

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

Assurances

with Signature of Principal

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

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

Signature of Principal

Date Signed

SCHOOL IMPROVEMENT PLAN COMMITTEES

COMPONENT 1 *School Profile and Collaborative Process*

NAMES

Rebecca Hale, *Chair*
Nicole Pearce-Webb
John Phillips
Jennifer Barter
Michelle Lambert
Ethel Harris
Ann Godfrey
Anthony Padelski

COMPONENT 2 *Beliefs, Mission and Vision*

Julia Henry, *Chair*
Maria LaBarbera
Brandie Sanchez
Robyn Lamb
Autumne Edmonds
Ann Mettetal
Allison Russell
Robin Kick
Patti Janutolo
Sara Overbay
John Phillips

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

Leanna Baldwin, *Chair*
Bill Smith
Judy Tucker
Carol Gentry
Joey Pugh
Roberta Kuziola
Karen Anderson

COMPONENT 4 *Action Plan Development*

Dawn Wagner, *Chair*
Jamie Wampler
Carol Boyd
April Teilhet
Anthony Padelski
Anne Ferenbach
John Phillips

COMPONENT 5 *The School Improvement Plan and Process Evaluation*

John Phillips, *Chair*
Lisa Reed
Kelly Slocum
Sean Murphy
Cathy Botts
Candice Gurley
Ginger Staten
Kelli Ledford

Anthony Padelski, SBC Chair*
John Phillips, Principal*

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
Rebecca Hale		Teacher, 1 st Grade	All Components
John Phillips		Principal	All Components
Anthony Padelski	Yes	Teacher, 4 th grade	All Components
Julia Henry		Teacher, 4 th grade	All Components
Dawn Wagner		Teacher, Multiage	All Components
Leanna Baldwin		Teacher, Related Arts	All Components
Ann Godfrey		Parent Representative	All Components
Robin Kick		PTA Representative	All Components
Vickie Combs		Community Representative	All Components

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

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Anthony Padelski	Teacher, 4 th grade	
Rebecca Hale	Teacher, 1 st grade	Yes
Nicole Pearce-Webb	Teacher, 3 rd grade	
Jennifer Barter	Teacher, 3 rd grade	
Michelle Lambert	Teacher, 5 th grade	
Ethel Harris	Teacher, Related Arts	
Ann Godfrey	Parent Representative	
John Phillips	Principal	

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

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

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Julia Henry	Teacher, 4 th grade	Yes
Maria LaBarbera	Teacher, Related Arts	
Brandie Sanchez	Teacher, 4 th grade	
Autumne Edmonds	Teacher, 5 th grade	
Ann Mettetal	Teacher, Related Arts	
Robyn Lamb	Teacher, 3 rd grade	
Alison Russell	Teacher, Special Education	
Robin Kick	PTA Representative	
Sara Overbay	Teacher, Kindergarten	
John Phillips	Principal	
Anthony Padelski	Teacher, 4 th Grade	

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Leanna Baldwin	Teacher, Related Arts-Music	Yes
John Phillips	Principal	
Anthony Padelski	Teacher, 4 th Grade	
Bill Smith	Teacher, 5th	
Judy Tucker	Teacher, 3rd	
Carol Gentry	Teacher, 4th	
Joey Pugh	Teacher, 3rd	
Roberta Kuziola	Teacher, Related Arts-PE	
Karen Anderson	Teacher, 2nd	

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Dawn Wagner	Teacher, Multiage	Yes
Jamie Wampler	Teacher, Kindergarten	
Anthony Padelski	Teacher, 4 th Grade	
April Teilhet	Teacher, Kindergarten	
Carol Boyd	Teacher, Multiage	
Anne Ferenbach	Teacher, Related Arts	
John D. Phillips	Principal	

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
John Phillips	Principal	Yes
Lisa Reed	Teacher, 1 st grade	
Cathy Botts	Teacher, Multiage	
Kelly Slocum	Teacher, 1 st grade	
Candice Gurley	Teacher, Multiage	
Sean Murphy	Teacher, 5 th grade	
Anthony Padelski	Teacher, 4 th Grade	
Kelli Ledford	Teacher, Related Arts	
Ginger Staten	Classified Representative	

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

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

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

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3.1: Data Sources (including surveys)

Data Source	Relevant Findings
Parent Demographic Survey	336 surveys were returned from a population of 409 families at a return rate of 82%.
Parent Climate Survey	301 surveys were returned from a population of 395 families at a return rate of 76%. Results from the survey indicated that our families were highly satisfied with the quality and dedication of our teachers and staff. They indicated that Lake Ridge provided a positive learning environment where children were valued and taught to value and respect others. They also indicated that the school was safe, clean, and had a friendly atmosphere. Families believed that the teachers and staff used effective ways to communicate about individual students and general school activities. Parents expressed concerns about the meals served in our cafeteria. Parents felt Lake Ridge provided a safe environment for their children. In summary, of the 301 surveys returned, 93.64% of all survey questions were answered in the category of strongly agree or agree. Only 2.21 % of all survey questions were answered in the category of strongly disagree or disagree. Only 4.15% of all survey questions were answered in the category of no opinion or not applicable. Overall, there was an extremely high level of satisfaction among our families regarding their children’s education.
Teacher Demographic Survey	No current faculty members are teaching a course outside their area of certification. Lake Ridge faculty is 100% highly qualified.
Teacher/Staff Climate Survey	100% of the Teacher/Staff surveys were returned. According to the survey results 100% of the staff felt that Lake Ridge was a good place to teach and learn. The staff also felt that the working conditions were good and that employees considered their work to be interesting and challenging. 52% staff members felt that communication could be improved.
First Tennessee Development District Office	Community demographic information for both Johnson City and Washington County was obtained from the 1 st Tennessee Development District Office.

Parent/Guardian Demographics/Characteristics

Data Collection – Parent surveys are conducted every 3 years. The most recent was during the 2010-2011 school year. The SIP committee designed and distributed a school climate survey to all 395 families at Lake Ridge School. The SIP committee designed and distributed a demographic survey during the 2007-2008 school year. The information from this survey was collected on a voluntary basis and 336 surveys were completed at a return rate of 82%.

Race & Ethnicity: of the 336 surveys returned

Race/Ethnicity	Mother	Father	Guardian
African American	1.5%	4.9%	0%
White	91.6%	86.9%	100%
Hispanic	1.5%	2.1%	0%
Asian	4.2%	4.3%	0%
Bi-Racial	0%	0.6%	0%
Other	1.2%	1.2%	0%

Only 2% of Lake Ridge students live with Guardians.

Marital Status: Of the surveys returned, 82.7% of parents were married; 15% were divorced, 1.6% was separated and 0.65% are deceased.

Guardianship – Of the surveys returned, 80.7% of the students lived with both parents, 13.4% lived with their mothers, 3.9% lived with their fathers and 2% lived with their grandparents.

Level of Education – Of the 336 surveys returned

Level of Education	Mother	Father
No HS Diploma or GED	2.2%	2.7%
High School Diploma	17.3%	16.8%
GED Certificate	1.5%	3.0%
Attended Vocational/Technical School	6.2%	6.6%
Associate Degree	13.9%	8.1%
BS or BA Degree	38.3%	35.7%
Advanced Degree	20.7%	24.9%
Active Military	0%	2.1%

Income Level – Of the 336 Surveys returned

Annual Income	Percent Households
\$0-19,000	5.8%
\$20,000-30,000	5.8%
\$31,000-50,000	11.7%
\$51,000-80,000	19.5%
\$81,000-100,000	22.4%
\$100,000+	34.7%

Employment Status – Of the 336 surveys returned 63.8% of the mothers were employed, 97.6% of the fathers were employed and 100% of the Guardians were employed.

Unemployment Status – Of the 336 surveys returned 7.8% of the mothers were unemployed, .61% of the fathers were unemployed and 0% of the guardians were unemployed.

Unemployment was defined as currently not working but seeking employment.

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

Lake Ridge School is located in the rapidly developing area of north Johnson City which is quickly changing from a rural setting to a suburban community. The school sits atop a hill overlooking Boone Lake and is surrounded by many new and growing neighborhoods – some completed and some just beginning. In the lobby of the school, a brick sculpture displays Tennessee symbols, which can be found throughout the building in the six academic pods. The firefly, raccoon, box turtle, mockingbird, tulip poplar, and iris are used in murals to identify each pod. The professionally painted murals were created by a local artist, Leanne Agee. Ms. Agee received a community award for her work in the school. Also included in the paintings is an “Explorer” which was chosen as the school mascot in the fall of 1998. Students and visitors are guided through the building by the maps the Explorer holds.

The school community has been together for 12 years. We continue to evolve into a cohesive educational community. Stakeholder groups, along with our Site-Based Council, acted as the primary group to revise our School Improvement Plan. All stakeholder groups had ample opportunity for review and input on the plan.

STUDENT CHARACTERISTICS

Number of Students, Race, Gender, and Ethnicity: The demographics of the 520 students enrolled in Lake Ridge in the 2010-2011 school year consist of 455 White students, 22 Hispanic students, 21 Asian students, 3 Indian and 19 African American students. There are 267 males and 253 females.

Extracurricular Involvement: Lake Ridge students have a variety of activities in which they may be involved. The students may choose from Chorus, Drum Circle, Recorder Ensemble, Family Math Night, Wonders of Science, Reflections, Book Club, Lake Ridge Live Morning News Show, Girls on the Run, Lake Ridge Morning Running Club, and Library Helpers. School facilities, including an outdoor walking track, are used after school by scouts, athletic teams, cheerleading squads, and other community organizations. There are also enclosed playgrounds with equipment appropriate for children ages 3-12 and a basketball court on campus that is used by the community.

Free and Reduced Lunch Rate: 17 % of Lake Ridge students are identified as free and reduced lunch.

Special Education Population Rate: The special needs population of Lake Ridge includes speech, intellectually gifted, learning disabled, orthopedically impaired, autism, developmentally delayed, visually impaired, and language impaired. This program serves students in grades K-5. Special education students are provided with the least restrictive environment possible. Academics served by the special education department include language arts, reading, written expression, math calculation, math reasoning, speech and language services, as well as enrichment for the gifted. Occupational Therapy, Physical Therapy, and assistive technology are also provided for students who meet the standards for services. All students are fully included in the general education curriculum with modifications. An assistant is provided as needed with recommendations of the IEP team. Lake Ridge School provides the most effective learning environment for each student as needed. There are 21 intellectually gifted students, 35 learning disabled/other disabled students, 24 speech students, 2 hearing impaired students, and 1 visually impaired student who are served by the special education department.

English Language Learner Population Rate: twenty-one children (four percent) are currently enrolled and getting additional support in English language acquisition.

Classes without Credentialed Teacher: There are no faculty members teaching outside their area of certification.

Length of School Year and School Day: Students attend school for 180 days a year and teachers work 200 days a year. The school day for students is seven hours beginning at 8:15 A.M. and ending at 3:15 P.M. The school day for the teachers is 7 and one-half hours long beginning at 8:00 A.M. and ending at 3:30 P.M.

Per Pupil Expenditure: The expenditure for students is \$9,059 per year.

Attendance Rate:

Grades	Average Daily Attendance	Percentage
K-5	511.09	95.8%

Discipline Referrals (Grades K-5): 91 students were referred for disciplinary action.

Retention Rate: There were 1.8% of students retained in the 2009-2010 school year.

Transfer/Drop Rate: The transfer rate into Lake Ridge is 8%, while the transfer rate out of Lake Ridge is 8.5%.

Promotion Rate: There was 98.8% percent of the 2009-2010 student population who were promoted.

Grading Scale: Our report card system is standard throughout the school system. Pre-K and Kindergarten use a skills checklist. First Grade and Second Grade use subject area checklists based on a 1-4 rating scale. Grades 3, 4, and 5 receive the following grading scale:

A	93-100	Excellent
B	85-92	Above Average
C	75-84	Average
D	70-74	Below Average
F	50-69	Failing

Teachers send home a mid-term report at the mid-point of each nine-week period. A formal report card is sent home at the end of each nine-week grading period which is signed by the parents and returned to school.

STAFF CHARACTERISTICS

Faculty Demographics: Lake Ridge currently has one principal, twenty-six classroom teachers, five full-time related arts teachers, two part-time related arts teachers, one full-time special education teacher, one part-time special education teacher, three special education assistants, one part-time speech/language teacher, one part-time technology coordinator, one part-time technology assistant, one part-time literacy enrichment assistant, one full-time media assistant, two part-time classroom assistants, a preschool director, three preschool teachers, and three preschool assistants. In addition, two secretaries, a full-time bookkeeper, three full-time custodians, one part-time custodian and four cafeteria workers are employed at Lake Ridge. The principal is a white male. The classified staff, which consists of office staff, assistants, custodians, and cafeteria workers, includes 15 white females, 2 black females, and 2 white males. Twelve percent of the faculty and administration have zero to three years experience. Fifteen percent have three to ten years, and seventy-three percent have ten or more years of experience. Sixty-nine percent of the faculty holds a master's degree. Four percent hold a specialist degree. Eight percent hold a doctoral degree. No teachers are currently teaching a course outside their area of certification. Lake Ridge faculty is 100 percent Highly Qualified.

SCHOOL CHARACTERISTICS

Historical Background: Lake Ridge is the newest of Johnson City's eight elementary schools. Lake Ridge opened in a temporary facility in August of 1998 and moved to its current location upon completion in January of 1999. The school's population was formed from three other schools when the majority of the Johnson City School system was rezoned in 1998. The faculty was created with teachers from five other schools and two newly-hired teachers.

Facilities: Lake Ridge sits atop a hill overlooking Boone Lake, surrounded by many large and growing neighborhoods. The physical building is approximately 80,000 square feet with six academic pod areas that each have four classrooms where K – 5 students spend the majority of their day. Those classrooms surround the Media Center and Computer Lab. The related arts areas, two kindergarten classes, preschool, Special Education, Speech, two counselors provided by the HEROS Grant and Educare are located in the east wing. The cafeteria, gym, music room and Little Theater are also located in that area of the school.

Environmental and Safety Conditions: Lake Ridge has a S.A.F.E. team committee consisting of representatives from each academic department as well as from the cafeteria, preschool and custodial staff. This committee meets as needed to discuss new issues and safety needs. It also surveys parents, students, teachers and the community to identify concerns. Based on data gathered from past surveys, crisis plans have been put into place. Staff and faculty have notebooks with all procedures and safety routines listed for quick reference.

Family Communication: Families are given information about upcoming events and activities via our school website and monthly PTA newsletter – “News on the Ridge.” Teachers provide additional information by sending home regular classroom newsletters and updating their class websites. Last year our Library/Media Center began a morning news program called “Lake Ridge Live” which is manned by 100 fourth and fifth grade students. This show is broadcast daily to each classroom. In the spring of 2007 a new television was installed in our lobby so that parents and visitors can also watch the show and keep current on daily and upcoming events. This has proven to be an excellent communication tool for our staff and Lake Ridge families.

Family Support: Family support is extremely high at Lake Ridge, with approximately 2,273 volunteer hours logged from August, 2009 until January, 2010. There is approximately a 25 member P.T.A. Board that organizes homeroom parents and coordinates fundraising activities and volunteers for special events such as: Family Math Night, Fall Festival and Auction, Walk-A-Thon (Explorers’ Expedition) and Field Day.

COMMUNITY CHARACTERISTICS

Size of Community – Johnson City is located in Washington County in the Upper East portion of Tennessee. The population of Johnson City is 58,718 and the population of Washington County is 114,316. Johnson City has a growing industrial base and is an increasingly diverse community from a sociologic basis.

POPULATION CHARACTERISTICS:

Age	Number	% of Population
Under 5 years old	6,747	5.9%
5-14 years old	13,275	11.6%
15-24 years old	15,711	13.7%
25-44 years old	32,347	28.3%
45-59 years old	23,758	20.8%
60 and up	22,478	19.7%
Total	114,316	100%

Race/Ethnicity

White	90.1%
African American	6.4%
Other	3.5%

Average Income or Economic Level – The per capita income for Washington County is \$28,115, with a median household income of \$36,373. The county has 14.9% of its population at or below poverty level.

Major Employers – The major employers in Johnson City / Washington County are: Mountain States Health Alliance (5,500), East Tennessee State University (2,088), Citi Commerce Solution (1,700), Washington County School System (1,275), James H. Quillen V.A. Center (1,265), American Water Heater (1, 202), AT&T Wireless (1,000), Johnson City School System (925), City of Johnson City (843), and Advanced Call Center Technologies (600).

Employment Rate – The unemployment rate in Washington County is 4.7%. The percent of the population living in poverty in the county is 14.9%.

Residents with School-Age Children – Out of Washington County’s population there are 30,311 K-12 school-age children.

Number of Private Schools in the Area – There are 10 private schools in the Washington county area, 3 of which are early childhood programs. Family Christian Academy is not a school but provides home school curriculum and information for grades K-12.

School-Business Partnerships - Fun Expedition, Chuck-E-Cheese, Johnson City Press, and Chick-Fil-A have teamed with Lake Ridge as our Partners in Education. In addition to monetary support, these businesses assist with Fall Festival activities, Carnivale celebration, Explorer Expedition Walk-a-Thon, Family Math Night, Field Day and other special events.

Group Homes/Substance Abuse Centers/Homeless Shelters – Information on group homes was collected and studied. Within Washington County there are a total of 4.013 individuals living in group homes. These facilities included institutionalized homes, correctional institutions, and nursing homes.

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

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

(*Rubric Indicator 1.4*)

List Data Sources

2009 Lake Ridge School Report Card 3rd- 5th grade
2009 Johnson City School Report Card
2009 Tennessee Report Card
2009 TCAP for 3rd – 5th grade
2009 State Writing Assessment
2005 – 2009 TCAP Results
2008 No Child Left Behind Report
Pearson Benchmark Assessments Grades 2-5
DIBELS (Palm Pilot Assessments)
Reading 3-D (Palm Pilot Assessments)
Attendance Reports
Mobility Index
Discipline Reports
Report Cards and Mid-Term Progress Reports
Reading Houghton Mifflin End-of-Year Exam – Grades 1-2
Thinking Maps
Rubrics
Teacher Created Tests
Attendance Rates
Promotion/Retention Rate
Surveys – Parent and Teacher
Computer Projects
Brigance (Pre/Post Kindergarten Screening Instrument)
Harcourt Math On-line
End-of-Year Test
Unit Tests (Teacher Created/Textbook Created)
Individual Achievement Tests
Teacher Designed Rubrics
AYP Reports for 3rd -5th grade
Value Added Score
Disaggregated Data for Subpopulations
CPS Performance System
Exam View to assess Social Studies
Anecdotal Records
Running Records
Six Traits of Effective Writing
Portfolios
IEP (Individual Education Plan)
BrainPop and BrainPop Jr.
United Streaming
Learn 360
Math Facts
Children’s Progress

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.

During the school year, multiple methods of assessment were incorporated in making the decisions for our action plan. The intent of this data analysis is to support our school in its efforts to improve the teaching and learning process.

As data are collected, the faculty and administration analyze the documents to determine areas of strength and areas to strengthen. Data collected over time provides a comprehensive overview of student progress. A minimum of three years of data regarding academic and non-academic issues drives the decision-making process. Multiple measures such as demographics, perceptions, student learning, and school processes establish the plan for allocation of resources such as personnel, professional development, technology, and instructional materials.

Non-Academic Data

One hundred percent of all teachers at Lake Ridge School are highly qualified. The school's promotion rate was 98.2% and the attendance rate was 96.4. Both promotion and attendance rates exceeded the state goals of 97% and 93% respectively.

Academic Data

DIBELS

K – 1

DIBELS stands for “Dynamic Indicators of Basic Early Literacy Skills”. It is a research-based assessment used to evaluate a variety of skills for fluency in grades kindergarten and first. The assessment is given three times per school year (beginning, middle, and ending of the year) and is revisited with the students who fall within the “at risk” category.

Kindergarten

At Risk – 5%
Some Risk – 12%
Low Risk – 83%

First Grade

At Risk – 8%
Some Risk – 16%
Low Risk – 76%

2010 5th Grade Writing Assessment: 4.5

2005: 4.5
2006: 4.5
2007: 4.5
2008: 4.4
2009: 4.4
2010: 4.5

This is an “A” on the state report card. Students at Lake Ridge School continue to exceed the state average on the state writing assessment.

Pearson Benchmark Assessment 2009-2010

Three hundred and thirty-one students in grades second through fifth participated in the 2009-2010 Benchmarks. The assessment tests reading/language arts and math skills.

Strengths in Reading/Language Arts by grade levels are:

- Grade 2 – Identify and use adjectives, nouns, pronouns, and verbs
- Grade 3 – Recognize usage errors occurring within context
- Grade 4 – Identify the correct use of nouns and pronouns within context
- Grade 5 – Identify compound words, contractions, and common abbreviations within context

Areas to Strengthen in Reading/Language Arts by grade levels are:

- Grade 2 – Show evidence of expanding language through vocabulary growth.
- Grade 3 – Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).
- Grade 4 – Choose a topic sentence for a paragraph
- Grade 5 – Identify information that should or should not be included in a citation

Strengths in Math by grade levels are:

- Grade 2 – Describe common geometric attributes of familiar plane and solid objects
- Grade 3 – Solve problems that involve the inverse relationship between multiplication and division
- Grade 4 – Graph and interpret points with whole number or letter coordinates on grids or in the first quadrant of the coordinate plane.
- Grade 5 – Identify a three-dimensional object from two-dimensional representations of that object and vice versa.

Areas to Strengthen in Math by grade level are:

- Grade 2 – Reflect, rotate, and translate shapes to explore the effects of transformations
- Grade 3 – Identify equivalent fractions given by various representations
- Grade 4 – Find factors, common factors, multiples, and common multiples of two numbers.
- Grade 5 – Decompose irregular shapes to find perimeter and area

Criterion Referenced Testing (CRT) Data from TCAP testing

Proficient/Advanced in Math (All Students)	73% (State Target is 34%)
Proficient/Advanced in Reading (All Students)	67% (State Target is 51%)
Proficient/Advanced in Math (Economically Disadvantaged)	49% (State Target is 23%)
Proficient/Advanced in Reading (Economically Disadvantaged)	40% (State Target is 38%)
Proficient/Advanced in Math (African Americans)	60% (State Target is 18%)
Proficient/Advanced in Reading (African Americans)	46% (State Target is 33%)
Proficient/Advanced in Math (Students with Disabilities)	39% (State Target is 19%)
Proficient/Advanced in Reading (Students with Disabilities)	38% (State Target is 38%)

Value Added Data

The 2009 value added data shows that the three year average for all students in fourth and fifth grades earned an “A” in the social studies, “B” in the subject areas of reading/language arts, and math, “C” in science. In fourth grade, the data show an increase in the mean gain score in social studies from 3.2 to 5.2, Science from -5.7 to -2.0, math from -0.4 to 5.9, and a decrease in reading/language arts from 0.5 to -0.4. In fifth grade, the data show an increase in the mean gain in science from -0.3 to 0.7, and a decrease in social studies from 5.3 to -0.1, reading/language arts from 3.3 to -3.7 and math from 4.1 to -6.0.

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

Report Card Data Disaggregation

Observations from the 2010 test data related to subgroups indicate the following:

Race/Ethnicity

Subpopulation is not large enough to report adequate data.

Economically Disadvantaged

Students economically disadvantaged in the fifth grade were 42% proficient/advanced in math in 2010 showing an increase from 37% in 2009. These students were also 42% proficient/advanced in reading/language arts in 2010 showing an increase from 40% in 2009.

Students economically disadvantaged in the fourth grade were 26% proficient/advanced in math in 2010 showing an increase from 21% in 2009. These students were also 39% proficient/advanced in reading/language arts in 2010 showing a increase from 27% in 2009.

Students With Disabilities

In 2010, students with disabilities in the fifth grade were 29% proficient / advanced an increase from 4% in 2009. There was also an increase in reading/language arts to 43% in 2010 from 4% in 2009.

In 2010, students with disabilities in the fourth grade were 0% proficient /advanced, a decrease from 15% in 2009. There was also an decrease in reading/language arts to 9% in 2010 from 19% in 2009.

LEP

This sub group population reported N/A on the report card for grades three, four, and five.

Proficiency Level Disaggregation

In fourth grade math, we had a gain of 7.1 in the non-proficient area, a gain of 7.0 in the proficient area and a gain of 3.1 in the advanced category. In the reading/language arts area, there was a negative gain of -0.4 in the non-proficient area, a negative gain of -0.2 in the proficient area and 0.0 in the advanced area.

In fifth grade math, we had a negative gain of -4.3 in the non-proficient area, a negative gain of -4.1 in the proficient area and a negative gain of -9.8 in the advanced area. There was no gain in the non-proficient category.

In fifth grade reading/language arts, we had a negative gain of -6.4 in the non-proficient area, a negative gain of -3.1 in the proficient area and a negative gain of -1.1 in the advanced area.

Report Card Data Disaggregation

Growth Differences Between High, Middle, and Low Achievers

Math

A gain of 7.8 was reported in our lowest achievement subgroup in fourth grade math (fewer than 16 students), a gain of 7.6 in the middle subgroup, and a gain of 7.4 in the highest achieving subgroup. Fifth grade showed no gains reported in our lowest subgroup (less than 10 students). a negative gain in the middle achievers of -4.7, a negative gain of -5.4 in the high achievers,

Reading/Language Arts

In fourth grade there was a negative gain of -0.6 reported in our lowest achievement subgroup, a negative gain of -4.2 in the middle subgroup, and a gain of 3.6 in the advanced group. In fifth grade, there was no gain reported in our lowest achievement subgroup, a negative gain of -7.5 in the middle subgroup, and a gain of 1.8 in the advanced group.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

The state report card indicates that Lake Ridge students are performing above the state average in all academic areas. Although Lake Ridge students have consistently scored above the state average in all academic areas, students with disabilities in science and math were targeted as areas to strengthen. On the 2010 value added scores, Lake Ridge School achieved an “A” in social studies, “B’s” in reading/language arts and math, a “C” in science. Math and science are being targeted as goals.

Areas of Strength

- An average of 4.5 on the TCAP fifth grade writing assessment
- The fourth grade value added 3 year average gain in math was 1.5 compared to the state 3 year average gain of -0.5
- The fourth grade value added 3 year average gain in social studies was 4.4 compared to the state 3 year average gain of 0.2
- The fifth grade value added 3 year average gain in reading/language arts was a 1.2 compared to the state 3 year average gain of -1
- The fifth grade value added 3 year average gain in science was 1.8 compared to the state 3 year average gain of -0.8
- The fifth grade value added 3 year average gain in social studies was 3.9 compared to the state’s 3 year average gain of 0.3
- All subgroups in math and science surpassed state targets goals

Narrative Synthesis of Data

Areas to Strengthen

- The fourth grade value added 3 year average gain in reading/language arts was -0.1 compared to the state's 3 year average of -0.8
- The fourth grade value added 3 year average gain in science was -1.5 compared to the state's 3 year average gain of -0.7
- Fifth grade value added math scores for low, proficient, and advanced
- Fifth grade value added reading/language arts scores for low, proficient, and advanced students.
- The proficiency gap between our students in the socio-economically disadvantaged subpopulation and all other students.
- The proficiency gap between our students with disabilities and all other students.

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

Identified goals address the content areas of math and reading in students with learning disabilities. This focus will result in higher achievement for all students.

Adequate Yearly Progress

- We will achieve a growth standard of A in all content areas, except in the area of science, in which we will achieve a growth standard of B on the 2011 Report Card.
- All fourth grade students will make at least a 0.0 gain (at least one year's growth) in science, reading/language arts, and math
- All fifth grade students will make at least a 0.0 gain (at least one year's growth) in reading/language arts and math.
- Our students with disabilities will make at least one year's growth or more in the area of math and reading, meeting or surpassing the state target goal.
- Our economically disadvantage students will make at least one year's growth or more in the area of math and reading, meeting or surpassing the state target goal.

Component 2 – Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

1. We believe that students learn at high levels when hands-on activities are being performed in a risk-free, nurturing, and safe environment.
2. We believe all students should be given the opportunity to progress at a pace according to their potential and individual learning styles. Therefore, instructional procedures are research- based to maintain high expectations for all.
3. We believe ongoing assessments provide the necessary data to effectively plan and implement differentiated instruction for each student.
4. We believe promoting a high performing learning environment is the responsibility of all stakeholders.
5. We believe the commitment to continuous improvement is imperative for enabling students to succeed in an ever changing world as policies and procedures are aligned with local, state, and federal standards.

Common Mission

As a learning community characterized by creativity, inquiry, and personal responsibility, our students will demonstrate academic proficiency and beyond as measured by local, state, and national standards.

Shared Vision

Lake Ridge School's vision is that all stakeholders strive toward excellence for all students, that they possess foundations necessary to succeed at the next level in their education, and that they discover their own unique passions that promote life-long learning.

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

TEMPLATE 3.1.a: Curricular Practices

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

<p>Current Curricular Practices</p>	<p>Lake Ridge has established school wide achievement benchmarks. (identify practice)</p>	<p>Teaching and learning materials are correlated to the state standards and distributed to the instructional staff at Lake Ridge. (identify practice)</p>	<p>Lake Ridge has established a grade appropriate cohesive standards based model for literacy. (identify practice)</p>	<p>Lake Ridge has implemented formative assessment aligned with school benchmarks. (identify practice)</p>	<p>Monitoring is in place for enhancing the quality of curriculum and instruction at Lake Ridge. (identify practice)</p>	<p>Lake Ridge has a support system in place for enhancing the quality of curriculum and instruction. (identify practice)</p>	<p>Lake Ridge uses the Tennessee Department of Education state approved standards and provides training to staff in the use of standards. (identify practice)</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>+ Pearson tests(Language Arts and Math) (grades 2-5) + Math Benchmark tests (K-2) + TCAP Writing Assessment (5th grade)</p>	<p>+All student textbooks are aligned with the Tennessee State Curriculum Standards. + Members of the Lake Ridge Faculty serve on a</p>	<p>+ Guided Reading instructional strategies are used. +Six Traits of Writing instructional strategies are used. + Use of</p>	<p>+ Mathe- matics and Language Arts curriculums are mapped with a system wide pacing guide. + Math and</p>	<p>+ New and Tenured Teacher Evaluations + Principal “walk-throughs” take place on a daily basis. + Math</p>	<p>+ A mentoring program has been established. + Monthly vertical team meetings + Inservice and</p>	<p>+ Each teacher receives a copy of <u>A Blue Print for Learning: A Teacher’s Guide to the Tennessee Curriculum.</u></p>

	+ TCAP Academic Tests (grades 3-5), Children's Progress (CPAA)	system wide textbook adoption committee + Teaching and learning materials are aligned with the Tennessee State Curriculum.	Scholastic Leveled Library + Reading Methods endorsed by Fontas and Pinnell are used. + Recently adopted Reading textbooks Lindamood Bell Reading Intervention program.	Language Arts Benchmark tests (3-5) + Teacher created tests and quizzes +Thinking Maps + Pearson Testing Program + Palm Pilot in grades K-2	Benchmark tests (3-5) + Pearson tests(Lang. Arts and Math for grades 2-5) + TCAP Writing Assessment (5 th grade)	Professional Development opportunities	+ All teachers use the Tennessee State Curriculum as a guide for their instruction. + Teachers have received training in the Six Traits of Writing, which are aligned with the state standards.
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?	Generally effective, one grade level must improve its performance in the area of Mathematics	Effective	Effective	Effective	Effective	Effective	Effective

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Pearson Testing Mathematic Benchmark Test Data (K-2), TCAP Writing Assessment Data, TCAP Assessment Data</p>	<p>Textbooks, Science experiment kits for grades 3-5, and Lesson Plans</p>	<p>Lesson Plans, Grade Cards, Student Samples, Classroom Assessment Data, TCAP Writing Assessment Data, TCAP Assessment Data</p>	<p>Grade Cards, TCAP Assessment Data, Math Benchmark tests, Classroom Assessment Data, and Student Samples</p>	<p>Administrat or Evaluations, Informal observations based on “walk-throughs”</p>	<p>Administrat or Evaluations, Informal “walk-throughs,” Mentoring Logs, Inservice Attendance Logs</p>	<p>Grade Cards, TCAP Assessment Data, Classroom Assessment Data, and Lesson Plans</p>
<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>Lake Ridge School has received all A’s and B’s on the state report card for the past three years in all academic areas. Moreover, student performance on the TCAP tests in grades 3-5 has improved each year in all academic areas, which is reflected in the</p>	<p>All teachers at Lake Ridge School align their lesson plans with the Tennessee State Curriculum. Members of the textbook adoption committee evaluate all new textbooks for quality and alignment to the Tennessee State</p>	<p>Lake Ridge School has received all A’s and B’s on the state report card for the past three years in the areas of Reading and Writing, demonstrating that the faculty’s use of Guided Reading and Six Traits of Writing teaching</p>	<p>Lake Ridge School has received all A’s and B’s on the state report card in all academic areas for the past three years, demonstrating that the faculty’s use of teacher created assessments, Thinking</p>	<p>Lake Ridge School has received all A’s and B’s on the state report card in all academic areas, demonstrating the effectiveness of the monitoring system in place which ensures that all teachers are</p>	<p>New faculty members at Lake Ridge benefit from instructional and curricular knowledge of mentor teachers, as well as their knowledge of building procedures and practices. They learn new, effective,</p>	<p>Lake Ridge School has received all A’s and B’s on the state report card for the past three years in all academic areas, demonstrating the faculty’s effectiveness in using the Tennessee State standards to</p>

	<p>area of academic growth on the state report card with the exception of Mathematics. A grade of “B” was acquired in this area.</p>	<p>Curriculum. All science kits have materials and instructions for experiments that will support the learning outlined in the Tennessee State Curriculum.</p>	<p>strategies has been effective in improving and maintaining student performance in both of these academic areas.</p>	<p>Maps, Pearson tests, and the system wide Mathematics pacing guide has allowed them to monitor student achievement effectively throughout the academic year. It also ensures that all areas of student academic need are addressed and that instruction is aligned with the state curriculum and with school wide expectations</p>	<p>providing quality, standards-based instruction to all students. Moreover, time on task in the various classrooms is maintained due to the principal “walk-throughs”.</p>	<p>and curriculum based strategies from their mentor teachers to implement in their own classrooms to improve student performance. The vertical team meetings allow faculty to meet and discuss curriculum practices, issues and concerns across grade levels. This allows the faculty as a whole to see how curriculum is being effectively</p>	<p>guide and improve classroom curriculum and instruction.</p>
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						<p>used. Furthermore , Inservice and Professional development are provided for all teachers, especially in academic areas the school has identified as needing improve- ment. Teacher instruction has benefited from these opportunities as shown from high student performance on the TCAP test and Lake Ridge's high standing on the state</p>	
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						report card.	
Evidence of equitable school support for this practice	Teachers in grades 3-5 are required to use Mathematics Benchmark tests to evaluate student performance in the area of Mathematics. All teachers in grades 2-5 are required to give Pearson tests and to use the data collected from the test to improve instruction.	All members of the Lake Ridge faculty are involved in the textbook adoption process. They are allowed to evaluate the textbooks and offer feedback to the adoption committee representative. All science teachers, in grades 3-5 were involved in the process of designing the science kits to make sure they were properly aligned with the state curriculum.	All teachers are required to receive training in Guided Reading methods and in the Six Trait of Writing.	All teachers are provided with a system wide mathematics pacing guide, with training on how to use Pearson assessment data to guide instruction and training on how to use Thinking Maps effectively.	All new teachers are evaluated three times yearly. All tenured teachers are evaluated at least two times in a ten year period. Furthermore, every classroom is visited on a daily basis by the principal or the assistant principal.	All new teachers are assigned a mentor. All of the faculty are required to attend monthly vertical team meetings and to attend inservice and professional development sessions.	All teachers receive a copy of the <u>Blue Print for Learning</u> and are required to use it to guide all instruction.

<p>Next Step (changes or continuations)</p>	<p>Pearson tests and Mathematics benchmark tests will continue to be used to guide curriculum and instruction. Furthermore, one grade level will use supplemental methods to improve their mathematics instruction.</p>	<p>The faculty of Lake Ridge School and the textbook adoption committee representative will continue to review textbooks to ensure alignment with Tennessee State Curriculum Standards. Science kits will continue to be used and evaluated for alignment with the state standards.</p>	<p>Periodic training in both Guided Reading methods and in the Six Traits of Writing will continue to be used to guide and enhance reading and writing instruction.</p>	<p>The faculty will continue to use the system wide Mathematics pacing guide, Pearson tests and Thinking Maps.</p>	<p>Both new and tenured teachers will continue to be evaluated to ensure that the state curriculum is being taught and that instruction is of the highest quality. Moreover, informal principal visits will continue to be a method used by the administration to ensure time on task and to ensure that learning is taking place.</p>	<p>The mentoring program will continue to be used at Lake Ridge. Vertical team meetings will continue to be held and inservice sessions will be made available for all faculty.</p>	<p>Tennessee State Standards will continue to be used to guide curriculum and instruction.</p>
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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-** The Lake Ridge School Staff Development Council develops a yearly Staff Development Plan for the school’s faculty to follow. This plan provides the Lake Ridge Faculty with training in curricular and instructional areas that the school deems important and necessary to enhance student learning and achievement. A specific number of hours are set aside for each Staff Development session, including system wide and school based Mathematics inservices.
- **MONEY-** The Lake Ridge PTA has provided Lake Ridge’s Technology Committee with \$4,000 to help integrate technology in all areas of the curriculum.
- **PERSONNEL-** Johnson City School System’s Math coach visits at least once a month to provide teachers with support, materials, and instruction that is aligned with the Tennessee State Curriculum. A system wide technology coach visits the school once a week to instruct and assist teachers with technology needs as they relate to curriculum and instruction. Instructional assistants are used by many teachers to help them implement instruction based on the Tennessee State curriculum, especially with special needs students. Moreover, Lake Ridge has a school based technology coach who provides training to assist teachers with the integration of technology into the curriculum.
- **OTHER RESOURCES-** Numerous teacher resources and books are provided by the Lake Ridge School Library and are used to support curriculum and instruction in the classroom. Mathematics manipulative kits have been provided for every teacher and are used to support curriculum. A technology committee ensures that curriculum and instruction are being enhanced and supported. Furthermore, Science experiment kits are provided for teachers in grades 3-5 to support the Science curriculum.

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

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

- **TIME**-More time should be spent supporting mathematics and science instruction through continued professional development opportunities. Hence, the Staff Development Committee should readily engage itself in providing inservice hours dedicated to enhancing mathematics and science instruction that is more closely aligned with the State Curriculum.
- **MONEY**-More funds should be dedicated to improve and support mathematics and science curriculum and instruction(technology funds, PTA funds, equipment funds and other external sources)
- **PERSONNEL**-A math coach should continue to be provided to help teachers give quality mathematics instruction that is aligned with the State Curriculum.
- **OTHER RESOURCES**-More mathematics and science -related teacher resources and books that are correlated to the state curriculum should be provided to the faculty to help more readily support student learning.

Equity and Adequacy:

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

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes, however, more funds and resources should be provided which will enable teachers to teach the mathematics curriculum more effectively than it is currently being taught.

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

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?

- + Faculty members adhere to state standards and provide a variety of equitable resources to meet needs, as evidenced by our high state report card scores
- + The school and the school system provide a variety of professional development opportunities to enhance the implementation of curriculum

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.)

- + Lower scores in math and science on the report card reflect the need to re-evaluate teaching practices related to the standards
- + The pacing of lessons offers little time to differentiate planning and instruction in math and all curricular areas to better meet individual needs
- + There is little time for planning across grade levels to better communicate curricular and instructional needs to other grades

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- + Set aside additional time and funding for professional development opportunities
- + More planning time will be set aside to plan across grade levels
- + A math coach has been hired to provide teachers with quality training that is curriculum based

Template 3.2.a: Instructional Practices

(Rubric Indicators 3.3 and 3.4)

<p>Current Instructional Practices</p>	<p>Lake Ridge's classroom instruction is aligned with the standards based curriculum. (identify practice)</p>	<p>Lake Ridge's classroom instruction is aligned with the assessments. (identify practice)</p>	<p>The teaching process at Lake Ridge is data - driven. (identify practice)</p>	<p>Students at Lake Ridge are actively engaged in high quality learning environments as supported by higher order thinking skills. (identify practice)</p>	<p>Teachers at Lake Ridge incorporate a wide range of research-based, student-centered teaching strategies. (identify practice)</p>	<p>Lake Ridge's classroom organization and management techniques support the learning process. (identify practice)</p>	<p>Lake Ridge's students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction. (identify practice)</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>+ Each teacher receives a copy of <u>A Blue Print for Learning: A Teacher's Guide to the Tennessee Curriculum.</u> + All teachers use</p>	<p>+ Pearson tests + TCAP Assessments + TCAP Writing Assessment (5th grade) + Writing Committee Assessments + Classroom</p>	<p>+ Pearson data is used to determine what kinds of instruction should be used to meet students' needs. + TCAP Assessment data is used</p>	<p>+ Literature Circles + Reading Response Journals + Project-based Learning + Comprehension Strategies</p>	<p>+ Guided Reading + Six Traits of Writing + The Writing Process + Math and Literacy Centers + Vocabulary Instruction + Phonics</p>	<p>+ Positive Discipline + Life Long Guidelines + Life Skills</p>	<p>+ Tutoring +Math Night +Math Review Program +Performing Arts (Drum Circle, Recorder Ensemble, and Chorus) + Preschool</p>

	the Tennessee State Curriculum as a guide for their instruction. + System Wide Pacing Guide of Mathematics and Language Arts Instruction + Standards Based curriculum evaluations +Use of New Standards(g rades K-2)	Assessments (tests and quizzes), Children’s Progress(CP AA)	to determine what kinds of instruction should be used to meet students’ needs. + Classroom Assessment data is used to determine what kinds of instruction should be used to meet students’ needs in individual classrooms.		Instruction + Daily Oral Language + Projects (Science and Social Studies)		+ Yearly grade-level performance + Educare + Book Club +Student-led Morning News Broadcast
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	Generally effective; one grade level must	Effective	Effective

					improve its performance in the area of mathematics		
What data source(s) do you have that support your answer? (identify all applicable sources)	Administrator Evaluations, Lesson Plans, and Math Benchmark Test Data.	TCAP Assessment Data, TCAP Writing Assessment Data, Data from Lake Ridge’s Writing Committee, Pearson Data, Classroom Assessment Data.	TCAP Assessment Data, TCAP Writing Assessment Data, Data from Lake Ridge’s Writing Committee, Pearson Data, Classroom Assessment Data.	TCAP Assessment Data, Pearson Data, Student Samples, Administrator Evaluations, Administrator “Walk-Throughs”.	Lesson Plans, Staff Development Attendance Logs, Administrator Evaluations, TCAP Data, TCAP Writing Assessment Data, Pearson Data, Math Benchmark Data.	Lesson Plans, Administrator Evaluations, and Professional Development Attendance Logs.	Extended Contracts, Permission Slips, and Time Sheets.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic areas,	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic areas,	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic area,	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic areas,	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic areas,	Lake Ridge School has very few major discipline problems and few students are sent to the principal’s office,	Lake Ridge School has received A’s and B’s on the state report card for the past three years in all academic achievement

	demonstrating how effectively the faculty aligns its instruction with the Tennessee State Curriculum to guide classroom instruction. Math benchmark data and TCAP scores also show how effectively the faculty aligns instruction with the State Curriculum. Administrator evaluations also show that the faculty is properly	demonstrating that various types of assessments, both state and school-based, have been used to gage instructional effectiveness. As a result, Lake Ridge students have displayed exemplary academic performance.	demonstrating that the faculty at Lake Ridge analyzes data from state tests, diagnostic tests, classroom tests, and assessment data from an academic committee in order to make adjustments and improvements to classroom instruction.	demonstrating that the faculty at Lake Ridge creates learning environments for students that are both challenging and of the highest quality. Moreover, TCAP scores have improved in nearly all academic areas. Lake Ridge's administration performs "walk-throughs" and official teacher evaluations to ensure that a high quality and	demonstrating that the faculty at Lake Ridge effectively uses a number of research-based, student-centered teaching methods to enhance its instruction. TCAP scores in all academic areas, with the exception of fourth grade math, have improved each year, as reflected in the academic growth section of the state report card	demonstrating that through the use of Positive Discipline and the Life Long Guidelines, each classroom has a positive and productive learning environment.	areas, demonstrating that many of the students who attend Lake Ridge engage in activities that extend their knowledge, thinking skills, and appreciation for learning. Students who attend tutoring are given the extra instructional assistance that they need to perform more effectively in the classroom. Those students who have
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	monitored to ensure that instruction is standards-based.			challenging learning environment is maintained.	in which Lake Ridge received the grade of B in the area of mathematics.		attended preschool received enrichment for the early development of learning.
Evidence of equitable school support for this practice	All teachers receive a copy of the <u>Blue Print for Learning</u> and are required to use it to guide instruction. All teachers are required to use the mathematics and Language arts pacing guides to guide instruction. All new and tenured teachers are periodically evaluated to make sure instruction	Teachers in grades 3-5 use TCAP Assessment Data and Pearson Data (second grade used Pearson data only) to guide instruction. All teachers at Lake Ridge use data from classroom assessments to plan instruction.	Teachers in grades 3-5 are required to use TCAP Assessment Data and Pearson Data to guide and improve instruction. The faculty uses its own classroom test data to guide and improve instruction.	All teachers are provided with training and staff development opportunities in how to incorporate Higher Order Thinking skills into instruction. This helps create a challenging and high quality learning environment. Lake Ridge's Administrators make regular	All teachers are provided with staff development opportunities to train them in research-based practices that are aligned with the state curriculum.	All teachers are required to use Positive Discipline and the Life Long Guidelines in their classroom management plans. Staff development training is provided for Positive Discipline.	All students are allowed the opportunity to participate in any of the enrichment activities mentioned (Performing Arts.) All students who need tutoring are provided with the opportunity to receive it. Educare and the Preschool Program are available for all students who need or

	is standards-based.			“walk-throughs” to each classroom to ensure that a challenging and quality learning environment is being maintained. Lake Ridge’s Administrators also periodically evaluate new and tenured teachers to ensure a quality and challenging learning environment.			desire to participate in them.
Next Step (changes or continuations)	Teachers will continue to use the Tennessee State Standards to guide	Teachers will continue to use various assessment data sources to guide their	Teachers will continue to use data from various sources to guide,	Teachers will continue to attend staff development sessions and School	Teachers will continue to attend staff development sessions that will train them in	Teachers will continue to use Positive Discipline and the Life Long Guidelines	These programs will continue to be made available to all students as needed.

	<p>instruction. The standards-based Mathematics Pacing Guide will continue to be used to guide math instruction, and the school administration will continue to evaluate the faculty to ensure instruction is aligned with the Tennessee State Standards.</p>	<p>instruction and to make sure their instruction is effective.</p>	<p>improve and supplement instruction.</p>	<p>Administrators will continue to perform both formal and informal observations of the faculty to make sure that a high quality, challenging learning environment is maintained.</p>	<p>research based and curriculum aligned strategies. One grade level will be provided with staff development opportunities that will help them to improve their Mathematics instruction.</p>	<p>as part of their classroom management plans.</p>	
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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**-The Lake Ridge School Staff Development Committee develops a yearly Staff Development Plan for the school’s faculty to follow. This plan provides the Lake Ridge faculty with training in curricular and instructional areas that the school deems important and necessary to enhance student learning and achievement. All of these opportunities are research-based. A specific number of hours is set aside for each staff development session. Furthermore, the school librarian, faculty volunteers, and parent volunteers have dedicated time to Lake Ridge School’s Book Club to help cultivate a love and interest in reading. The school music teacher dedicates 2 hours 5 minutes a week preparing and giving students instruction in before-school music activities such as chorus and drum circle. There is also a program called “Girls on the Run” which provides opportunities for female students to engage in both exercise activity and education. Moreover, Lake Ridge’s faculty uses its one hour planning time and many hours before and after school to improve instruction through collaboration in grade level meetings and through researching content materials.
- **MONEY**-Lake Ridge School used \$3,500 to fund extended contracts for tutoring sessions. Parents of students in the Educare program are charged \$7.50 a day to provide maintenance for the program and to provide a means for after school enrichment. Parents of students in the Early Childhood Learning Center at Lake Ridge pay \$95.00 weekly to ensure maintenance of the program and quality instruction. Funds are also provided to teachers by the Lake Ridge PTA to buy instructional materials for classroom use.
- **PERSONNEL**-Instructional assistants are used by many teachers to assist students individually and in small groups. Parent volunteers are used on a regular basis by the faculty at Lake Ridge School to help support instruction in the classroom by reading aloud to students, working with small groups on all developmental levels, and in many other capacities. Also, a system-wide math coach and a system-wide technology coach are available to provide teachers with instructional support.
- **OTHER RESOURCES**-There are several technology resources available to the faculty of Lake Ridge School to support and enhance classroom instruction. There are computers in every classroom and 30 computers in the technology lab that can be used for multiple instructional purposes. Most classrooms also have LCD projectors, Elmo document cameras, and interactive boards to help enhance instruction. Lake Ridge School has been provided with access to educational websites like www.brainpop.com , enchanted learning, and www.unitedstreaming.com to supplement classroom instruction. There are numerous teacher resources and books provided by the Lake Ridge Library Media Center to support instruction in all academic areas. Every teacher has also been provided with math manipulative kits that are used to supplement and enhance classroom instruction.

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

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

- **TIME-** More time will be spent supporting mathematics instruction through professional development opportunities and engagement with the system wide Mathematics coach. Hence, the Staff Development Committee will more readily engage itself in providing more inservice hours dedicated to enhance mathematics instruction that is more closely aligned with the State Curriculum. Furthermore, teachers should be given opportunities to meet with the system wide Mathematics coach to discuss techniques on how improve Mathematics instruction.
- **MONEY-** More funds should be dedicated to help improve and support mathematics curriculum and instruction (technology funds, PTA funds, equipment funds, and other external sources).
- **PERSONNEL-** A math coach should continue to assist teachers in providing quality mathematics instruction that is aligned with the State Curriculum.
- **OTHER RESOURCES-** More mathematics related teacher resources and books that are correlated to the state curriculum should be provided to the faculty, thus helping to readily support student learning.

Equity and Adequacy:

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

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes; however, more funds will be provided to the faculty to teach math more effectively than is currently being taught.

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

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?

- + All subject areas received a grade of A or B on the state report card in both academic achievement and academic growth, with the exception of science in academic growth.
- + A variety of assessment tools are used to help prepare students for the TCAP Assessment This is exemplified by the high scores Lake Ridge students earned on the TCAP Assessment

Instructional Summary Questions- Narrative Response Required

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

- + Bringing fourth grade TCAP scores up and receiving an A on the state report card in the areas of academic achievement and academic growth in mathematics and science are our major challenges

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- + We will request assistance from the Lake Ridge PTA to fund staff development opportunities
- + We will provide planning time for grade-level teachers to share ideas and plan lessons

Part III. Assessment Practices

Template 3.3.a: Assessment Practices

(Rubric Indicators 3.5 and 3.6)

<p>Current Assessment Practices</p>	<p>Lake Ridge uses assessments that are aligned with the Tennessee Department of Education standards based curriculum (identify practice)</p>	<p>Lake Ridge ensures that the appropriate assessments are used to guide decisions relative to student achievement (identify practice)</p>	<p>Lake Ridge assesses all categories of students (identify practice)</p>	<p>Lake Ridge uses a wide range of assessments, CRT, NRT, Portfolio, curriculum-based assessments and various other instruments of measurement (identify practice)</p>	<p>Lake Ridge provides professional development in the appropriate use of assessment (identify practice)</p>	<p>Lake Ridge provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning (identify practice)</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>+ TCAP Assessments +TCAP Writing Assessment + Teacher Created Tests and Quizzes + Math Benchmark Test + Pearson Tests</p>	<p>+ TCAP Assessments + TCAP Writing Assessment + Pearson Tests + Math Benchmark tests + Teacher Created Tests and Quizzes</p>	<p>+ Student data is disaggregated by subgroup populations.</p>	<p>+ TCAP Assessments + TCAP Writing Assessment + Math Benchmarks + Pearson Tests + Portfolios + Checklists + Dibels (Dynamic</p>	<p>+ Inservice opportunities provided by the school + Inservice opportunities provided by the school system + State and National Conferences</p>	<p>+ TCAP Assessment Reports +TCAP Writing Assessment Reports + Classroom Tests and Quizzes + Report Cards + Midterm</p>

				Indicators of Basic Early Literacy Skills) + Diagnostic inventories +Running Records		Reports
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Generally Effective, one grade level must slightly improve its performance in the area of mathematics	Effective	Effective	Effective	Generally Effective, one grade level must slightly improve its performance in the area of mathematics	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Assessment Data, TCAP Writing Assessment Data, Math Benchmark Test Data, Pearson Data, Data from classroom tests, and.	TCAP Assessment Data, TCAP Writing Assessment Data, Math Benchmark Test Data, Pearson Data, Data from classroom tests, and	Tennessee State Report Card	TCAP Assessment Data, Writing Assessment Data, Pearson Data, Math Benchmark Data, Student Samples, and State Report Card.	Inservice attendance logs and other documentation of staff development hours.	Power Teacher, TCAP Score Reports, Grade Cards, Midterm Reports.

<p>Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)</p>	<p>Lake Ridge has received all A's and B's on the state report card for the past three years in all academic areas, demonstrating that students at Lake Ridge are being tested with assessments that are aligned with the state curriculum. Moreover, student performance on the TCAP tests in grades 3-5 has improved each year, which is reflected in the area of academic growth on the</p>	<p>Lake Ridge has received all A's and B's on the state report card for the past three years in all academic areas, demonstrating that the assessments used are appropriate and that data used from assessments given at Lake Ridge are used to guide classroom instruction to ensure that students are achieving at high academic levels.</p>	<p>Disaggregating student data at the subgroup level, allows the administration and faculty to evaluate Lake Ridge's areas of strength in reference to subgroups and areas that need to be improved. This has allowed the faculty, under the leadership of the administration, to improve instruction for all students.</p>	<p>Lake Ridge has received all A's and B's on the state report card for the past three years in all academic areas, demonstrating that a wide variety of assessment types are used to gauge student performance and are used by the faculty to guide and improve their instruction.</p>	<p>Lake Ridge has received all A's and B's on the state report card for the past three years in all academic areas, demonstrating that the faculty at Lake Ridge School has been adequately trained on how to use various kinds of assessments and on how to use those assessments to gauge student performance in the classroom effectively. TCAP scores for fourth grade have</p>	<p>Students, parents, and the community at large are well informed about academic achievement and progress at Lake Ridge School through TCAP score reports, report cards, midterm reports and tests and quizzes that are sent home on a regular basis.</p>
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	state report card with the exception of mathematics. A grade of B was acquired in this area.				improved this year, which is reflected in the state report card's area of Academic growth.	
Evidence of equitable school support for this practice	Students in grades 3-5 must take the Pearson test. Furthermore, all students in grades 3-5 must take the TCAP Assessments and	All teachers use appropriate assessments to ensure that their instruction is of high quality and is aligned with the state	Data is analyzed and disaggregated by subgroup populations.	All teachers use a variety of assessments at Lake Ridge School. Moreover, teachers in grades 3-5 are required to give the	All teachers at Lake Ridge are required to attend several days worth of Inservice and Staff Development. Portions of many of these sessions	All students who attend Lake Ridge (in grades 3-5) and their parents receive a TCAP score report during the summer after the

	Moreover, all fifth grade students must take the TCAP Writing Assessment. All teachers use various standards-based classroom assessments to gauge student progress.	curriculum.		Pearson test. Teachers in grades 3-5 are required to give the TCAP Assessment (Fifth grade teachers are also required to give the TCAP Writing Assessment).	included training in the use of various types of assessments.	academic year is completed. Fifth grade students also receive a TCAP Writing Assessment report. Moreover, all students and parents receive report cards at the end of each nine week period. Also, tests and quizzes are sent home with students on either a daily or weekly basis. Teachers also provide students with a mid-term report every four and a half weeks.
Next Step (changes or continuations)	TCAP Assessments	Teachers will continue to	Disaggregated student data	The faculty at Lake Ridge	The faculty at Lake Ridge	The faculty at Lake Ridge

	(both academic and writing), Pearson test, Math Benchmark tests, and classroom tests will continue to be used to gauge student understanding and progress.	use high quality and appropriate assessments to guide their instruction to ensure maximum student achievement.	will continue to be used to evaluate areas of strength and areas of weakness. It will be used to develop solutions for weaker academic areas.	School will continue to use a variety of assessments and will continue to be required to give state wide, system wide, and school wide assessments.	School will continue to attend inservices and Staff Development Sessions that focus on Assessment. However, more professional development will be provided to train teachers in how to more effectively use assessments, especially in the area of mathematics and science.	School will continue to use various means to communicate assessment information to students, parents, and the community at large.
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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-** The Lake Ridge School Staff Development Council develops a yearly Staff Development Plan for the school’s faculty to follow. This plan provides the Lake Ridge faculty with training in curricular, instructional, and assessment areas that the school deems important and necessary to enhance student learning and achievement. All of these opportunities are research-based. A specific number of hours are set aside for each Staff Development session. Furthermore, assessments are given at the end of each 9-week grading period in grades 2-5. Kindergarten through second grade administers Palm Pilot reading assessments three times per year. The data from these tests are used to show teachers where they can improve their instruction in specific academic areas. The teachers at Lake Ridge School spend varying amounts of time developing, giving, and grading numerous tests, quizzes, and other assessments in their classrooms throughout the school year. Moreover, four days are set aside each year in April for students in grades 3-5 to take the TCAP Assessment. Another day is set aside in February for fifth grade students to take to take the TCAP Writing Assessment. A great deal of time is spent by teachers in these grade levels preparing students for these tests in the few weeks preceding the tests.
- **MONEY-**\$1,500 was spent by Lake Ridge to provide classrooms in grades 2-5 with Pearson Assessment tests and programs such as pre-tests and practice probes that are connected with the tests. Additional funds are also provided to teachers by the Lake Ridge PTA to buy instructional or assessment related materials to improve classroom instruction.
- **PERSONNEL-**Lake Ridge’s Curriculum Council representative is available to provide the faculty with help and/or training in how to use Pearson supplemental materials. Furthermore, the Curriculum Council representative is available and has provided training in how to use Pearson Data. Furthermore, Central Office personnel are available to provide assistance in understanding and interpreting state testing data. The school’s Administrative Assistant serves as Lake Ridge’s testing coordinator for TCAP testing and Instructional Assistants serve as proctors during TCAP testing to help ensure a safe and distraction free environment.
- **OTHER RESOURCES-**High quality and standards-based assessment materials are provided by textbook companies. Instructions on how best to use these materials are also provided. Furthermore, there is a system wide Math coach to provide teachers with assistance in using a variety of math assessments in the classroom.

“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**-More time should be spent supporting mathematics and science instruction and assessment through professional development opportunities. Moreover, additional time should be dedicated to providing professional development opportunities that are geared towards training teachers on how to use a variety of assessments in all academic areas. Hence, the Staff Development Council will provide more inservice hours dedicated to the effective use of different kinds of assessment.
- **MONEY**-More funds should be dedicated to help improve and support mathematics and science instruction and assessment, as well as assessment in general (Technology funds, PTA funds, equipment funds and other external sources).
- **PERSONNEL**-A math coach should continue to give teachers quality mathematics training in how to use various types of assessments to gauge student performance in math.
- **OTHER RESOURCES**-More teacher resources and materials will be provided to the faculty to support instruction and assessment in all academic areas, but especially in mathematics.

Equity and Adequacy:

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

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? Yes, in general. However, more funds, resources, and personnel will be targeted to provide the faculty with the resources and training to use assessments more effectively, especially in the area of mathematics.

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

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 variety of assessments such as: Pearson, TCAP Assessments, Writing Assessments, and Math Benchmarks are used to generate scores. The student data is disaggregated by subgroup populations

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.)

+ The amount of time allotted for teachers to provide students with review sessions for assessments and then to review assessment data is very limited

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

+ Staff Development days will be provided for grade levels to look over assessment data

Part IV. Organizational Practices

Template 3.4.a: Organizational Practices

(Rubric Indicators 3.7 and 3.8)

<p>Current Organizational Practices</p>	<p>Lake Ridge's Beliefs, Mission, and Shared Vision define the purpose and direction for the school. (identify practice)</p>	<p>Lake Ridge's organizational processes increase the opportunity for success in teaching and learning in the school. (identify practice)</p>	<p>Lake Ridge provides continuous Professional Development for school leaders. (identify practice)</p>	<p>Lake Ridge is organized to be proactive in addressing issues that might impede teaching and learning. (identify practice)</p>	<p>Lake Ridge is organized to support a diverse learning community through its programs and practices. (identify practice)</p>
<p>Evidence of Practice (State in definitive/tangible terms)</p>	<p>+ Each teacher has received a copy of the vision and mission statements. + Faculty Meetings</p>	<p>+Bi-Monthly Faculty Meetings + Grade Level Meetings + Vertical Team Meetings +Site Base Council Meetings + Technology Committee Meetings</p>	<p>+ Professional Development Committee + Curriculum Council Representative</p>	<p>+Bi-Monthly Faculty Meetings + Grade Level Meetings + Vertical Team Meetings +Site Base Council Meetings +Math Benchmarks + Analysis of TCAP scores from previous years</p>	<p>+ Different classroom structures to address diverse learning styles (K-2 multiage classes and grade level classrooms) + After school tutoring</p>

Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Annual School Improvement Plan, 5 Year SACS Plan	Minutes of Faculty Meetings, Agenda and Minutes of Site Base Council Meetings, Schedule of Vertical Team Meetings.	Copy of Professional Development Plan	Minutes of Faculty Meetings, Agenda and Minutes of Site Base Council Meetings, Schedule of Vertical Team Meetings,	Faculty list by grade level to show evidence of classroom organizational structures (grade level and multiage). List of students served by after-school tutoring and a list of teachers providing service.
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)	The SACS Peer Review Team's 2005-2006 report for Lake Ridge School was exemplary. Moreover, student performance on the TCAP Assessments and Lake Ridge School's grades of A's and B's	Through the use of grade level meetings, vertical team meetings, site based council meetings, and faculty meetings the faculty at Lake Ridge School is continually discussing curriculum,	Lake Ridge School has received all A's and B's on the state report card in all academic areas for the past three years and its students have performed extremely well on TCAP Assessments,	Through the use of grade level meetings, vertical team meetings, site based council meetings, and faculty meetings the faculty at Lake Ridge School is continually discussing curriculum and	Lake Ridge School has received all A's and B's on the state report card for the past three years and its students have performed extremely well on TCAP assessments, demonstrating that the

	<p>on the state report card clearly show that Lake Ridge's beliefs, mission, and shared vision truly guide the instruction and define the direction of the school.</p>	<p>instruction, and learning environment issues that are important to the success of the school in both teaching and learning. This is clearly exemplified in the state report card where Lake Ridge School has received all A's and B's in every academic area for the past three years.</p>	<p>demonstrating that the Faculty at Lake Ridge School participate in quality Staff Development which allows them to provide research based instruction in their classrooms to foster high student achievement.</p>	<p>instruction issues. Hence, the faculty is very proactive in addressing any issues that could interfere with or impede teaching and learning within the school community. This is clearly exemplified in the state report card where Lake Ridge School has received all A's and B's in every academic area for the past three years, demonstrating continued student success and the high quality of teaching at Lake Ridge School.</p>	<p>programs and practices in place at Lake Ridge School assist students working on all academic levels and accommodate a wide variety of learning styles.</p>

<p>Evidence of equitable school support for this practice</p>	<p>All teachers are provided with a copy of Lake Ridge’s beliefs, mission, and vision statement, which is used as a goal for classroom instruction and as a guide for the functioning of the overall school community.</p>	<p>All teachers at Lake Ridge School attend faculty meetings, grade level meetings, and vertical team meetings. Lake Ridge’s Site Based Council meets monthly. Its members represent various grade levels.</p>	<p>All teachers at Lake Ridge School are required to participate in 6 hours of professional development activities each year.</p>	<p>All teachers at Lake Ridge School attend faculty meetings, grade level meetings, and vertical team meetings. Lake Ridge’s Site Based Council meets monthly. Its members represent various grade levels. Furthermore, teachers in grades 3-5, along with the administration, analyze TCAP scores from the previous year. Teachers in grades 3-5 evaluate scores from the Pearson Assessment</p>	<p>All students at Lake Ridge School are provided with the opportunity to receive academic support through after school tutoring as needed. Moreover, there is also the option of placing students in multiage classrooms (in grades K-2) for an alternative learning environment.</p>

Next Step (changes or continuations)	Lake Ridge's Faculty and Administration will continue to use the beliefs, mission, and vision statement to guide curriculum and instruction and the school community.	Lake Ridge will continue to use existing organizational practices and processes to ensure continued success in teaching and learning.	The faculty of Lake Ridge School will continue to participate in high quality staff development activities as planned by the Staff Development Council and the School Curriculum Council representative.	Lake Ridge will continue to use existing organizational practices and processes to ensure continued success in teaching and learning.	Lake Ridge will continue to use programs and practices that support diverse learners. Tutoring will continue to be used to help students who need academic support and multiage will continue to be a curricular and learning environment option for students.
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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**-Faculty meetings are held on a bi-monthly basis to discuss important school-wide issues. There are monthly vertical team meetings in which the faculty and the principal discuss curriculum issues. Regular grade level meetings are also held by the faculty to discuss issues directly related to curriculum and instruction in individual grade levels. Furthermore, the Site Based Council meets monthly to discuss issues concerning teaching and learning. The Technology Committee meets once a month to discuss technology needs as they relate to curriculum and instruction for the school as a whole. The Staff Development Council meets on an as needed basis to develop a yearly staff development plan and to approve funds for faculty members who wish to attend staff development sessions outside of the school system. Seven teachers provide after school tutoring totaling 25 hours a week.
- **MONEY**- Lake Ridge School used approximately \$3,500 to fund extended contracts for tutoring sessions.
- **PERSONNEL**-The school principal provides organizational leadership and guidance. The school principal holds faculty meetings and vertical team meetings. He is also a member of the Technology Committee and the Site Based Council. The assistant principal also plays a role in school organizational leadership and guidance. Members of the Site Based Council discuss and implement school-wide curricular, instructional, and organizational issues. Then, they report to the grade levels they represent. The recording secretary for the Site Based Council provides minutes to the entire faculty. Seven teachers are involved in after school tutoring to help support students at Lake Ridge who are struggling academically.
- **OTHER RESOURCES**- The school system has district personnel who are called upon to provide curricular and instructional support. The system wide Math Coach works at

Lake Ridge once a month to assist teachers with assessments, consult with teachers about instructional practices and teach model lessons. The system-wide technology coach provides inservice, sometimes on site, and assists individual teachers with technology concerns.

“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**-More time should be spent supporting mathematics and science curriculum, instruction, and assessment through professional development opportunities for teachers in all grade levels. Additional time will be dedicated to providing more professional development opportunities that are geared towards training teachers on how to use a variety of assessments in all academic areas. Hence, the Staff Development Council will engage itself in providing more inservice hours dedicated to the effective use of different kinds of instruction and assessment. The Site Based Council and other school committees will dedicate more time to address this issue.
- **MONEY**-More funds will be dedicated to helping improve and support mathematics and science curriculum, instruction, and assessment, as well as assessment in general. Other funds will be dedicated to enhancing learning throughout the entire school community for the highest achieving students at Lake Ridge (technology funds, PTA funds, equipment funds and other external sources).
- **PERSONNEL**-A math coach should continue to help give teachers quality mathematics

instruction and training in how to use various types of assessments to gauge student performance in math.

- **OTHER RESOURCES**-More teacher resources and materials should be provided to the faculty to support instruction and assessment in all academic areas, but especially in mathematics.

Equity and Adequacy:

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

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students? **Yes, in general. However, more funds, personnel, and resources will be targeted to provide the faculty with resources and training to help them to teach math more effectively.**

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

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?

- + Lake Ridge has a school wide focus on writing that has led to improved scores on the TCAP Writing Assessment.
- + Differentiated instruction provided in both multiage and single age classrooms addresses various learning styles as evidenced by community feedback and by diagnostic test data.

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.)

- + Math achievement as evidenced by the grade of B which Lake Ridge received in mathematics in the area of academic growth on the state report card
- + Science achievement as evidenced by the grade of C which Lake Ridge received in science in the area of academic growth on the state report card
- + The lack of funding for Staff Development in math and science instruction and assessment

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

- + The faculty of Lake Ridge will be provided with Staff Development in Math instruction and assessment.
- + Teachers will carefully examine curriculum and align their instruction to TCAP standards.

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	all fifth grade students to achieve at least a 0.0 gain (at least one year’s growth) in reading/language arts and math
Which need(s) does this Goal address?	To ensure all students, including subpopulations, will score proficient by 2013-2014 as required by NCLB
How is this Goal linked to the system’s Five-Year Plan?	Goal #1: To improve student achievement (academic growth)

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	Utilize the assistance of the system-wide math coach to help blend the old math standards with the new	May 2010- June 2011 every other week	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	New math standards	None	Unit and chapter testing, benchmark testing, Pearson Testing data, TCAP scores, and other formal and informal assessments	Students will achieve AYP in math
Action Step	Implement new math adoption and technology support	2010-2011 School year	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	New Math Adoption Software	Software included with math textbook adoption	Unit and chapter testing, benchmark testing, Pearson Testing data, TCAP scores, and other formal and informal assessments	Students will achieve AYP in math
Action Step	Align math activities with new state standards	April 2011	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	Professional Leave	None	Teachers will share strategies learned with other teachers.	Students will achieve AYP in math

Action Step	Participation in a two week math workshop - Mathletes	SY 2010-2011	Ms. Lambert Mrs. Cockerham	Professional Leave	Eastman grant	Teachers will share strategies learned with other teachers	Students will achieve AYP in math
Action Step	Purchase instructional math materials	2010-2011 School year	Mr. Phillips, Mrs. Cockerham, Mr. Padelski, Mrs. Lambert Dr. Edmonds	Appropriate math materials	\$700 Eastman Chemical Grant	Teachers will share math materials with colleagues	Materials will assist in achieving AYP math scores
Action Step	Implement grade level and vertical teams to map curriculum and develop strategies for implementation	2010-2011 School year	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	Blue Print for Learning and state math standards	none	Data share from vertical team meetings	Curriculum mapping will assist students in achieving AYP
Action Step	Practice inclusion math to better serve the needs of resource math students	2010-2011 School year	Dr. Ginger Woods, Mrs. Russell, Mrs. Lambert, Dr. Edmonds, Mr. Murphy, Dr. Smith and 2010-2011 regular classroom teachers of the identified students	Appropriate math materials	none	IEP, Pearson Testing, benchmark, and TCAP data	Students will achieve AYP in math
Action Step	Provide extended learning in math through after school tutoring and parent volunteers Math Lab (reinforcement) Family Math Night 3 times per year.	2010-2011 School year	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	Extended contracts	\$3500.00 (for after school tutoring)	Pre and post data administered by the contract teacher, attendance reports	Students will achieve AYP in math

Action Step	Participate in school workshops on differentiated instruction	2010-2011 School year	Nicole Pearce-Webb-Curriculum Council, Mr. Phillips	none	Curriculum funds	Required observations, conferencing with classroom teachers on how it is being implemented	Students will achieve AYP in math
Action Step	Communicate assessment results and student progress to all stake holders	2010-2011 School year	Mr. Phillips, Mr. Murphy, Ms. Lambert Dr. Edmonds, Dr. Smith Mrs. Cockerham	Assessment data, report cards, conferences	none	Teacher/Parent Conference notes	Stake holders will be informed of student progress in math
Action Step	Family Math Night (3 events)	2010-2011 School year	Parents, family members, and teachers	Appropriate math materials for all grade levels	none	Parental response and teacher observation	Activities will assist students in achieving AYP

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: _____

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

Goal	To close the proficiency gap between our students and the socio-economically disadvantaged subpopulation, as well students with disabilities
Which need(s) does this Goal address?	To ensure that the needs of the students with reading and math disabilities will score proficiently by 2013 - 2014 as required by NCLB
How is this Goal linked to the system's Five-Year Plan?	Goal #2: To improve achievement in reading and math with students with disabilities (academic growth)

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							
Action Step	Utilize supplemental software and technology support provided by Houghton Mifflin textbook adoption	2010-2011 School year	Mrs. Russell, Resource Teacher, Regular classroom teachers of the identified students	Houghton Mifflin Textbook Supplements and Software and new math adoption	No new expense	Reading Skills Tests, Computer generated tests	Students will achieve State target Goal in reading and math
Action Step	Participation in one week Lindamood-Bell Workshop	Summer 2011	Two additional teachers and instructional assistants	System-wide Literacy Coaches	Funding from Central Office	Teachers will apply strategies and tools to help improve reading instruction	Students will achieve State target Goal in reading and math
Action Step	Students with reading disabilities will receive increased instruction in the Lindamood-Bell Reading Program.	2010-2011 School year	Mrs. Russell John Phillips Lindamood-Bell Consultants	Lindamood Bell Program Materials	none	Teachers and assistants will apply strategies and tools to help improve reading instruction	Students will achieve State target Goal in reading and math

Action Step	Communicate assessment results and student progress to all stake holders	2010-2011 School year	Mr. Phillips and Teachers	Assessment data, report cards	none	Parent/Teacher/Stake Holder Conference notes	Stake holders will be informed of student progress in reading and math.
Action Step	Family Involvement in home reading programs	2010-2011 School Year	Teachers, Parents, and Family Members	Classroom / library books and leveled library	none	Reading logs and School home Connection notes	Students will achieve State target Goal in reading math

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required

The Lake Ridge School's Leadership Team includes a representative from all stakeholders. The meetings were held during planning periods, after school, and on early release days.

Evidence of Alignment of Data and Goals – Narrative response required

Evidence was collected from the state report card and TCAP scores:

The data showed in fifth grade math, we had a negative gain of -4.3 in non-proficient area, a negative gain of -4.1 in the proficient area and a negative gain of -9.8 in the advanced area. There was no gain in the non-proficient category. In fifth grade reading/language arts, we had a negative gain of -6.4 in the non-proficient area, a negative gain of -3.1 in the proficient area and a negative gain of -1.1 in the advanced area.

Students economically disadvantaged in the fifth grade were 42% proficient/advanced in math in 2010 showing an increase from 37% in 2009. These students were also 42% proficient/advanced in reading/language arts in 2010 showing an increase from 40% in 2009. Students economically disadvantaged in the fourth grade were 26% proficient/advanced in math in 2010 showing an increase from 21% in 2009. These students were also 39% proficient/advanced in reading/language arts in 2010 showing an increase from 27% in 2009.

In 2010, students with disabilities in the fifth grade were 29% proficient/advanced, an increase from 4% in 2009. There was also an increase reading/language arts to 43% in 2010 from 4% in 2009. Students with disabilities in fourth grade were 0% proficient/advanced, a decrease from 15% in 2009. There was also an decrease in reading/language arts to 9% in 2010 from 19% in 2009.

Evidence of Communication with All Stakeholders – Narrative response required

As each SIP component committee neared completion, members from that component group shared information with the other committees. When the SIP is finished, it will be distributed to all faculty and staff. The entire SIP will be accessible to the general public via our school's website. Hard copies will be made available in the school office for the perusal of the community.

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

We believe ongoing assessments provide the necessary data to effectively plan and implement differentiated instruction for each student. This belief aligns for all fifth grade students to achieve at least a 0.0 gain (at least one year's growth) in reading/language arts and math. We believe promoting a high performing learning environment is our responsibility. This belief aligns with our goal to close the proficiency gap between our students and the socio-economically disadvantaged subpopulation, as well as our students with disabilities.

These goals correlate with our mission as a learning community and our shared vision as Lake Ridge School stakeholders strive toward excellence for all students by instilling creativity, inquiry, and personal responsibility.

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

Our first goal is for all fifth grade students to achieve at least a 0.0 gain (at least one year's growth) in reading/language arts and math. This goal correlates with our analysis of the areas of curriculum, instruction, assessment, and organization in component 3.

In the area of curriculum: we set aside additional time for professional development opportunities including participation in a one week NCTM math workshop (April 2011), after-school workshops on differentiated instruction (throughout 2010-2011 school year), and a two week math workshop (June 2011).

In the area of instruction: a system-wide math coach is being utilized, extended learning in math through after school tutoring has been established, and new math textbook adoption, software and technology support has begun.

In the area of assessment, results and student progress have been communicated to all stakeholders by examining assessment data, distributing report cards, and conducting conferences.

In the area of organization, grade level and vertical teams have been formed to map curriculum and develop strategies for implementation. The faculty participates in after-school workshops on differentiated instruction.

The second goal is to close the proficiency gap between our students and the socio-economically disadvantaged subpopulation, as well as our students with disabilities. This goal correlates with our analysis of the areas of curriculum, instruction, assessment, and organization in component 3.

In the area of curriculum, the faculty will attend summer reading workshops to enrich reading instruction (Summer 2011).

In the area of instruction, the faculty and staff utilize supplemental software and technology support by Houghton Mifflin textbook adoption and specified staff members provide increased instruction in Lindamood Bell strategies to students with reading disabilities.

In the area of assessment, the faculty utilizes the system-wide literacy and math coaches to help intermediate teachers learn new methods of assessment (i.e. running records, Pearson Assessments, and student conferencing). The faculty communicates assessment results and student progress to all stakeholders.

In the area of organization, members of the faculty attend summer reading, math, and Lindamood Bell workshops to enrich reading instruction.

Suggestions for the Process – Narrative response required

Our planning process could be improved by the leadership team emailing progress to stakeholders and establishing regular communication between component chairs and team members. The continuation of Wednesday afternoon faculty meetings, SIP meetings, and leadership team meetings will facilitate the collaborative process.

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

Our first goal is for all fifth grade students to achieve at least a 0.0 gain (at least one year's growth) in reading/language arts and math. To implement our action steps we are utilizing the assistance of a system-wide math and reading coaches to align instruction with the new state standards. Inclusion math is also currently serving the needs of resource math students. We have extended contracts in place for after school tutoring in math. Representatives, who will attend a two week math workshop in June 2011 and a one week math conference, will present information to all faculty and staff during a professional development workshop.

The second goal is to close the proficiency gap between our students and the socio-economically disadvantaged subpopulation, as well as our students with disabilities. To implement our action steps we are utilizing the assistance of two literacy coaches, using the Houghton Mifflin textbook adoption, math coach utilizing the new math textbook adoption, and Lindamood Bell strategies. In the future the faculty will learn new methods of assessment (i.e. running records, Pearson Assessments, and student conferencing).

Evidence of the Use of Data – Narrative response required

Lake Ridge School plans to improve student achievement in fifth grade math, reading/language and target students with disabilities, as well as our socio-economically disadvantage students in all curricula areas using our data as a guide for instruction.

TCAP data, reading and math Pearson Assessment results (Fall, Winter, Spring), theme assessments, formal and informal assessments are currently included in our daily instruction for the purpose of monitoring student progress. Upon receiving results of the formative assessment, an item analysis will be performed to evaluate and adapt instruction. These results will also be used to track progress and form new goals.

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

The School Leadership Team meets the fourth Wednesday of each month from 3:30 to 4:30. One half-day of release time was granted for the purpose of monitoring the planning process. Anthony Padelski, chair of the Leadership Team, is responsible for monitoring the School Improvement Planning Process. Mr. Padelski will meet with component chairs regularly to discuss progress and future meeting dates and times. Each committee chair meets with the Leadership Team to discuss progress of their component committee.

Evidence of a Process for Monitoring Plan – Narrative response required

The School Leadership Team will review the analysis of the data on the fourth Wednesday of each month and report to the component committees on the third Wednesday of each month. The School Leadership Team will review the analysis of the following assessments: TCAP data, Pearson Assessment results (Fall, Winter, and Spring), writing assessment scores, and other formal assessments.

Evidence of a Process for Adjusting Plan – Narrative response required

The School Leadership Team will analyze assessment data to determine necessary adjustments. These adjustments will be presented on the first Wednesday of each month at faculty meetings and on the third Wednesday of each month during component committee meetings. Additionally, Monday memos, emails, and vertical team meetings will be used to convey necessary adjustments. Once adjustments are agreed upon, changes will be implemented to adjust action steps to fit our evolving needs.

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

The School Improvement Plan will be linked to the homepage of our website and hard copies will be available at the front desk of the office. We will solicit ongoing input from stakeholders via surveys, faculty meetings, PTA board meetings, and emails. Through these methods the School Leadership Team will communicate with all stakeholders.