

# Tennessee School Improvement Planning Process (TSIPP)

**T. A. DUGGER JUNIOR HIGH SCHOOL**



Tennessee Department of Education  
Commissioner Lana C. Seivers

2008-2009

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

**Assurances**

with Signature of Principal

I certify that \_\_\_\_ T. A. DUGGER JUNIOR 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.

James Jacobs, Principal  
March 2, 2009



## Component 1a - School Profile and Collaborative Process

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### TEMPLATE 1.2: Subcommittee Formation and Operation

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

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

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

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

### TEMPLATE 1.2: Subcommittee Formation and Operation

*(Rubric Indicator 1.2)*

#### *Subcommittee for COMPONENT 1a      School Profile and Collaborative Process*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
James Jacobs	Principal	
Jennifer Birchfield	Assistant Principal	Y
Libby Addington	Social Studies	
Kathy Berry	Exploratory I	
Meleta Kardos	Exploratory II	
Jonda Large	Special Education	
Anne Rogers	School Counselor	
Sandy Simerly	Language Arts	
Travis Smithdeal	Math	
Amie Williams	Science	

*Subcommittee for COMPONENT 1b Academic and Nonacademic Data Analysis*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Anne Rogers	School Counselor	Y
Caroline Bauguess	Math	
Jennifer Birchfield	Assistant Principal	
Shane Callahan	Computer Technology	
Joe Carr	Technology Education	
Nancy Lipford	Special Education	
Penny Nave	Math	

*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**

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Vivian Johnson	Language Arts	Y
Roberta Austin	Language Arts	
Regina Carpenter	Language Arts	
Tim Davis	Social Studies	
Len Dugger	Social Studies	
Gary Elliott	Math	
Regina Mullins	Special Ed & Math	
Eric Wampler	Physical Education	

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

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

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

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Kathy Berry	Health	Y
Libby Addington	Social Studies	
Michelle Butler	Science	
Angie Faxon	Art	
John Oakley	Language Arts	
Amy Price	Music	
Daniel Proffitt	Language Arts	
Travis Smithdeal	Math	
Debbie White	Special Education	
Amie Williams	Science	

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

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

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

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Sandy Simerly	Language Arts	Y
Kip Anderson	Math	
Angie Barker	Exploratory I	
Chris Berry	Social Studies	
Shane Callahan	Exploratory II	
Jason Carter	Science	
Nancy Greenlee	Language Arts	
Debbie White	Special Education	

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

YES

NO

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*Subcommittee 4 Chair Signature*

***Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation***

<b>Member Name</b>	<b>Position</b>	<b>Chair</b>
Susan Carter	Media Specialist	Y
Roberta Austin	Language Arts	
Lynnea Bowman	Language Arts	
Mark Hyatt	Science	
Chris Lockhart	Band Director	
John Wright	Math	

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

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

YES

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
<b>Student Survey</b>	The survey was very positive with the majority of students believing that their teachers care about them and want them to do their best. In addition, the majority of students like seeing their principal all around the school, (i.e. morning auditorium and afternoon bus duty, in and out of classrooms, monitoring lunch duty/taking students outside, attending games, etc.).
<b>Parent Survey, Family Friendly Schools Survey  Parent Responses</b>	The 2007 survey revealed that the T. A. Dugger Junior High School parents felt learning is important, school is a good place for their children to learn, they know their expectations for behavior, their children fit in at school, and they like their school. The parent survey showed that 79% of the students were maintaining an A or B average in math. Since that survey was conducted, the implementation of a new math curriculum has occurred. This includes not only the adoption of the Tennessee State Department's Saxon Math books and strategies (for each grade level), but also giving math a double period consisting of 1 ½ hours instead of 45 minutes. When asked about the science department, 96% of parents were either satisfied or very satisfied with the laboratory hands-on approach that provided a direct connection to theoretical concepts. A strong majority of parents (75%) saw an improvement in their child's reading level, and 94% of those parents believed that the school reading materials were appropriate for their child's ability.
<b>School Climate Inventory</b>	The T. A. Dugger Junior High School stakeholders believe that all students have a chance to explore various learning strategies in a positive environment. The highest correlations reported by the survey were school leadership and instruction. Our administration helps provide students with many opportunities for extra-curricular activities, enrichment and remediation. Examples of these are math, science, language arts and social studies after school tutoring, Enrichment Club, Recycling/Eco

Data Source	Relevant Findings
	<p>Club, during school pull-out program for at-risk students, Fellowship of Christian Athletes, and Jr. Civinettes.</p>
<p><b>Online Survey Greatschools.net</b></p>	<p>This 2008 online parent survey reveals a significant overview with a "Great Schools Rating" of 8 out of 10. Among other variables, these ratings incorporate T. A. Dugger's test results based on a comparison of test results for all schools in the state.</p>
<p><b>Faculty &amp; Staff Survey</b></p>	<p>In an effort to enhance cooperation and collaboration, the principal developed a Leadership Committee in 2007-2008 to promote shared decision-making.</p> <p>The faculty and staff survey indicated evidence that the majority of T. A. Dugger Junior High personnel were very satisfied with the decision making process concerning instructional issues at T. A. Dugger Junior High School. The major area of concern with faculty was that of content/curriculum.</p> <p>The majority of the faculty and staff believe that the administration encourages an environment that makes learning and growing a priority for our students, as well as for our faculty throughout the school year. The survey also indicated strong support in assessing growth of our students and faculty through various techniques that are multitudinous and diverse.</p>
<p><b>Community/Parent Focus Group</b></p>	<p>Each month a PTO meeting or function occurs in order to review and plan projects, fundraisers, and opportunities to promote school communication with parents and collaborations that enhance T. A. Dugger Junior High. In addition to the annual Bean Supper fundraiser, the PTO provides faculty and staff with opportunities for fellowship by bringing meals and deserts throughout the year. The administrative committee of the PTO meets periodically in order to assist with important issues such as enrollment enhancement and student excellence. During 2008 the T. A. Dugger PTO sponsored school dances, concessions at ballgames, assisted with band, and developed a Rewards Program that encouraged students to be</p>

Data Source	Relevant Findings
	<p>responsible, diligent, and academically competent.</p> <p>Throughout the year community volunteers support and reward individual student achievement in all areas of the curriculum (during award ceremonies, field day, talent shows, school plays, band trips, Overmountain Victory Trail hike, Eighth grade Washington trip, and honors night).</p>
<b>Standardized Testing</b>	Stakeholders develop School Improvement Plans with data from the yearly TCAP, EXPLORE, and 8 <sup>th</sup> grade Writing Assessment.
<p><b>Chamber of Commerce</b></p> <p><u><i>History of Carter County</i></u> by Frank Merritt</p> <p>publicschools.com/  <a href="http://www.city-data.com/">www.city-data.com/</a>  <a href="http://www.greatschools.net">www.greatschools.net</a></p>	<p>Provided online surveys, community characteristics, demographics, valid and accurate information concerning the history of what is presently called T. A. Dugger Junior High School.</p>

## TEMPLATE 1.3.2: School and Community Data

### Narrative and analysis of relevant school and community factors:

#### *Historical Background*

T. A. Dugger Junior High School is nestled in a well-established neighborhood amid the natural beauty of lush mountains and rolling hills covered with trees. Rich in tradition yet ever changing, T. A. Dugger was originally called "City Junior High". The first Junior High principal on record was W. K. Main, 1924-1925. We respectfully look back to our heritage because history provides a great comfort and a solid foundation that secures us firmly throughout the frequent changes presented by public education.

In August 1925, the announcement of American Bemberg and American Glanzstoff Corporations locating in Elizabethton led to a large influx of families with children to be schooled. By April 1927, the city voted \$60,000 bonds to enlarge its Junior High school building by adding 8 classrooms, shop, home economics, library, and a gym-auditorium to seat 1000. Over-crowded conditions by 1933 saw the Junior High enrollment escalate to 900, and Elizabethton High School (in a school built to serve 250) jumped to 600 students. An announcement was made that by 1938 Elizabethton High School would be "dropped from the approved list" unless "a more commodious and suitable high school building" was constructed. Therefore, the new EHS was constructed at 306 West E Street, during 1939-1940. The school moved into the present T. A. Dugger building in August 1941.

During the 1950's decade, Mr. T. A. Dugger Jr. was the City Superintendent of Education. In November 1959, at the suggestion of the Junior High School faculty, Principal John Large presented the faculty's wish to the Board of Education to call the City Junior High School "The T. A. Dugger Junior High School". The School Board adopted this on January 19, 1960.

This traditional two-story brick building housed Elizabethton High School until 1974. At that time the high school moved into a new building, and Mr. Paul Pless, (the T. A. Dugger

Junior High Principal), with faculty, moved about 400 students from T.A. Dugger, which was the "Old High School" on Doe Avenue, into the former high school building, 306 West E Street, which to this day is T. A. Dugger Junior High School.

### ***School Characteristics***

T. A. Dugger educates Elizabethton City's sixth, seventh, and eighth grade students. There are a total of 474 students presently attending the junior high. Students, families, paraprofessionals and credentialed teachers follow a traditional school calendar. Our students attend school from 7:39 a.m. to 2:45 p.m. The school year consists of 180 days from August 15 to May 27<sup>th</sup>. There are four nine-week grading periods in the current school year. Grades are reported to the parents twice during a nine-week grading cycle; once at midterm and again at the final term of the grading period.

The school has a cooperative spirit which has enjoyed monumental parent and community support such as PTO, band boosters, and athletic boosters. Whether collaborating on fundraisers such as Pennies for Patients, Bean Supper, or Valentine's Celebration or giving their time by serving on our Allied Comprehensive Health Program, our community support is remarkable. Student success is quite obvious in academic and extracurricular activities.

Our facilities have been continuously maintained and updated to comply with state and federal laws and regulations. The city and school board spent approximately one million dollars in capital funds during the summers of 1998 and 1999 for repair and renovations. Projects included air conditioning, roofing and guttering, and rewiring of the electrical system. Since that major renovation, updates have been made such as a new band facility, new media center, new computer labs, elevator, and improved athletic facilities. The media center at T. A. Dugger holds over 7,500 books in its inventory and has new technology for students and teachers to use for effective teaching and learning to take place. An auditorium, which seats over 500, and an outdoor stadium are constantly utilized to bring students, staff, parents and community members together. T. A. Dugger's facilities not only support education but also extracurricular programs in order to produce well-rounded students.

## ***Environmental and Safety Concerns***

The students' safety is a top priority of T. A. Dugger Junior High School. Students are continuously being monitored by staff from the time they enter the building until they leave the school grounds. All teachers and administrators monitor hallways during class changes to maintain peaceful transitions to and from class. A Security system consisting of a digital recorder and 16 cameras was installed in June 2001 and has recently been updated. The principal and office assistants can monitor the cameras. Access is also given to the superintendent and the police department. Installation of security lighting to better illuminate the campus was completed during the 2000-2001 school year. A visitor sign-in program has also been implemented, ensuring all staff and students are aware of any visitors in the building. Fire, evacuation, lock-down, and tornado drills are conducted throughout the year to better prepare staff and students in case of an emergency.

## ***Financial Resources***

The citizens of Elizabethton support their schools providing appropriate and adequate funding for implemented programs at all levels. An expenditure of \$8,228.00 per pupil is above the state average as well as above the regional average. PTO provides an enormous amount of support through fund-raising activities. The library received \$14,675 from the operating budget and the PTO fundraiser to update materials.

All school finances are in accordance with the Internal School Uniform Accounting Policies and Elizabethton City School Board Policies. A yearly audit is conducted, and we have most recently received a perfect score on the audit.

An operating budget of \$22,270.00 is allocated to instructional supplies and materials used directly by the students. Teachers collaborate within departments to purchase materials, which supplement the curriculum standards.

**Budget****Per Pupil Expenditure (ADA - Average Daily Attendance)**

School Year	System	State	National
2007-2008	\$8779	\$8345	Not reported
2006-2007	\$8228	\$7794	Not reported
2005-2006	\$8157	\$7469	Not reported
2004-2005	\$7912	\$7366	\$9102
2003-2004	\$7452	\$6997	\$8724
2002-2003	\$6963	\$6648	\$8383

**Funding for System**

School Year	Local%	Federal%	State%
2007-2008	35.2%	9.4%	55.5%
2006-2007	37%	9.9%	53.1%
2005-2006	37.4%	9.2%	53.4%
2004-2005	36.5%	11.3%	52.2%
2003-2004	38.6%	11.2%	50.2%
2002-2003	38.0%	11.1%	50.9%

\*Per pupil expenditures and funding are found on TN Report Card.

**T. A. Dugger's Operating Budget**

School Year	Budget
2007-2008	\$94,109.17
2006-2007	\$96,478
2005-2006	\$110,715
2004-2005	\$110,715
2003-2004	\$116,723
2002-2003	\$119,763

\*Operating Budget is found on the end-of-year audit.

**Curriculum Offerings**

Academics are highly valued at T. A. Dugger Jr. High School. A core curriculum of language arts, math, science, and social studies is taught to all students. All courses follow the Tennessee State Department Curriculum Standards found on the state department's website. This ensures the standard curriculum is covered in classes. Remedial and advanced classes are offered in math, reading, and language arts in order to meet the students' educational needs. There are seven 45-minute class periods with a 25-minute lunch period. All teachers have a daily, 90-minute planning period to prepare lessons. Since each

department has its own block of planning, teachers are able to collaborate with each other on a daily basis. Class sizes do not exceed federal guidelines to provide students a proper education. T. A. Dugger's average class size is 20 students per class.

Along with the core curriculum, students are offered an enriched program that allows them to express themselves through experiences in music, band, physical education, art, health, foreign language (Spanish), computer technology, and technical education. Sports opportunities and clubs catering to various interests are available.

The special education program at T. A. Dugger allows students to rotate between three special education teachers for three different classes: reading, language arts, and math. Students in the special education program attend regular classes for science, social studies, and exploratories, permitting the students to be involved in the mainstream. The special education teachers maintain a close relationship with regular education teachers, allowing the special education students to receive proper accommodations.

For students who need a more functional curriculum, T. A. Dugger has one special education classroom, which meets their needs.

#### **Grade Distribution**

Grade	Scale	% Range
A	4.0	93-100
B	3.0	85-92
C	2.0	75-84
D	1.0	70-74
F	0.0	0-69

#### **Technology**

T. A. Dugger has one nine-week long computer class that non-band students can take in the sixth, seventh, and eighth grades. The critical thinking computer lab holds 21 Dell Computers. Two additional computer labs are available for student use. There are 28 iMac computers in lab A and 28 new Dell Computers in Lab B. Teachers take their classes into the labs when computers are needed to supplement the lesson. All students and parents sign an Internet use policy before Internet access is given to the students.

T. A. Dugger faculty is fortunate that all classrooms are presently equipped with SMART Boards. Training for the new

technology has been offered to all faculty and staff. Each teacher at T. A. Dugger has an individual computer with Internet access.

### **Unique Programs**

T. A. Dugger is proud to offer many special programs. Our students are involved in academic clubs that participate in competitions throughout the school year. A Broadway musical is also presented yearly by the students to surrounding schools and community members. The student council is responsible for the coordination and implementation of fund-raisers, school dances, the annual talent show and community service, which fosters a relationship between students and the community. All clubs give students opportunities to be leaders and promote responsibility and leadership.

Eighth grade students take an annual trip to Washington, DC. Sites visited are the Capitol, White House, national monuments, Smithsonian, Monticello, and Busch Gardens/Williamsburg. Although students must pay \$400.00 to participate in this optional trip, scholarships are provided to students on fee waivers. Faculty and community leaders provide scholarships.

The athletic program at T. A. Dugger is a well-rounded program for seventh and eighth graders. Teams available to the boys are football, basketball, baseball, soccer and track. Teams available to the girls are football, basketball, softball, soccer, pep team, and track. The major objective of the athletic program is to help develop individuals who are well rounded. At all times we strive for good sportsmanship.

### **Support Services**

All students have access to a full-time school counselor who provides services for students in need at T. A. Dugger Junior High School. Students, teachers, and/or parents can make a written request to meet with the counselor. Students who need further assistance may be referred to the Charlotte Taylor Center (community mental health center), Youth Villages (crisis intervention), or Woodridge (psychiatric hospital). DCS and Frontier Health also work closely with the school to provide safety and health services. A traveling school nurse is available to our students when special needs arise.

One full-time health teacher educates our students on nutrition, safety, and other health issues. Educational opportunities for parents are offered through T. A. Dugger. For example, an anti-bullying program is a new program we are proud to be offering

not only to our students but also to our parents. Quarterly newsletters are sent to parents to inform them of student development issues and update them on current school events. Parents and students must sign that they have read and understand the handbook, which communicates T.A. Dugger's expectations and guidelines for our students.

Education and career planning is taught by the counselor to all students through the On-line Kuder Career Planning System. Students maintain life-long portfolios that help them in making education and career decisions.

All student data is maintained by the STAR student management system. The counselor and secretaries follow state and federal laws and regulations in entering student data.

### **Parental Support**

T. A. Dugger has encouraged community interaction by developing an active parent/teacher organization. Within this framework, volunteers are utilized in school programs and in extra-curricular activities. Current fundraisers include sponsorship of a bean supper and a Walk-A-Thon. We also have strong parental support in both band boosters and athletic boosters clubs, as well as parental involvement in our annual musical production, book fair, awards banquet, and development of the yearbook.

### **School-Business Partnerships**

T. A. Dugger works with East Tennessee State University and Milligan College to accommodate student teachers. Each student teacher is provided a mentor in the respective area.

Alexander Insurance works with T. A. Dugger to promote academic excellence and personal achievement among students. Every marking period, Mr. Joe Alexander speaks to the students on motivational topics and recognizes one student who has exhibited exceptional qualities.

Nuclear Fuel Services, Inc., in Unicoi County, sponsors the Goal Card Program, which recognizes high-achieving students each nine weeks.

Cates Music Center provides technical assistance with audio technology.

Carter County Bank and Citizens Bank cover the cost of printing fund-raising tickets.

Carter County Car Club donates money annually to the library in support of the Accelerated Reader Program.

Coleman's Studio provides film and processing for our yearbook.

The *Elizabethton Star* provides newspapers to be used in the classrooms, as well as offering writing contests. The winning entries are published in the newspapers.

Northeast Credit, Security Federal, and Citizens Bank have sponsored needy students for the Washington trip.

Several other area businesses and industries have personnel who will come to the school to share their expertise with our students.

## Faculty Demographics

<u>Staff</u>	<u>Gender</u>	<u>Educational</u>	<u>HQ</u>	<u>Ethnicity</u>	<u>Years Exp-</u>
<u>Jacobs, James (Principal)</u>	<u>M</u>	<u>Masters</u>	<u>NA</u>	<u>W</u>	<u>11</u>
<u>Birchfield, Jennifer</u> <u>(Assistant Principal)</u>	<u>F</u>	<u>Masters</u> <u>+ 30</u> <u>sem.</u>	<u>NA</u>	<u>W</u>	<u>26</u>
<u>Rogers, Anne (Counselor)</u>	<u>F</u>	<u>Masters</u>	<u>NA</u>	<u>W</u>	<u>26</u>
<u>Addington, Elizabeth -(Social</u> <u>Studies 6)</u>	<u>F</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>8</u>
<u>Anderson, Kip - (Math 6)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>9</u>
<u>Austin, Roberta - (Language</u> <u>Arts/Reading 7, 8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>15</u>
<u>Barker, Angela - (Phys.</u> <u>Ed/Asst. Athletic Director)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>6</u>
<u>Bauguess, Caroline (Math 6)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>.5</u>
<u>Berry, Chris - (Social</u> <u>Studies 6,7)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>1</u>
<u>Berry, Kathy - (Health and</u> <u>Safety 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>7</u>
<u>Bowman, Lynnea - (Language</u> <u>Arts/Reading 7)</u>	<u>F</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>26</u>
<u>Butler, Michelle (Science 8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>.5</u>
<u>Callahan, Shane - (Critical</u> <u>Thinking 6,7,8)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>3</u>
<u>Carpenter, Regina - (Language</u> <u>Arts/Reading 8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>13</u>
<u>Carr, Joe - (Industrial Arts</u> <u>6,7,8)</u>	<u>M</u>	<u>Bachelor</u>	<u>NA</u>	<u>W</u>	<u>6</u>
<u>Carter, Jason - (Science 6,7)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>14</u>
<u>Carter, Susan - (Library</u> <u>Media Specialist)</u>	<u>F</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>11</u>

<u>Davis, Tim - (Social Studies 8)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>14</u>
<u>Dugger, Len - (Social Studies 7,8)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>35</u>
<u>Elliott, Gary - (Math 8)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>34</u>
<u>Faxon, Angela - (Art 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>4</u>
<u>Greenlee, Nancy - (Language Arts/Reading 6)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>20</u>
<u>Hyatt, Mark - (Science)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>24</u>
<u>Johnson, Vivian - (Language Arts/Reading 8)</u>	<u>F</u>	<u>Masters</u> <u>+ 30</u> <u>sem.</u>	<u>Yes</u>	<u>W</u>	<u>26</u>
<u>Kardos, Meleta - (Spanish 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>39</u>
<u>Large, Jonda - (Resource 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>37</u>
<u>Lipford, Nancy - (Resource 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>17</u>
<u>Lockhart, Chris - (Band 6,7,8)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>21</u>
<u>Mullins, Regina - (Resource 6,7,8; Math 6)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>7</u>
<u>Nave, Penny - (Math 8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>13</u>
<u>Oakley, John - (Language Arts/Reading 6)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>17</u>
<u>Price, Amy - (Music 6,7,8)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>11</u>
<u>Proffitt, Daniel - (Language Arts/Reading 7)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>4</u>
<u>Simerly, Sandy - (Language Arts/ Reading 6)</u>	<u>F</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>30</u>
<u>Smithdeal, Travis - (Math 7)</u>	<u>M</u>	<u>Bachelor</u>	<u>Yes</u>	<u>W</u>	<u>3</u>
<u>Story, Marty - (ISS)</u>	<u>M</u>	<u>NA</u>	<u>NA</u>	<u>Africa</u> <u>n-</u> <u>Americ</u>	<u>.5</u>

<u>Wampler, Eric - (Phys.Ed. 6,7,8)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>8</u>
<u>White, Debbie - (Life Skills/Resource)</u>	<u>F</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>18</u>
<u>Williams, Amie - (Science 7)</u>	<u>F</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>10</u>
<u>Wright, John - (Math 6,7,8)</u>	<u>M</u>	<u>Masters</u>	<u>Yes</u>	<u>W</u>	<u>5</u>
<b><u>Totals</u></b>	<b><u>16</u></b> <b><u>male</u></b>	<b><u>24</u></b> <b><u>Bachelor</u></b> <b><u>Degrees</u></b>	<b><u>35</u></b> <b>HQ</b>	<b><u>97.5%</u></b> <b><u>W</u></b> <b><u>2.5%</u></b> <b><u>Africa</u></b> <b><u>n</u></b> <b><u>Americ</u></b> <b><u>an</u></b>	<b><u>Averag</u></b> <b><u>e</u></b> <b><u>years</u></b> <b><u>of</u></b> <b><u>experi</u></b> <b><u>ence</u></b> <b><u>14.5</u></b>
	<b><u>24</u></b> <b><u>female</u></b>	<b><u>15</u></b> <b><u>Masters</u></b>			
<b><u>Paraprofessional Staff</u></b>					
<u>Arnold, Janet - (Cook)</u>	<u>F</u>			<u>W</u>	<u>7</u>
<u>Boone, Angela - (Teacher Asst)</u>	<u>F</u>			<u>W</u>	<u>6</u>
<u>Bowers, Brenda - (Custodian)</u>	<u>F</u>			<u>W</u>	<u>3</u>
<u>Church, Linda (Teacher Asst)</u>	<u>F</u>			<u>W</u>	<u>17</u>
<u>Fair, Sandra - (Secretary)</u>	<u>F</u>			<u>W</u>	<u>6</u> <u>months</u>
<u>Guinn, Janie - (Cook)</u>	<u>F</u>			<u>W</u>	<u>2</u>
<u>Hyder, Brenda - (Teacher Asst)</u>	<u>F</u>			<u>W</u>	<u>34</u>
<u>Isaacs, Mildred - (Cook)</u>	<u>F</u>			<u>W</u>	<u>7</u>
<u>Lipford, Judy - (Cook)</u>	<u>F</u>			<u>W</u>	<u>3</u>
<u>Pendergraft, Whitney - (Teacher Asst)</u>	<u>F</u>			<u>W</u>	<u>2</u> <u>months</u>

<u>Phillips, Mitzi</u> (Secretary/Bookkeeper)	<u>F</u>	<u>W</u>	<u>6.7</u>
<u>Porch, Rebecca - (Teacher Asst)</u>	<u>F</u>	<u>W</u>	<u>8</u>
<u>Roberts, Loretta -(Custodian)</u>	<u>F</u>	<u>W</u>	<u>10</u>
<u>Roddy, Jean (Teacher Asst)</u>	<u>F</u>	<u>W</u>	<u>3</u>
<u>Rogers, Ronnie - (Cafeteria Manager)</u>	<u>F</u>	<u>W</u>	<u>13.5</u>
<u>Shell, Cheryl - Teacher Asst)</u>	<u>F</u>	<u>W</u>	<u>25</u>
<u>Smith, Pam - (Counseling Secretary)</u>	<u>F</u>	<u>W</u>	<u>16</u>
<u>Smythe, Pam (Teacher Asst)</u>	<u>F</u>	<u>W</u>	<u>6</u> months
<u>Stanbery, Richard - (Custodian)</u>	<u>M</u>	<u>W</u>	<u>1</u>
<u>Vannoy, Beverly - (Custodian)</u>	<u>F</u>	<u>W</u>	<u>11</u>
<u>Wynn, Heather - (Teacher Asst)</u>	<u>F</u>	<u>W</u>	<u>5</u>
<b><u>Non-Certificated Coaching Staff (Community Volunteers)</u></b>			
<u>Hyder, Josh (Asst Baseball)</u>			
<u>Mullins, Justin (Assistant Baseball)</u>			
<u>Nave, Brandon (Assistant softball)</u>			
<u>Ryans, Chuck (Assistant basketball)</u>			

T. A. Dugger is proud to have a highly qualified, dedicated and competent tight familial staff with a wide range of expertise. Teachers are experienced, professionally trained and educated to challenge the developmental needs of each individual learner, enabling them with the responsibilities of reaching his/her fullest potential. Teachers are open to curricular program changes and this year have acclimated to the modified block schedule and the T. A. Dugger "pull-out" program for at-risk students who were non-proficient in their 2008 TCAP scores and or core classes.

The TAD faculty consists of 40 teachers, 24 female and 16 male. Of the 40 faculty members, 27% have taught over twenty years and 25% have worked between eleven and twenty years. We have 16%, which have worked between six, and ten years. Out of our staff, 32% have five or less years of teaching experience. At T. A. Dugger, 15 members of our staff have at least a Masters Degree and/or beyond, and 100% of our teachers are "highly qualified". All of our staff except one is white. All teachers maintain licensure status at all times.

**\*Data Source - TN Dept. of Ed Licensure/Certification**

The administration consists of a male principal and a female assistant principal. They both hold administrative licenses. One female guidance counselor is employed full-time at T. A. Dugger Junior High. There are also three secretaries; (administrative assistant, bookkeeper, and registrar). Twenty-three other employees work at T. A. Dugger as teacher assistants, student assistants, cafeteria staff, or janitorial staff. All paraprofessionals are under supervision and evaluated through snapshot evaluations. Only qualified substitute teachers are hired.

**Student Population Data**

**Student Demographics**

There are a total of 471 students presently attending the junior high. The student body is made up of 159 sixth graders, 154 seventh graders, and 158 eighth graders. The student population includes 94% white, 4% black, and 2% Asian, Latino, or American Indian. Female students make up 51% of the student body, and males account for 49%. One student at T. A. Dugger is an English Language Learner. One hundred fifty-three students qualify for free and reduced lunch.

**Special Education Rate**

At T. A. Dugger Junior High, we have 55 students eligible for special education services.

**ESL Population Rate**

One student of our population is non-English language background. Dr. Chele Dugger, consultant, provides the ESL services.

**Attendance**

T. A. Dugger's attendance presently is at 98.2. During 2005-2006, there were 155 student transfers. Attendance is monitored on a weekly basis by the assistant principal. Written and verbal communication between parents and the school is mandatory when a student has five or more absences.

Enrollment		Attendance
School Year	Total	Rate
2009-2008	471	98.2
2008-2007	451	96.5
2007-2006	454	94.1
2006-2005	461	94.9

\*Data collected from School Annual Report Card

**Discipline**

Zero percent of our students have dropped out of school, and two students were retained last year. Approximately two percent of our students have been disciplined for fighting. This year, none of our students have presently been disciplined for possession of tobacco, and zero students have been found to possess a weapon of any kind.

\*Data collected from STAR discipline report 2008-2009

**Parent or Guardian Demographics****Marital Status**

Married biological parents house 52% of our students. Students that live with one biological parent and one stepparent, only one parent, or live with someone other than a biological parent make up the other 48%.

\*Data collected from STAR student profile report 2005-2006

**Ethnicity**

According to our Star Student Management System, 97% of our parents are white. Black parents constitute 2%, while 1% of our parent population is Latino, Asian, or Native American.

\*Data collected from STAR student profile report 2008-2009

**Residential**

We have 80% of our families living in a single-family detached home. We have 11% living in an apartment, while 4% are living in a mobile home. The other 5% live in an apartment, condo, or town home.

We have 72% of our families who own their homes, while 27% of our families rent their homes.

\*Data collected from the Family Friendly School Survey 2008-2009

**Income level**

We have 45.4% of T. A. Dugger's students falling below the state poverty level.

\*Data collected from School Annual Report Card 2008-2009

## **Community Characteristics**

Carter County is located in the beautiful Northeast Tennessee mountainous area that follows the meandering path of the Appalachian Trail. It was settled in the late 1760s, with one of the most fascinating histories in the state. Carter County is home of the first permanent settlement outside of the original 13 colonies, and the first majority-rule system of American democracy. The Watauga Settlement at Sycamore Shoals (in what is now Elizabethton) was the residence of prominent military officials, legislators, and members of the Constitutional Convention.

Sycamore Shoals, at the convergence of the Doe and Watauga Rivers, was also the site of the largest private land deal in American history. Resulting in the purchase of 20 million acres of land, the Transylvania Purchase marked the beginning of the westward expansion and gave all the lands of the Cumberland Watershed and extending to the Kentucky River to the settlers.

In 1780, 1100 men gathered at Sycamore Shoals before making a 14 day march to King's Mountain, South Carolina, where they confronted and defeated Major Patrick Ferguson's British militia.

Although Elizabethton was established in 1799 as the county seat of Carter County, the town did not have an organized form of government until the early twentieth century. The Tennessee legislature appointed a commission of five members, Landon Carter, Reuben Thornton, Andrew Greer, Zachariah Campbell and David McNabb, to establish a county seat including a courthouse and prison.

The committee selected a 50 acre tract at the base of Lynn Mountain, east of the Doe River. Elizabethton was named in honor of Elizabeth MacLin Carter, wife of Landon, for whom the county had been named.

Elizabethton City has a population of 14,900 and extends over a 9.8 square mile area. We are a part of Carter County with a population of 56,742. There are approximately 2240 students attending Elizabethton City Schools. Carter County's population is made up of 97.6% white, 1% African American, and 1% Native American or Asian. The average income per household is \$27,371 and per capita is \$14,678. In Carter County, 69% of adults aged 25 or older have graduated from high school, while 13% have a

bachelor's degree or higher. Carter County has two public school systems, Elizabethton City Schools and Carter County Schools. There are no private schools in Carter County. Retail trade, health care, and construction are the three largest job markets in Carter County.

\*Data collected from Elizabethton City/Carter County Website  
www.ecced.com

FORM 1.3.2 Other Data Sources (including surveys)  
(*Rubric 1.3*)

Data Source	Relevant Findings
TN Dept. of Ed Licensure/Certification	Faculty Demographics: years experience, highly qualified, education
School Annual Report Card	Student Demographics: attendance, enrollment, free/reduced lunch
STAR Discipline Report (2008-2009)	Student Discipline Data
STAR Student Profile Report (2008-2009)	Marital Status of Families
Free and Reduced Lunch Report (October)	Income Levels
Elizabethton City/Carter County Website for Demographics	Community Demographics
Family Friendly School Survey 2008-2009	Parental Demographics

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

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

Refer to Component 1 Academic/Nonacademic Helpful Hints.

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

*(Rubric Indicator 1.4)*

List Data Sources
TCAP & TCAP Writing Assessment
STAR Reading & Accelerated Reading Reports
DOL-Daily Oral Language
TVASS

### TEMPLATE 1.5: Data Collection and Analysis

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

### TEMPLATE 1.5: Data Collection and Analysis

*(Rubric Indicator 1.5)*

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

In order to adequately conduct a thorough analysis of the data collection methods used, it was determined that the expectations of student learning must be defined. Reviewing of the Tennessee Curriculum Framework in the four content areas, national standards set by professional organizations, and appropriate benchmarks helped to distinguish the boundaries of student learning expectations.

Star Reading Tests and Accelerated Reading Summary Reports are computerized resources that were utilized in order to establish individual student performance levels. In addition to these reports, textbook diagnostic assessments, teacher observations, computer projects, midterm-progress reports, reports cards, Individual Achievement Tests, Individual Education Plans, and parental input are used as valuable student evaluation tools.

TCAP achievement and gain scores, AYP (annual yearly progress) test results, pretests, unit tests, growth reports from Accelerated Reading, teacher-created assessments/rubrics, textbook created assessments, cross-curricular dialogue concerning student achievement, DOL (Daily Oral Language), and oral assessment projects/presentation are some of the methods of assessment used to determine performance indicators.

The most current data utilized as a major part of our performance data analysis are the components of the 2006 Tennessee Accountability System. The disaggregated data used for TCAP testing is another vital assessment tool used for Student Performance Data Analysis.

### **Non-Academic Data**

#### **2006**

Instruction by High Qualified Teachers: 100% Met  
Federal Benchmark

Promotion Rate: 99.8%

Exceeded State Goal (97%)

Attendance Rate: 94.9%

Exceeded State Goal (93%)

Suspension/Expulsion Percentages: 0.2%

Students Tested: 456 or 99.8% Met  
Federal Benchmark

Students Tested Economically Disadvantaged: 99.5% Met  
Federal Benchmark

## Academic Data

- **Criterion Referenced Testing (CRT) Data from TCAP testing**

-Proficient /Advanced in Math (All Students) 88% (Goal is 79%)

-Proficient/Advanced in Reading (All Students) 94% (Goal is 83%)

-Proficient/Advanced in Science (All Students) 90%

-Proficient/Advanced in Social Studies (All Students) 82%

-Proficient/Advanced in Math (Economically Disadvantaged) 82% (Goal is 79%)

-Proficient/Advanced in Reading (Economically Disadvantaged) 90% (Goal is 83%)

-Proficient/Advanced in Science (Economically Disadvantaged) 85%

-Proficient/Advanced in Social Studies (Economically Disadvantaged) 72%

Student scores from all students and the economically disadvantaged students continue to meet or exceed the AYP goals from the CRT portion of the TCAP testing.

- **Value Added Data**

The 2006 value added data shows that students at T. A. Dugger Junior High earned an *A* in reading/language arts, a *C* in math, an *A* in science, and an *A* in social studies. The mean gains for reading/language arts increased from 2005 to 2006. Students showed an increase in gains from 3.3 in 2005 to 3.6 in 2006.

## **Summary**

After reviewing all of the pertinent information that was collected through analysis, the decision was reached to target students in the areas of math, science, and social studies. We plan to increase the number of students being at or above proficiency in the afore mentioned subject areas.

### **Strengths:**

- Students with disabilities have made substantial gains in proficiency in reading/language arts for the 2006 school year. Scores went from fifty-six percent proficiency in 2005 to seventy-five percent proficiency in 2006. This same group of students has also made tremendous gains in science. Scores went from fifty-nine percent proficiency in 2005 to seventy-two percent proficiency in 2006.
- In the proficiency levels of reading/language arts, math, and science, sixth grade students showed gains from the 2005 to the 2006 school year. Reading/language arts scores increased one percent, math scores increased three percent, and science scores increased two percent.
- Seventh grade proficiency levels increased in the areas of reading/language arts and science for the 2006 school year. Reading/language arts and science scores both increased four percent.

### **Areas to Strengthen:**

While growth has been evidenced, emphasis will still be placed on the subject areas of math, science, and social studies.

**TEMPLATE 1.6: Report Card Data Disaggregation**

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

**TEMPLATE 1.6: Report Card Data Disaggregation**

*(Rubric Indicator 1.6)*

<b>Report Card Data Disaggregation</b>
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**Race/Ethnicity:** T. A. Dugger Junior High School has 435 white students (94.4% of the population), 18 African American students (3.9% of the population), three Hispanic students (0.7% of the population), four Asian students (0.9% of the population), and one Native American student (0.2% of the population). Due to the small number of students who fall into race categories other than white, race/ethnicity is not an identified subpopulation.

**Economically Disadvantaged:** Students who are considered economically disadvantaged (45.4% of the population) showed a decrease of four percent in math proficiency from school year 2005 to 2006. School year 2006 showed that 82% of economically disadvantaged students were at or above proficiency in math. Students who were economically disadvantaged showed an increase in scores of three percent in reading/language arts. The 2006 reading/language arts scores were 90% proficiency for the economically disadvantaged students. Students who were considered economically disadvantaged scored at 85% proficiency in science, the same as the 2005 school year. Students who are considered economically disadvantaged showed a decrease of six percent in social studies proficiency from school year 2005 to 2006. They scored at 72% proficiency in 2006.

**Comparison of Disaggregated Data summary Reports  
2005 & 2006**

	<b>2005 Economically Disadvantaged</b>	<b>2006 Economically Disadvantaged</b>	<b>2005 Students with Disabilities</b>	<b>2006 Students with Disabilities</b>
<b>Proficient/ Advanced Math</b>	86%	82%	42%	46%
<b>Proficient/ Advanced Reading/ Language</b>	87%	90%	56%	75%
<b>Proficient/ Advanced Science</b>	85%	85%	59%	72%
<b>Proficient/ Advanced</b>	78%	72%	60%	53%

## Report Card Data Disaggregation

### Social Studies

\*Refer to action plans and action plan strategies for student achievement.

**Special Education:** Students that have been identified as having disabilities scored 75% in reading/language arts for the 2006 school year. This showed significant growth of 19% from the previous school year of 2005. This same population also demonstrated a significant increase of 13% in science and 4% in math from the 2005 school year to the 2006 school year. In social studies, students with disabilities showed a decrease of 7% in scores based on the 2005 and 2006 data. Scores in 2006 reported that 53% of students with disabilities were at or above proficiency in social studies compared to 60% in 2005.

**Limited English Proficiency:** Students with limited English proficiency are not an identified subpopulation due to the low number of students who fit this category. Those students who are identified as having limited English proficiency receive instruction from ELL staff.

**Gender:** There was a 1% difference in gender math scores between females (89%) and males (88%) who were at or above proficiency in 2006. In reading/language arts, there was a 2% difference between females (95%) and males (93%) who were at or above proficiency. Science scores also showed a difference of 2% between females (89%) and males (91%) who were at or above proficiency. There was no difference between genders in social studies with both males and females scoring at 82% at or above proficiency.

### **Proficiency Level Desegregation:**

Proficiency levels for the 2006 school year exceeded the expectations of the NCLB goals. Proficiency levels in math for all students were at 88%, which exceeded the NCLB goal of 79%. Proficiency levels for all students in reading/language arts were at 94%, with the NCLB goal being at 93%.

### **Growth Differences:**

In reading/language arts (Figure 1), our lowest achieving group achieved a 5.55 gain compared to the three previous years of a 3.11 gain. Middle achieving students also displayed a growth of 2.7 gains for 2006 compared to the three previous years of 1.83 gains. The highest achieving students displayed gains of 5.05 compared to the three previous years of 2.85 gains. In math (Figure 2) the lowest achieving group demonstrated a decrease in gains from -5.25 gains in 2006 compared to the three-year average of -0.28 gains. The middle achieving group showed a decrease in gains from 1.13 gains in the three-year average to gains of -3.6 for 2006. The highest achieving group also showed a decrease in gains from .82 for the three-year average to -4.25 gains

## Report Card Data Disaggregation

for 2006. The lowest achieving group of students in social studies (Figure 3) had gains of 2.73 for the three-year average compared to gains of -2.5 in 2006. The middle-achieving group of students had gains of 1.66 for the three-year average compared to 1.3 gains for 2006. The highest achieving group of students had a decrease in gains also. The three-year average gain for these students was .61 compared to -0.4 in 2006. In science (Figure 4), the lowest achieving group of students had gains of 0.92 for the 2006 school year compared to gains of 2.46 for the three-year average. The middle-achieving students had gains of -0.03 while the three-year average had gains of 0.5. The highest achieving students had gains of 0.05 for the 2006 school year. The three-year average had gains of -0.18.

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

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

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

*(Rubric Indicator 1.7)*

## Narrative Synthesis of Data

### **Summary of Strengths and Areas to Strengthen:**

Based on the continuous evaluation of student data, committees were able to determine the areas of strength and, more importantly, the areas that needed to be strengthened as based on the data.

The students of T. A. Dugger Junior High School are making gains in the content areas. However, committees felt the need to outline certain strategies in order to set the standard for continuous improvement.

#### **Strengths:**

- Promotion and attendance rates exceeded federal benchmarks.
- Over 99% of the students completed testing (99.8%).
- One hundred percent of the teachers at T.A. Dugger Junior High School are highly qualified.
- Adequate Yearly Progress (AYP)
  - Of all of our students, 94% are proficient in reading/language arts. This exceeded the NCLB performance goal of 83%.
  - In math, 88% of our students are proficient. This exceeded the NCLB performance goal of 79%.
  - In science, 90 % of all students are proficient.
- Criterion Reference Testing (CRT)

## Narrative Synthesis of Data

Students at T.A. Dugger Junior High School are above state average in criterion referenced academic achievement scores. During the 2006 school year, the students scored an *A* (58) in math compared to the state *B* (55). In reading/language arts, T.A. Dugger Junior High students scored an *A* (62) compared to the state *B* (53). Science scores were *A* (60) for T.A. Dugger Junior High compared to the state's scores of *C* (52). Social studies scores were *B* (59) compared to *C* (52) for the state.

- Value Added
  - Students achieved an *A* in reading/language arts, a *C* in math, an *A* in science, and an *A* in social studies.
  - Value added scores increased from the school year 2004/2005 to 2005/2006 in the subject of reading/language arts from 3.3 in 2005 to 3.6 in 2006.

- RCPI

After the faculty reviewed all of the testing data, the decision was made to use RCPI'S as the percentage indicators for target goals. The faculty agreed that the reporting of RCPI'S represented a clear, consistent picture for measuring our specific students' needs.

## Needs

- **Growth Difference-Value Added**
  - The highest achieving students demonstrated a decrease in gains for the 2006 school year of -4.25 gains in math compared to .82 for the three-year average and -0.4 gains for 2006 in social studies compared to .61 for the three-year average.
  - The middle achieving students also demonstrated a decrease in gains for the 2006 school year of -3.6 in math compared to 1.13 for the three-year average and -0.03 gains in science for 2006 compared to 0.5 for the three-year average.
  - The lowest achieving students demonstrated a decrease in gains of -5.25 in math for 2006 compared to -0.28 for the three-year average. The lowest achieving students in social studies demonstrated a -2.5 gain for 2006 compared to 2.73 for the three-year average.
  - T. A. Dugger Junior High earned a *C* in math. Our mean gain went from a 0.5 in 2005 to -0.5 in 2006, but would like to see it continue to improve with the ultimate goal of an *A* in the future
  - T. A. Dugger Junior High had a mean gain in social studies of 1.5 in 2005 compared to 1.1 in 2006.
  - T. A. Dugger Junior High had a mean gain in science of 1.0 in 2005

## Narrative Synthesis of Data

compared to 0.9 in 2006.

**TEMPLATE 1.8: Prioritized List of Goal Targets**

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

**TEMPLATE 1.8: Prioritized List of Goal Targets**

*(Rubric Indicator 1.8)*

**Prioritized List of Goal Targets**

**Summary of Strengths and Areas to Strengthen:**

Based on the continuous evaluation of student data, committees were able to determine the areas of strength and, more importantly, the areas that needed to be strengthened as based on the data.

The students of T. A. Dugger Junior High School are making gains in the content areas. However, committees felt the need to outline certain strategies in order to set the standard for continuous improvement.

**Strengths:**

- Promotion and attendance rates exceeded federal benchmarks.
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- Adequate Yearly Progress (AYP)
  - Of all of our students, 94% are proficient in reading/language arts. This exceeded the NCLB performance goal of 83%.
  - In math, 88% of our students are proficient. This exceeded the NCLB performance goal of 79%.
  - In science, 90 % of all students are proficient.

- Criterion Reference Testing (CRT)

Students at T.A. Dugger Junior High School are above state average in criterion referenced academic achievement scores. During the 2006 school year, the students scored an *A* (58) in math compared to the state *B* (55). In reading/language arts, T.A. Dugger Junior High students scored an *A* (62) compared to the state *B* (53). Science scores were *A* (60) for T.A. Dugger Junior High compared to the state's scores of *C* (52). Social studies scores were *B* (59) compared to *C* (52) for the state.

- Value Added
  - Students achieved an *A* in reading/language arts, a *C* in math, an *A* in science, and an *A* in social studies.
  - Value added scores increased from the school year 2004/2005 to 2005/2006 in the subject of reading/language arts from 3.3 in 2005 to 3.6 in 2006.
- RCPI

## Prioritized List of Goal Targets

After the faculty reviewed all of the testing data, the decision was made to use RCPI'S as the percentage indicators for target goals. The faculty agreed that the reporting of RCPI'S represented a clear, consistent picture for measuring our specific students' needs.

### Needs

- **Growth Difference-Value Added**

- The highest achieving students demonstrated a decrease in gains for the 2006 school year of -4.25 gains in math compared to .82 for the three-year average and -0.4 gains for 2006 in social studies compared to .61 for the three-year average.
- The middle achieving students also demonstrated a decrease in gains for the 2006 school year of -3.6 in math compared to 1.13 for the three-year average and -0.03 gains in science for 2006 compared to 0.5 for the three-year average.
- The lowest achieving students demonstrated a decrease in gains of -5.25 in math for 2006 compared to -0.28 for the three-year average. The lowest achieving students in social studies demonstrated a -2.5 gain for 2006 compared to 2.73 for the three-year average.
- T. A. Dugger Junior High earned a C in math. Our mean gain went from a 0.5 in 2005 to -0.5 in 2006, but would like to see it continue to improve with the ultimate goal of an A in the future
- T. A. Dugger Junior High had a mean gain in social studies of 1.5 in 2005 compared to 1.1 in 2006.
- T. A. Dugger Junior High had a mean gain in science of 1.0 in 2005 compared to 0.9 in 2006.



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**TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision**

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

Template 2.1: Beliefs, Common Mission and Shared Vision  
(*Rubric Indicators 2.1 and 2.2*)

**Beliefs****Learning**

- Safe surroundings are a prerequisite for learning.
- Students respond to high expectations of behavior, challenging academic standards, and a system of accountability.
- Students learn best when they are actively engaged in developmentally appropriate activities.

**Instruction**

- The first priority of school is to teach the skills and foster the attitudes that produce productive, fulfilled adults.
- Instruction aligns with state standards of curriculum.
- Successful instruction supports diverse learning styles while it reflects current research and best practice.

**Assessment**

- Successful assessment includes the transfer of essential knowledge to higher-level thinking skills.

**Decision Making**

- Stakeholder representatives share decision making with teachers and administrators in a united effort to promote the purpose of the school.

**Policy**

- It is the shared responsibility of teachers, parents, and community to nurture children, addressing individual needs and improving self-esteem.
- It is imperative that the school maintains communication with the home, combining influences of both in the best interests of the students.

### Shared Vision

T.A. Dugger Jr. High School will challenge students in order to produce accomplished early adolescents, whose skills and attitudes allow to meet their adult potentials, demonstrating responsibility and fulfillment in a complex society.

### Common Mission

Involving families and the community, T.A. Dugger will nurture and challenge adolescents in a safe, engaging environment, producing students who are increasingly competent in written/oral communication, math, science, and the arts with the capacity to think independently and work collaboratively.



TEMPLATE 3.1.a: Curricular Practices

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

Current Curricular Practices	Curriculum Mapping	Benchmark Testing	Use of State Standards	Cohesive Standards Based Model for Mathematics	Cohesive Standards Based Model for Literacy	Monitoring to Enhance Curriculum & Instruction	Communication shared vision to Stakeholders
Evidence of Practice (State in definitive/tangible terms)	Grade level curriculum content is mapped.  Subject area teachers share common planning time.	Students are tested quarterly.	Teaching and educational materials are aligned with state standards.	Saxon Math is used school-wide.  Students have 90 minute block for mathematics	Accelerated Reader  AHA  Multi-genre projects	Weekly lesson plans are submitted.  Teachers are subject to evaluations.  Mentors are assigned to new teachers.  Yearly analysis of test data.	Student planners are used school-wide.  Newsletters accompany grade reports.  An announcement line is available to students and parents.  Parent teacher conferences are

							scheduled.
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Test scores, progress reports,	Individual student data	State testing including, T-caps and writing assessment	Weekly assessments, progress reports, benchmark tests, and grade cards.		Teacher lesson plans, evaluations, and analysis of test data.	Surveys  Parent conferences documented
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice	Regular departmental meetings  Common planning time	Coordinated test dates  Participation by all academic areas	Inservice and professional development time allocated	Inservice opportunities  Common planning time	Inservice opportunities  Common planning time	Principal checks lesson plans  Follow up conference for teacher observations  Departmental meetings	Leadership team in place  Strong parent involvement

<p>Next Step (changes or continuations)</p>	<p>Re-establish school-wide curriculum map</p> <p>Continue subject and grade level coordination</p>	<p>Continue with testing</p>	<p>Modify to include new standards</p>	<p>Additional professional development in conjunction with Saxon Math</p>	<p>Continue with current practices</p> <p>Incorporate new standards</p>	<p>Continued observations</p> <p>Further analysis of test data</p>	<p>Continue communication</p> <p>Improvement of school website</p>
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### TEMPLATE 3.1.b: Curriculum Gap Analysis

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

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

### Template 3.1.b: Curriculum Gap Analysis

#### **Curriculum Gap Analysis - Narrative Response Required**

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

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

- **TIME:** Time is spent on relevant, quality professional development. New teachers are trained in practices specific to the school. Shared planning and departmental coordination are also valued.
- **MONEY**
- **PERSONNEL**
- **OTHER RESOURCES:** Teachers provide after school tutoring and Saturday school to work with students in need of remediation. The parent teacher organization gives funding for technology and enrichment. They also provide varying means of support to staff. Clubs and community involvement further enrich the experience of students.

##### **“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:** Opportunities for meeting across subject areas and grade levels could further improve educational quality. Devoting time to improved transitions between elementary schools and the high school could benefit students and teachers.
- **MONEY:** Money is needed for more specific professional development and improved technology.
- **PERSONNEL:**
- **OTHER RESOURCES:** Improved use of technology for remediation and instruction would strengthen current curricular practices.

Equity and Adequacy:

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

T A Dugger Junior High provides equity and adequacy to all teachers. Teachers are supported through professional development opportunities to enhance teaching and classroom management. The leadership team is an avenue for open communication with the administration. Each area of instruction is represented by the membership of the leadership team. Regular faculty meetings serve to maintain reliable information and support to the teachers. Expectations are equitable and needs are met in an adequate fashion.

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? At T A Dugger, funds are utilized in the most effective manner possible.

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

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**TEMPLATE 3.1.c: Curricular Summary Questions**

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

**Template 3.1.c: Curricular Summary Questions**  
*(Rubric Indicator 3.2)***Curriculum Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

Our major strength is a dedicated and resourceful staff. The staff at T A Dugger employs a variety of teaching strategies and tools. Networking with the community and drawing from strong parental involvement aids in this endeavor.

**Curriculum Summary Questions- Narrative Response Required**

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

Keeping current with rapidly developing technology is challenging due to expense and training. An additional challenge is curriculum mapping across all subject areas.

**Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

Continuing to build relationships in the community will provide opportunities to meet current needs. Improved use of professional development time will also prove to be beneficial and allow the sharing of needs across subject areas.

**TEMPLATE 3.2.a: Instructional Practices**

**Template 3.2.a: Instructional Practices**

*(Rubric Indicators 3.3 and 3.4)*

<b>Current Instructional Practices</b>	<b>Curriculum Based Textbook Series</b>	<b>Differentiated Instruction)</b>	<b>Fosters Empathy and Cultural Awareness</b>	<b>Instructional Opportunities Beyond the Classroom</b>	<b>Standards Based Curriculum</b>	<b>Use of Technology</b>	<b>Align Instruction with Assessment</b>
Evidence of Practice (State in definitive/tangible terms)	School wide use of the Saxon Math Program  McGraw Hill series for Social Studies and Science	Classroom modifications, tutoring, small groups	School counselor provides instruction for incoming students	After school tutoring and Saturday school	Curriculum is aligned with state standards	Smartboards  Scheduled opportunities for computer lab	Mapping curriculum to coordinate with benchmarks
Is the current practice research-based?	YES	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Daily and weekly assessment	Benchmark tests, AYP, and routine assessment	Discipline reports  Student of	AYP, TCAPs, and promotion rates	Writing Assessment  TCAPs	Classroom assessments	Class projects, classroom assessment

			the week				
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice	Monitor lesson plans Departmental meetings	Professional development Funding	Diversity Training for Staff Designated class time for guidance counselor	Funding for staff	Professional development time set aside	All classes have access	Shared planning time for departments
Next Step (changes or continuations)	Continued use and further professional development	Additional use of benchmark scores to identify needs	Continued interaction with incoming students Implement opportunities for returning students	Continue with tutoring Expand Saturday school opportunities	Continue alignment Adjust to include new standards	Add new technology where deemed necessary	Research new assessment practices

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**TEMPLATE 3.2.b: Instructional Gap Analysis**

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

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

## Template 3.2.b: Instructional Gap Analysis

### **Instructional Gap Analysis - Narrative Response Required**

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

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

- **TIME:** Shared planning time allows effective collaboration. Professional development time is often devoted to improving instructional time and resources. The principal closely guards instruction time of the teachers (avoiding interruptions).
- **MONEY:** Money is available at times for professional development. Teachers are budgeted a specific amount for instructional needs. Parent organizations often provide supplemental funds to enhance instruction, particularly in the area of technology.
- **PERSONNEL:** The staff is composed of highly trained individuals capable of addressing the many needs at T A Dugger. New personnel receive support through mentoring. A leadership team represents each department and provides an avenue of continual communication between administration and teachers.
- **OTHER RESOURCES:** Our school offers a diverse education. Students attend “exploratory” classes which emphasize the arts, physical education, technology, health, and culture. The media center offers a computer lab for school wide use. We also have a very strong parent organization. Area colleges and universities are resources for student teachers, continuing education, and professional development.

#### **“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:** With the recent addition of professional development days, time is available for emphasis on the improvement and refining of instruction.
- **MONEY:** Although teachers receive classroom funds, the needs often exceed the funds. Changing technology also poses a financial challenge. The money used at T A Dugger is used efficiently and effectively.
- **PERSONNEL:**
- **OTHER RESOURCES:** To build on resources, we need to expand relationships with

area businesses to increase awareness of needs in the workforce.

Equity and Adequacy:

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

All teachers are held to high standards in instruction and professional development. The administration supports and provides resources to all teachers.

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

Funds are carefully and deliberately allocated to meet the needs of students and teachers.

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

Based on the data, we are meeting the needs of all students. However, at T A Dugger the staff is continually working to not only meet the needs, but to exceed the needs of our student body. There is a sense of progress and improvement among the faculty.

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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?

Challenging professional development and a staff seeking continual improvement are the major strengths. Evidence is displayed in the quality of professional development offered, innovative lesson plans, and close attention to data generated by the students.

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

What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component  
Rapidly changing technology and implementing a new mathematics curriculum are challenges. Feedback from teachers, parents, and students increases awareness of these needs. Another major need is increased focus on at-risk students and families. We are seeing more students impacted by difficult situations within the family dynamic.

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

How will we address our challenges?

To meet these challenges, we will need continued and improved professional development. Resources must be kept current and available to continue to be effective. Increased interventions for the at risk students must be considered.

**TEMPLATE 3.3.a: Assessment Practices**

**Template 3.3.a: Assessment Practices**

*(Rubric Indicators 3.5 and 3.6)*

<b>Current Assessment Practices</b>	State Mandated Tests	Benchmark Testing	Placenment Tests	Accelerated Reader Tests	8 <sup>th</sup> Grade Gateway	Provide support and technical assistance in developing and administering assessments	Provide assessment information to Stakeholders
Evidence of Practice (State in definitive/tangible terms)	TCAPS  8 <sup>th</sup> Grade Writing Assessment	Benchmark tests for Social Studies, Science, Math, Language Arts	WRAT  PIAT  Brigance	Computer generated assessment	Algebra 1 Gateway	Staff meetings and professional development	Grade Cards  Test Scores and information  Newspaper
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective

What data source(s) do you have that support your answer? (identify all applicable sources)	Test Scores  TVAAS  Meeting AYP goals	Test Scores	Information derived from assessments	Immediate feedback of test score	Test Scores	Professional Developme nt surveys  Leadership Team feedback	Signed planners  Grade Cards  Progress Reports  Surveys
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice	All teachers participate	Department al and grade level meetings to review data	Information is considered when assigning placement or modificatio ns	All language arts classes use this	Advance math students participate	Shared planning time and system-wide professional developmen t	
Next Step (changes or continuations)	Continue with annual assessments	Continue with benchmarks and increase coordination between departments	Continue and consider including other evaluation tools	Continue this program	Continue this program	Continue and keep current with latest research	Continue and improve with developmen t of teacher websites

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**TEMPLATE 3.3.b: Assessment Gap Analysis**

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

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

## Template 3.3.b: Assessment Gap Analysis

### **Assessment Gap Analysis – Narrative Response Required**

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

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

- **TIME:** Professional development and planning time is set aside for improving assessment practices in the classroom. This includes reviewing data and mapping curriculum to coordinate instruction and assessment.
- **MONEY:** Money is provided not only for materials, but also for professional development regarding assessment.
- **PERSONNEL:** The school counselor serves as in-house testing coordinator. A system-wide coordinator oversees needs and all staff participates in assessment procedures and practices.
- **OTHER RESOURCES:** During times of school-wide testing the parent organization and community businesses provide a variety of services.

#### **“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:**
- **MONEY:** Maintaining and improving technology require additional funds
- **PERSONNEL:** The acquisition of a school test coordinator would free the guidance counselor to meet the increased workload due to the emotional and mental needs of the student body.
- **OTHER RESOURCES:** Expanding relationships in the community could provide supplemental materials and incentives.

Equity and Adequacy:

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

Our staff is offered equal support and opportunities.

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

Even at times when funding seems to be a challenge, the staff works at a high level to maintain effectiveness.

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

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**TEMPLATE 3.3.c: Assessment Summary Questions**

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

**Template 3.3.c: Assessment Summary Questions**

*(Rubric Indicator 3.6)*

**Assessment Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**A major strength is coordinating and communicating departmentally and in each grade level. Regular meetings to map curriculum, evaluate assessments, and compare data allow teachers to continually improve.**

**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.)

Major challenges include budget concerns and time constraints.

**Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

We will address these issues in leadership meetings and departmental meetings. Feedback from each department and grade level will be included. Utilizing the knowledge and input from the system-wide coordinator will also be necessary.

**TEMPLATE 3.4.a: Organizational Practices**

**Template 3.4.a: Organizational Practices**

*(Rubric Indicators 3.7 and 3.8)*

<b>Current Organizational Practices</b>	School Beliefs, Mission and Vision Statements	Leadership Team	Support for diverse learning	Family Involvement	Departmental Schedules	Professional development for staff	Procedures to promote student organization and success
Evidence of Practice (State in definitive/tangible terms)	Communicated through student handbooks, classroom posting,	The team includes teachers from each grade and subject area, the principal, assistant principal, and school guidance counselor	Subject matter tutoring Morning and afternoon homework room Saturday school Student placement procedures ESL program	Parent Teacher Organization Parent/Teacher conferences Parent Volunteers Backpack program (provides students with food to take home) Orientation for parents	Master Schedule Departments share plan time Protected instruction time 90 minute block for language arts and mathematics	Gender equity training Bullying awareness Brain based learning Time for data analysis	Student planners School announcement line School supply list School handbook After school clubs

				and students			
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Handbooks signed by parents  Teacher and parent cooperation	Meeting agendas  Documented meeting time	School announcements  Newsletters  Notes to parents	Sign in sheets  Increased number of parent visits	Master schedule  Daily announcements on absentee list	Rosters for attendance  Printed schedules for professional development days	Signed planners and handbooks  Written communication between teachers and parents
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)		Improved results of school survey by teachers					
Evidence of equitable school support for this practice	Foundational for development of any program  Teachers adhere to	Teacher participation  Staff communication via the leadership team	Teacher participation  Scheduling by the administration	Scheduled opportunities  Notes to parents  Confidential	Development of the schedule  Procedures to avoid interruptions/distraction	Provide comfortable environment  Access to technology if necessary during	School supplies handbooks and planners  Teachers demonstrate organization

	principles			ity	s	training	al practices
						Surveys for staff input	Teachers coordinate supply list for students
Next Step (changes or continuations)	Continue practice	Continue practice and rotate membership	Continue practice and evaluate for additions	Continue practice	Continue practice	Continue with practice and evaluate to maintain effectiveness and relevancy	Continue practice and explore possibility of coordinating departments on homework and projects

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**TEMPLATE 3.4.b: Organizational Gap Analysis**

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

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

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

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

- **TIME:** Time is spent planning, in professional development, and meeting with peers, parents and students. Time is also spent before and after school tutoring, analyzing data, and extracurricular functions.
- **MONEY:** Funds are used to purchase supplies, staff tutoring, and support professional development.
- **PERSONNEL:** All personnel, including auxiliary personnel, are essential to the organizational policies. Principals and office staff work to guard instruction time, organize student data, and serve as an initial contact with parents.
- **OTHER RESOURCES:** The parent teacher organization, along with other community organizations, work to meet needs with supplies. They also work to boost morale of the staff by providing special events, such as luncheons and teacher appreciation events.

**“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:** Time for more specific professional development would be beneficial. Designated time to meet with elementary and high school teachers would improve the transition process for students.
- **MONEY:** Additional monies could aid in expanded tutoring opportunities and possibly provide transportation for after school tutoring for at risk students.
- **PERSONNEL:** Current personnel would work to improve efficiency of organizational practices.
- **OTHER RESOURCES:** Students could serve as excellent resources for peer tutoring sessions before and after school.

Equity and Adequacy:

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

The practices employed by our school are available and sufficient for the staff. Teachers are afforded equal planning and professional development time.

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

The funds are distributed with great care and great discretion. Funds provide planners, professional development, tutoring, and a multitude of supplies.

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

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**TEMPLATE 3.4.c: Organization Summary Questions**

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

**Template 3.4.c: Organization Summary Questions**

*(Rubric Indicator 3.8)*

**Organization Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**A dedicated staff, diverse student body, and community support are major strengths. These are evidenced in the day to day events of the school and the many extra opportunities that students have for enrichment and exploration.**

**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.)

The major challenges include time to accomplish many of the goals outlined and budget concerns. Another challenge is meeting the needs of the increased number of at risk families.

**Organization Summary Questions- Narrative Response Required**

How will we address our challenges?

We recently added 30 minutes to the student day and have incorporated additional professional development time. We will work to refine the use of this time and draw from community resources.



## GOAL 1 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)** MATH

Revised DATE:

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

Goal

Improve Average Reporting Category Performance Index Score from 63% to 65% with emphasis on problem solving, measurement, and geometry.

Which need(s) does this Goal address?

Every child will demonstrate improvement in the area of problem solving as addressed in the NCLB and the Tennessee State Curriculum.

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

1. This plan will engage students in developing appropriate work skills.
2. This plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.
3. Implementation of this plan will help students succeed in higher-level thinking in all disciplines.

**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
2009-2011	All math teachers	Saxon Math books	None	Benchmark tests Teacher observation/interaction TCAP Scores	
2009-2011	All math teachers	Teacher-made tests	None	Benchmark test	
2009-2011	Extended contract teachers	Extended contract teachers, Saxon Math	None	Weekly tests Benchmark test Teacher Observation	

Action Step

To incorporate daily problem solving skills through the use of Saxon Math Program

Action Step

To implement benchmark testing each nine weeks

Action Step

To begin weekly tutoring for all students with emphasis on problem solving, measurement, and geometry

Action Step

## GOAL 2 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1) LANGUAGE ARTS**

Revised DATE: \_\_\_\_\_

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

<b>GOAL</b>	Improve the Average Reporting Category Index score in the area of reading comprehension with emphasis on text analysis of nonfiction					
Which need(s) does this Goal address?	Every child will demonstrate proficiency in the area of reading comprehension as addressed in NCLB and the Tennessee state curriculum and state board of education policy.					
How is this Goal linked to the system's Five-Year Plan?	<ol style="list-style-type: none"> <li>1. This plan will engage students in developmentally appropriate work/</li> <li>2. This plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.</li> <li>3. The successful implementation of this plan will help students succeed in higher-level thinking in all disciplines.</li> </ol>					
<b>ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)</b>	<b>IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)</b>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy
Action Step	To provide daily instruction in basic text understanding with focus on the extension and use of nonfiction texts, author's purpose, inference, analysis interpretation, and comprehension.	2009-2011	All language arts teachers	Reader's Handbook Daybook of Critical Thinking	None	Teacher observation Reading proficiency across the curriculum
Action Step	To implement weekly instruction and evaluation of all students with emphasis on areas targeted for improvement to be used in gathering RTI data.	2009-2011	All language arts teachers	Buckle-down book	None	Benchmark testing Teacher observation TCAP test
Action Step	To continue Newspapers in Education program	2009-2011	Media specialist	Elizabethton Star newspaper	Newspapers ate donated each week	Teacher Observation Graded newspaper activities and writing activities
Action Step						

## GOAL 3 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**      SCIENCE Revised DATE:

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

<b>Goal</b>	To improve the average reporting category performance index score in the areas of 6 <sup>th</sup> grade Earth and Its Place in the Universe from 67 to 69; 7 <sup>th</sup> grade will improve in Properties of Matter from 62 to 64; 8 <sup>th</sup> grade will improve in Motion and Forces from 63 to 65
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Which need(s) does this Goal address?	Every child will demonstrate proficiency in the areas of science as addressed in the NCLB Act and Tennessee state curriculum as well as the state board of education policy.
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How is this Goal linked to the system’s Five-Year Plan?	<ol style="list-style-type: none"> <li>1. The plan will engage students in developing appropriate work skills.</li> <li>2. The plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.</li> <li>3. The successful implementation of this plan will help students succeed in higher-level thinking.</li> </ol>
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<b>ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)</b>	<b>IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)</b>
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<p>Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i></p>	<p>Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)</p>
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		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	To implement benchmark tests to assess state standards every nine weeks	2009-2011	All science teachers	Science text	None	Analysis of benchmark data Teacher observation	
Action Step	To emphasize science vocabulary (TCAP Appendix E)	2009-2001	All science teachers	Internet Science text	None	Teacher observation Classroom tests	
Action Step	To conduct hands-on lab activities	2009-2011	All science teachers	Various lab supplies	\$200 classroom funds	Monitoring of writing and analysis of lab activities by teacher	
Action Step							

## GOAL 4 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)** SOCIAL STUDIES

Revised DATE: \_\_\_\_\_

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

Goal	Improve Average Reporting Category Performance Index score from 62-64 with emphasis on geography
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Which need(s) does this Goal address?	Every child will demonstrate improvement in the area of problem solving as addressed in the NCLB and Tennessee State Curriculum.
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How is this Goal linked to the system’s Five-Year Plan?	<ol style="list-style-type: none"> <li>1. The plan will engage students in developing appropriate work skills.</li> <li>2. The plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.</li> <li>3. The successful implementation will help students succeed in higher-level thinking.</li> </ol>
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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	To implement The Daily Geography program with bi-weekly tests	2009-2011	All social studies teachers	The Daily Geography program	None	Bi-weekly testing Teacher observation
Action Step	To focus on social studies vocabulary and reinforced in other classes	2009-2011	Social studies, language arts teachers	Social studies text	None	Teacher observation Classroom tests TCAP
Action Step	To use hands-on map interpretation biweekly	2009-2011	All social studies teachers	Maps, text, various other map-related supplies	Teacher classroom money	Hands-on monitoring by teacher
Action Step						



## GOAL 1 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)** MATH

Revised DATE:

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

Goal

Improve Average Reporting Category Performance Index Score from 63% to 65% with emphasis on problem solving, measurement, and geometry.

Which need(s) does this Goal address?

Every child will demonstrate improvement in the area of problem solving as addressed in the NCLB and the Tennessee State Curriculum.

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

1. This plan will engage students in developing appropriate work skills.
2. This plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.
3. Implementation of this plan will help students succeed in higher-level thinking in all disciplines.

**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
2009-2011	All math teachers	Saxon Math books	None	Benchmark tests Teacher observation/interaction TCAP Scores	
2009-2011	All math teachers	Teacher-made tests	None	Benchmark test	
2009-2011	Extended contract teachers	Extended contract teachers, Saxon Math	None	Weekly tests Benchmark test Teacher Observation	

Action Step

To incorporate daily problem solving skills through the use of Saxon Math Program

Action Step

To implement benchmark testing each nine weeks

Action Step

To begin weekly tutoring for all students with emphasis on problem solving, measurement, and geometry

Action Step

## GOAL 2 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1) LANGUAGE ARTS**

Revised DATE: \_\_\_\_\_

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

<b>GOAL</b>	Improve the Average Reporting Category Index score in the area of reading comprehension with emphasis on text analysis of nonfiction
Which need(s) does this Goal address?	Every child will demonstrate proficiency in the area of reading comprehension as addressed in NCLB and the Tennessee state curriculum and state board of education policy.
How is this Goal linked to the system's Five-Year Plan?	<ol style="list-style-type: none"> <li>1. This plan will engage students in developmentally appropriate work/</li> <li>2. This plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.</li> <li>3. The successful implementation of this plan will help students succeed in higher-level thinking in all disciplines.</li> </ol>

**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	To provide daily instruction in basic text understanding with focus on the extension and use of nonfiction texts, author's purpose, inference, analysis interpretation, and comprehension.	2009-2011	All language arts teachers	Reader's Handbook Daybook of Critical Thinking	None	Teacher observation Reading proficiency across the curriculum	
Action Step	To implement weekly instruction and evaluation of all students with emphasis on areas targeted for improvement to be used in gathering RTI data.	2009-2011	All language arts teachers	Buckle-down book	None	Benchmark testing Teacher observation TCAP test	
Action Step	To continue Newspapers in Education program	2009-2011	Media specialist	Elizabethton Star newspaper	Newspapers ate donated each week	Teacher Observation Graded newspaper activities and writing activities	
Action Step							

## GOAL 3 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**      SCIENCE Revised DATE:

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

Goal	To improve the average reporting category performance index score in the areas of 6 <sup>th</sup> grade Earth and Its Place in the Universe from 67 to 69; 7 <sup>th</sup> grade will improve in Properties of Matter from 62 to 64; 8 <sup>th</sup> grade will improve in Motion and Forces from 63 to 65
Which need(s) does this Goal address?	Every child will demonstrate proficiency in the areas of science as addressed in the NCLB Act and Tennessee state curriculum as well as the state board of education policy.
How is this Goal linked to the system’s Five-Year Plan?	<ol style="list-style-type: none"> <li>1. The plan will engage students in developing appropriate work skills.</li> <li>2. The plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.</li> <li>3. The successful implementation of this plan will help students succeed in higher-level thinking.</li> </ol>

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

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	To implement benchmark tests to assess state standards every nine weeks	2009-2011	All science teachers	Science text	None	Analysis of benchmark data Teacher observation	
Action Step	To emphasize science vocabulary (TCAP Appendix E)	2009-2001	All science teachers	Internet Science text	None	Teacher observation Classroom tests	
Action Step	To conduct hands-on lab activities	2009-2011	All science teachers	Various lab supplies	\$200 classroom funds	Monitoring of writing and analysis of lab activities by teacher	
Action Step							

## GOAL 4 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)** SOCIAL STUDIES

Revised DATE: \_\_\_\_\_

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

**Goal** Improve Average Reporting Category Performance Index score from 62-64 with emphasis on geography

**Which need(s) does this Goal address?** Every child will demonstrate improvement in the area of problem solving as addressed in the NCLB and Tennessee State Curriculum.

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

1. The plan will engage students in developing appropriate work skills.
2. The plan is aligned with state curriculum standards and should improve at a rate at least as fast as NCLB standards.
3. The successful implementation will help students succeed in higher-level thinking.

**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
2009-2011	All social studies teachers	The Daily Geography program	None	Bi-weekly testing Teacher observation	
2009-2011	Social studies, language arts teachers	Social studies text	None	Teacher observation Classroom tests TCAP	
2009-2011	All social studies teachers	Maps, text, various other map-related supplies	Teacher classroom money	Hands-on monitoring by teacher	

**Action Step** To implement The Daily Geography program with bi-weekly tests

**Action Step** To focus on social studies vocabulary and reinforced in other classes

**Action Step** To use hands-on map interpretation biweekly

**Action Step**

