tests are administered at the end of each semester. Think Link will be used in 7/8<sup>th</sup> grades three times each academic year.</p> <p>Ongoing Internet-based practice tests given by individual classroom teachers before state testing.</p> <p>Report cards every 9 weeks.</p> <p>Plato lab report upon completion of the course.</p>	<p>counselor, Special education teachers and all teachers of EOC and Gateway subjects will focus on raising state test scores throughout this school year.</p> <p>Twice annually, results will be printed in the student newspaper and will be sent to the community newspaper. The school administration and counselor will make parents aware of the state website which posts test results.</p> <p>Test results will be given to parents and students at the end of the term by teachers and through the guidance department.</p>
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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 SIP will be located in the Media Center for everyone to access and each administrator will have a copy for reference. The SPHS website will include the updated School Improvement Plan and will communicate upcoming plans, goals, and successes of the SIP.
2. Parent involvement activities include dissemination and examination of data (includes community, assistants, parents, etc.), surveys, evaluation. Parents will be informed at school PTO meetings and other functions. The System Parent Involvement Coordinator will work with the school administration and staff to communicate all parts of the SIP to SPHS stakeholders throughout this school year.
3. Information published in student handbook, community newspaper, school Website, and in office.
4. On system staff development days and in quarterly leadership team meetings, the SIP will be addressed and revised as needed when new data is received that impacts the plan.
5. Parents and other stakeholders will provide feedback during PTO open house, parent conferences, and phone calls to teachers and administration. Surveys will be completed by parents, students, staff, community yearly for input on SPHS effectiveness.
6. The SIP will be presented to all stakeholders to read and evaluate. All input will be evaluated and reviewed by the school leadership team in quarterly meetings. Each component team has talked, debriefed and reflected on the plan during the past few months and will continue to do this on a regular basis throughout the year. Administrators will communicate all components of the plan to all stakeholders and will use it as a road map for student achievement and improvement for SPHS for 2008-09.

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?

SPHS beliefs, vision, and mission were used as a framework when writing the goals and action steps for our SIP plan. All components fit together within the School Improvement Plan and reflect the vision for SPHS. All stakeholders are committed to our students and raising student achievement for every student in our community.

The expectation at SPHS is for all students to reach their full potential by graduating on time and scoring proficient or advanced on state exams. SPHS students, staff, administration, and parents will work to raise the graduation rate and meet adequate yearly progress with NCLB. The Guidance Counselor/Interventionalist will collaborate with staff, 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?

The **curriculum** challenge of meeting the needs of students in targeted areas (Component 3.1.c) is addressed by Action Steps 2.2 and 3.2 (Component 4.1).

The **instructional** challenge of meeting the needs of students in targeted areas (Component 3.2.c) is addressed by Action Steps 1.3, 2.2, 3.1, and 3.2.

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

– Narrative response required

The **assessment** challenge of students' need to increase writing proficiency (Component 3.3c) is addressed by Action Steps 2.3 and 2.4.

The **organizational** challenge of funding for instructional tools (Component 3.4c) is addressed by Action Step 2.2.

Curriculum is addressed through the master schedule, aligning classes to meet students' needs, and teaching state standards that are aligned to the state assessments. Assessment will be the focus on staff development days this year with a focus on the use of common assessments and using formative assessments. Various instructional strategies will be presented and used within departments throughout the year and a staff development day will focus on analyzing data to drive instruction. Staff development days will address best practices, test data, assessments, strategies that work with all subgroups, and other topics as identified throughout the academic year.

The Parent Involvement Coordinator will host workshops for South Pittsburg High School to target the at risk student population and will coordinate these events with the School Counselor/Interventionist.

**Suggestions for the Process – Narrative response required**

What suggestions do we have for improving our planning process?

1. Start the process earlier to enhance the collaboration effort among all stakeholders.
2. Have timely access to 2008 Report Card data.
3. Include gender data on 2008 Report Card.
4. Keep SIP template consistent.
5. Increase time frame.

**TEMPLATE 5.2: Implementation Evaluation**

**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?

Immediate implementation for items not dependent upon funding; remaining items will be implemented as soon as funding is received. Think Link will be administered three years per year in grades 7-8. Plato is ongoing software used in Language Arts and Math. Woodcock-Johnson is administered at the beginning of each academic year to students with disabilities subgroup to identify areas needed for improvement. This data is utilized immediately to make adjustments within the instructional program. McGraw-Hill assessments are administered on a timely basis as appropriate and data used immediately to remediate and re-teach concepts. The Administration and SPS Leadership Team will monitor and adjust the School Improvement Plan as needed throughout the year to ensure the goals and action steps are implemented and the benchmarks reached. Schoolmessenger.com will be used to communicate electronically items of interest to parents. Students are completing writing assessments simultaneously every Wednesday to increase writing skills.

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

Formative and summative assessment data will be collected throughout the year. All data will be analyzed and used to drive instruction.

**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.

December 19, 2008; January 6, 2009; March 13, 2009; April 29, 2009 are the dates the school leadership team will meet this school year. Other called meetings will be arranged as needed. The administration and school leadership team will monitor the implementation of the SIP and make adjustments to the plan as necessary.

Responsible person will be Mr. Allen Pratt, Principal, with the assistance of the assistant principals and the Exemplary Educator and the Chair of the SIP. Their roles in the monitoring process are to provide oversight and direction. The School Leadership Team will meet regularly with the administration to monitor the make adjustments as needed. Staff development days and faculty meetings will be used to review the progress and update data and changes as needed.

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?

Compare goals to actual improvements-to-date at the time of each meeting and identify any adjustments necessary. Adjustments will be made when identified based upon student performance data.

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 School Leadership Team will meet quarterly to review the School Improvement Plan. As data is received the plans will be adjusted by the administration and chairs of each component with input from the faculty. The Chairs of each component will meet as needed throughout the year to adjust the plan and make needed changes. Documentation will be maintained identifying changes made throughout the year to the plan.

The administrator and chair of the SIP, with the assistance of the Exemplary Educator, will be responsible for ensuring the appropriate adjustments are made to the SIP as needed. The administration, counselor, and School Leadership Team will review test data at the end of each grading period, and each semester. They will make necessary adjustments in the curriculum and instruction to meet the SIP goals and action steps. Data from the state report card, state Gateway exams, TCAP writing assessments, other formative assessments, and graduation rate will be reviewed and shared with all staff and other stakeholders.

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?

1. Parent involvement activities will include dissemination and examination of data.
2. Information published in community newspaper and school-related websites.
3. Staff meetings, PTO, and parent conferences will be used for input from all stakeholders.
4. Surveys will be given to all stakeholders for feedback and input.
5. The school will post information electronically through Schoolmessenger.com and billboard.
6. The SPHS SIP will be posted on the school web site.