

**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

Component 1a - School Profile and Collaborative Process

1.1 SIP Leadership Team Composition

<i>SIP Leadership Team Member Name</i>	<i>Leadership Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>
David Gash	Y	Asst. Principal	Component 1a
Chris Vance	N	Teacher	Component 1a
Amanda Brown	N	Teacher	Component 1b
Sonya House	N	Teacher	Component 1b
Amy Tobitt	N	Teacher	Component 2
Rebecca Purdue	N	Teacher	Component 2
John Pryor	N	Teacher	Component 3
Mike Hawkins	N	Teacher	Component 3
Leslie Rice	N	Teacher	Component 3
Judy Fuson	N	Teacher	Component 3
Angie Anderson	N	Teacher	Component 4
Eric Sanders	N	Teacher	Component 4
Shelly Painter	N	Teacher	Component 5
Lori Isabell	N	Teacher	Component 5
Kenneth Whitehead	N	Business Partner	Component 1a
William Gash	N	Parent	Component 1a
Nikita Young	N	Student	Component 5

1.2 Subcommittee Formation and Operation

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

Member Name	Position	Chair
David Gash 1a	Asst. Principal	Y
Chris Vance 1a	Teacher	Y
Kathy Hendrix	Principal	N
Mike Shockley	Teacher	N
Amanda Fuller	Teacher	N
Dylan Kleparek	Teacher	N
Danny Bond	Teacher	N
Lynus Martin	Teacher	N
Scott Odom	Teacher	N
Steve Trapp	Teacher	N
Daniel Sebers	Teacher	N
Kenneth Whitehead	Business Partner	N
Jamie Wright	Non-certified	N
William Gash	Parent	N
Corey Poss	Student	N
Amanda Brown 1b	Teacher	Y
Sonya House 1b	Teacher	Y
Melvin Young	Teacher	N
Brad Leach	Teacher	N
Lori Barnes	Guidance Counselor	N
William Jennings	Teacher	N
Mary Ann Puckett	Business Partner	N
Cori Sexton	Non-certified	N
Debbie France	Parent	N
Megan Pack	Student	N

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

YES

NO

Subcommittee 1a & 1b Chair Signatures

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Amy Tobitt	Teacher	Y
Rebecca Purdue	Teacher	Y
Boyd Cantrell	Teacher	N
Natasha Judkins	Teacher	N
Harriett Cantrell	Teacher	N
Marie Hill	Teacher	N
Carol Williams	Teacher	N
Ryan Magness	Business Partner	N
Dena Haugh	Non-certified	N
Rhonda Merriman	Parent	N
Megan Merriman	Student	N

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

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

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

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

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
John Pryor	Teacher	Y
Mike Hawkins	Teacher	Y
Linda Parris	Teacher	N
Lori Page	Teacher	N
Debbie Loring	Teacher	N
Jenny Norris	Teacher	N
Rolando Navarro	Teacher	N
Larry Steffee	Teacher	N
Terry Beth Malone	Business Partner	N
Brian Reed	Non-certified	N
Nancy Young	Parent	N
Kara Young	Student	N
Leslie Rice	Teacher	Y
Judy Fuson	Teacher	Y
Peggy Semmes	Teacher	N
Charlotte Wruble	Teacher	N
Melissa Ruch	Teacher	N
Joey Reeder	Teacher	N
Wayne Fuson	Teacher	N
Jeanine Cantrell	Teacher	N
Lisa Garrison	Business Partner	N
Debbie Eaton	Non-certified	N
Denise Reed	Parent	N
Chynna Cade	Student	N

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

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

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Angie Anderson	Teacher	Y
Eric Sanders	Teacher	Y
Linda Dean	Teacher	N
Kevin Burchfield	Teacher	N
Michael Whitefield	Teacher	N
Walteen Parker	Teacher	N
Jared Daniels	Teacher	N
Teresa Bain	Business Partner	N
Suzanne Williams	Non-certified	N
Angela Johnson	Parent	N
Brook Pack	Student	N

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

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

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>
Shelly Painter	Guidance Counselor	Y
Lori Isabell	Teacher	Y
Dixie Crook	Teacher	N
Tina Fletcher	Teacher	N
John Isabell	Teacher	N
Mary Ann Carpenter	Teacher	N
Donna Emmons	Teacher	N
Rebecca Oliver	Teacher	N
Donnie Green	Business Partner	N
Rita Leichtfuss	Non-certified	N
Beverly Ferrell	Parent	N
Nikita Young	Student	N

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

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

1.3 Data Sources

Data Source	Relevant Findings
<p>School Characteristics</p> <ul style="list-style-type: none"> • 2007 State Report Card • STAR database • Employment Records • DCHS Program Records • School Board Policy 	<ul style="list-style-type: none"> • Serves 9th thru 12th grade. • Enrollment of 825 students. • 200 day calendar of operation. • Categorized as a safe school. • 76.1% graduation rate in 2006-2007. • Tentative graduation rate of 84% for 2007-2008. • Programs to help raise graduation rate: Plato Program, targeted pull out remediation for students that have not passed the gateway test, after school tutoring in all academic areas, homework hotline, early identification of students at risk of failure through Guidance office, Parent Teacher Organization, and a monitoring strategy has been implemented to ensure the correct coding of transfer, withdrawn, and dropped students. • DCHS has community partners who assist in educating students. (Local banks, communication companies, utility districts, local businesses, churches, and concerned citizens. • Our school currently has several computer labs, automotive trades and construction core programs; and a comprehensive academic program of study including honors, AP courses, and dual enrollment courses. • DCHS employs fifty-one full time teachers, vocational, alternative school, Adult High School director, a school resource officer, two counselors, three administrators, and 30 support staff.
<p>Student Characteristics</p> <ul style="list-style-type: none"> • STAR Database • 2007 State Report Card • SPED Records • Cafeteria Records • Attendance Clerk Records 	<ul style="list-style-type: none"> • Enrollment of 825 students. • .48% Asian. • .24% American Indian. • 1.82% African American. • 6.18% Hispanic or Latino. • 91.27% Caucasian. • Approx. 416 male students. • Approx. 409 female students. • 45% Economically disadvantaged (2007-2008) • Tentative graduation rate 84% (2007-2008) • 93.4% Attendance rate (2007-2008) • 5.41% Mobility rate (2007-2008) • 1.4% Event dropout rate (2007-2008) • 49.94% Free or Reduced lunch (2008-2009) • 2.3% Limited English proficient (2007-2008) • 15% Special Education population (2008-2009)
<p>Staff Characteristics</p> <ul style="list-style-type: none"> • Employee Records • Teacher Survey 	<ul style="list-style-type: none"> • 3 Administrators. • 51 Teachers. • 2 Program directors.

Data Source	Relevant Findings
	<ul style="list-style-type: none"> • 2 Counselors. • 30 Support staff. • Staff is 98.1 % Caucasian. • 3 Teachers have been granted waivers/permits. • All are highly qualified in their respective area. • 5.8% of teachers are new to DCHS. • Average year's experience of teachers is 16.5 years. • 41% of certified staff have graduate or advanced degrees. • Additional information in narrative section.
<p>Parent/guardian demographics Community Characteristics</p> <ul style="list-style-type: none"> • U.S. Census Bureau Information 	<ul style="list-style-type: none"> • Dekalb County Population is 18,360. • 96.6% Caucasian. • 1.7% African American. • .3% Native American. • .5% Asian American. • 5.4% Hispanic or Latino. • 64.6% hold a high school diploma. • 11.3% hold a Bachelors or higher degree. • Median household income is \$33,893.00. • 3 elementary schools. • 1 middle school. • 1 high school. • No private or parochial schools. • 2 level two group homes that service juvenile delinquents. • 317 non-farm employment establishments. • School system one of the largest employers with over 400 employees.

1.3 School and Community Data

Narrative and analysis of relevant school and community factors:

Administration

Mrs. Kathy Hendrix Middle Tennessee State University B.S., M.Ed., Ed.S 25 Years	Principal
Mr. Patrick Cripps Tennessee Technological University B.S., M.A., Ed.S. 9 Years	Assistant Principal
Mr. David Gash Tennessee Technological University B.S., M.A., Ed.S. 5 Years	Assistant Principal

Directors

Mr. Marshall Ferrell Tennessee Technological University Middle Tennessee State University B.S., M.A., Ed.S. 33 Yrs.	Alternative School Director
Mr. Brad Leach Middle Tennessee State University Tennessee Technology University B.S., M.A. 16 Years	Vocational Direc E-Process, P&S Tech. I&I Tech, & Tech Systems

Certified Staff

Ms. Angie Anderson Middle Tennessee State University B.S. 14 Yrs.	Forensics, Health Sci. Ed Diagnostic, & A&P
Ms. Lori Barnes Middle Tennessee State University B.S., M.Ed. 6 Yrs.	Guidance Counselor
Mr. Danny Bond Tennessee Technological University B.S., M.A. 29 Yrs.	Personal Fitness Wellness, P.E. Softball

Mrs. Amanda Brown Middle Tennessee State University B.S. 13 Yrs.	Fin. Plan, Virtual Enterprise, Accounting 1 & 2
Mr. Kevin Burchfield Tennessee Technological University University of South Carolina B.A., B.S. 11 Yrs.	WIA, Physical Science
Mr. Boyd Cantrell Belmont University B.S. 34 Yrs.	World History, US History, Bible History, Tennis
Mrs. Harriett Cantrell Middle Tennessee State University B.S. 30 Yrs.	Family/Parent Ed. Foods
Mrs. Jeanine Cantrell Tennessee Technological University B.S., M.A. 6 Yrs.	Math 9 & 10 English 9 & 10 Special Education
Mrs. Mary Ann Carpenter University of Miami B.S. 10 Yrs,	Biology, Bio. Tech., PACE
Ms. Dixie Crook Middle Tennessee State University Tennessee Technology University B.S., M.B.E. 35 Yrs.	Database, Document Design
Mr. Jared Daniels Tennessee Technological University B.S., M.S. 2 Yrs.	Algebra 1, Geometry, Calculus
Mrs. Linda Dean Belmont University B.A. 21 Yrs.	Spanish 1 & 2
Mrs. Deborah DePriest Tennessee Technological University B.S. 14 Yrs.	Government Year Book World History
Mrs. Donna Emmons Middle Tennessee State University B.S., M.S.+30 4 Yrs.	English 9, Honors English 9, Journalism

Mrs. Tina Fletcher Middle Tennessee State University B.S., M.A. 9 Yrs.	Ag. 1, Landscape Green House Wildlife
Ms. Amanda Fuller Middle Tennessee State University B.S. 12 Yrs.	Biology 2 Chemistry Cheerleading
Mr. Wayne Fuson University of Tennessee 34 Yrs.	Principals/Manufact. M/Manufacturing
Mrs. Judy Fuson Middle Tennessee State University B.S., M.Ed.+ 45 29 Yrs.	Tech. Algebra Tech. Geometry Geometry
Mr. Michael Hawkins Tennessee Technological University B.S., M.A., Ed.S. 29 Yrs.	French 1 & 2
Mrs. Marie Hill Middle Tennessee State University B.A., M.Ed. 31 Yrs.	Media Specialist
Mrs. Sonja House Tennessee Technological University B.S. 6 Yrs.	English 9, Honors English 9, Theatre
Mr. John Isabell Tennessee Technological University B.S. 15 Yrs.	World History, AP US History
Mrs. Lorie Isabell Roane State Tennessee Technological University A.S., B.S. 8 Yrs.	C.D.C.
Mr. William Jennings Regis University Nebraska Westland University B.A., M.A. 20 Yrs.	S.E.D.
Mrs. Natasha Judkins Davenport University B.A. 1 Yr.	Foundations 2, Gateway Math

Mr. Dylan Kleparek Tennessee Technological University B.S. 6 Yrs.	Chemistry, Physics, Chemistry 2, Soccer
Mr. Lynus Martin Tennessee Technological University B.S., M.A., Ed.S. 9 Yrs.	Drivers Ed., P.E. Boys Basketball
Mr. Rolando Navarro University of California San Diego Tennessee Technological University B.A., M.S. 3 Yrs.	Foundations II Algebra 1 Adv. Alg.& Trig., Calculus, Geometry
Mrs. Jenny Norris Tennessee Technological University B.S. 8 Yrs.	Biology
Mr. Scott Odom Cumberland University Middle Tennessee State University Tennessee Technological University B.S., M.A., Ed.S 16 Yrs.	Keyboarding Document Design Baseball
Mrs. Rebecca Oliver University of Illinois B.S. 20 Yrs.	E.S.L.
Mrs. Lori Page Middle Tennessee State University B.S. 2 Yr.	English 9,10,11,12
Mrs. Shelly Painter Eastern Illinois University Tennessee Technological University B.A., M. Ed., Ed. S 3 Yrs.	Guidance Counselor
Mrs. Walteen Parker Tennessee Technological University B.S. 27 Yrs.	Adv. English 12 English 12, Art Cheerleading
Mrs. Linda Parris Tennessee Technological University University of Southern Mississippi B.S., M.A. 12 Yrs.	Child Development, F.A.C.S., Textiles PACE

Mr. John Pryor University of Tennessee UT Law School B.S. , J.D. 1Yr.	Algebra 1, Algebra 2
Mrs. Rebecca Purdue Campbellsville University Austin Peay University B.M, M.M. 10 Yrs.	Vocal Music, Honors Vocal Music
Mr. Joey Reeder Middle Tennessee State University B.S. 27 Yrs.	U.S. History
Mrs. Leslie Rice Tennessee Technological University B.S. 8 Yrs.	Honors English 10, English 10
Mrs. Melissa Ruch Tennessee Technological University B.S. 11 Yrs.	Economics, Personal Finance
Mr. Eric Sanders Tennessee Technological University B.S. 4 Yrs.	S.E.D.
Mr. Daniel Sebers Middle Tennessee State University B.S. 2 Yr.	C.D.C.
Mrs. Peggy Semmes North Georgia College Georgia State University Tennessee Technological University B.S., M.A., ED.S 10 Yrs.	Life Science, Physical Science, PACE
Mr. John Michael Shockley Tennessee Technological University B.S. 28 Yrs.	World Geography
Mr. Larry Steffee Messiah College Middle Tennessee State University B.A., M.S.T. 24 Yrs.	Adv. Alg. & Trig. Algebra 2 Geometry

Ms. Amy Tobitt Tennessee Technological University B.S. 4 Yrs.	Wellness, P.E.
Mr. Steve Trapp Middle Tennessee State University B.S. 4 Yrs.	Keyboarding, Document Design, PACE, Football
Mr. Chris Vance University of Tennessee Martin B.S. 21 Yrs.	Honors English 11 English 11 Golf
Mr. Michael Whitefield Nashville Auto Diesel College Tennessee Technology Center 8 Yrs.	Brake Systems Transportation Core Engine Performance Susp/Steering
Mrs. Carol Williams Tennessee Technological University B.S., M.A. 15 Yrs.	Math 11 & 12 English 11 & 12 Special Education
Mr. Jonathan Wright Middle Tennessee State University B.M., M.A. 2 Yrs.	Band
Mrs. Charlotte Wruble Tennessee Technological University B.S. 15 Yrs.	Algebra 1 Algebra 2 Adv. Alg. & Trig.
Mr. Melvin Young Middle Tennessee State University 11 Yrs.	Carpentry 1 & 2, Construction Core

DeKalb County High School is a high school rich in history and tradition. DCHS is located in the Upper Cumberland region of Middle Tennessee. Smithville is the county seat of DeKalb County. DCHS has been in existence since 1923. The school was first called Pure Fountain High School, but later was renamed to DeKalb County High School, though many unofficially referred to it as Smithville High School. It had three teachers, less than fifty students and a graduating class of two. Throughout the twenties, thirties and forties the student enrollment continued to grow. In 1948 the school built a new gymnasium with seating capacity for two thousand people. This inspired the schools basketball program in the following years. The

original school burned down in 1962. In 1963 the current DCHS facility was opened.

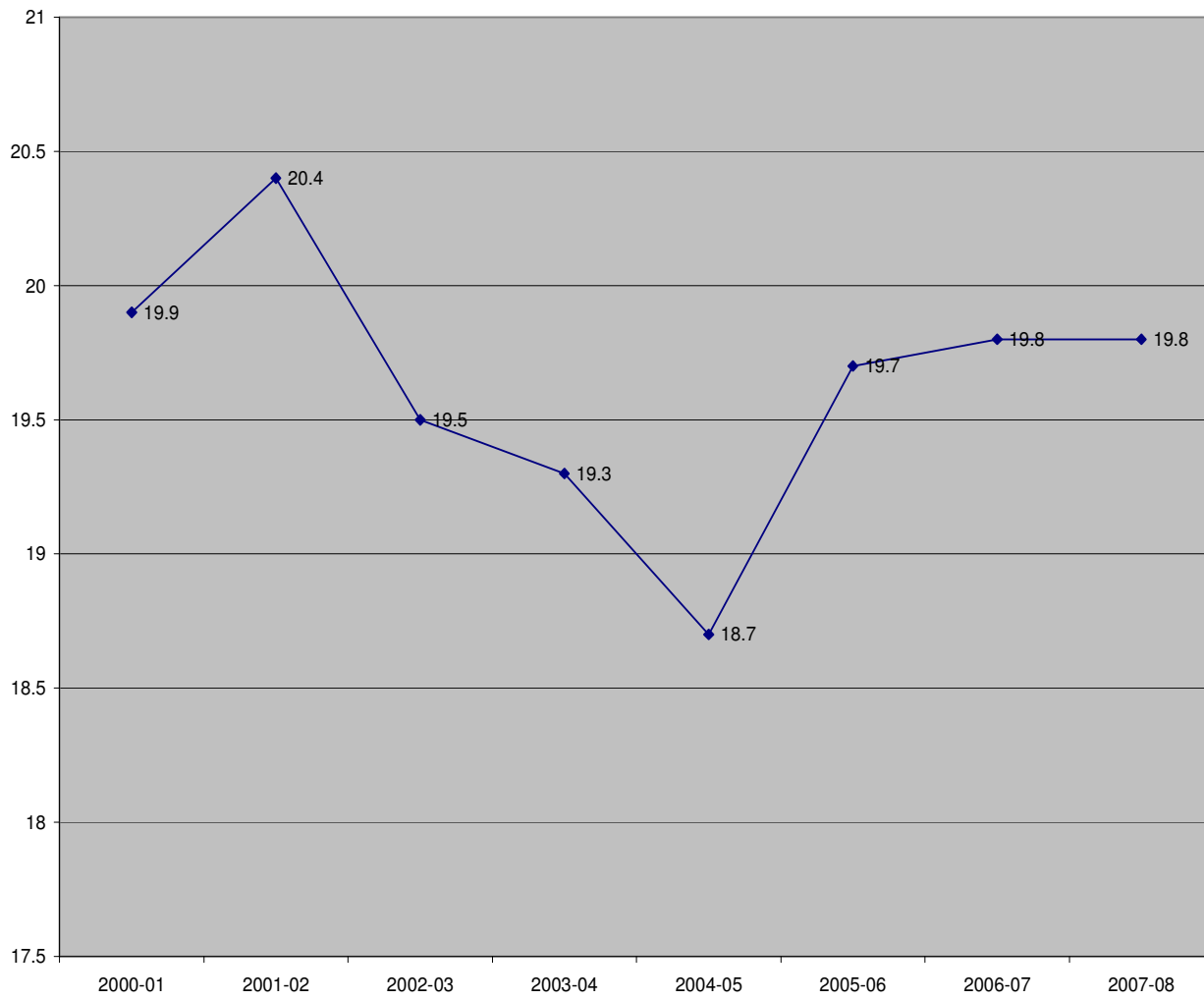
DeKalb County High School is constantly changing. New students are coming to DCHS with different backgrounds and learning abilities. DCHS is constantly looking for new and innovative ways to educate the children of Dekalb County. Stakeholder surveys are used to help administration evaluate the educational processes at DCHS. One of our major accomplishments at DCHS has been the establishment and implementation of a Freshman Academy. The Freshman Academy has already assisted students academically and socially in ways that DCHS has never been able to do before. Another great accomplishment has been the establishment of the Tiger Academy. The Tiger Academy is an after school program that is used for academic tutoring, time for time attendance recovery, and after school detention. Bus transportation is provided allowing all students to take advantage of this service. DCHS has many other programs and services to help students learn, achieve, and succeed. DCHS has a hard working and dedicated staff who believe in the children they teach.

Component 1b – Academic and Non-Academic Data Analysis

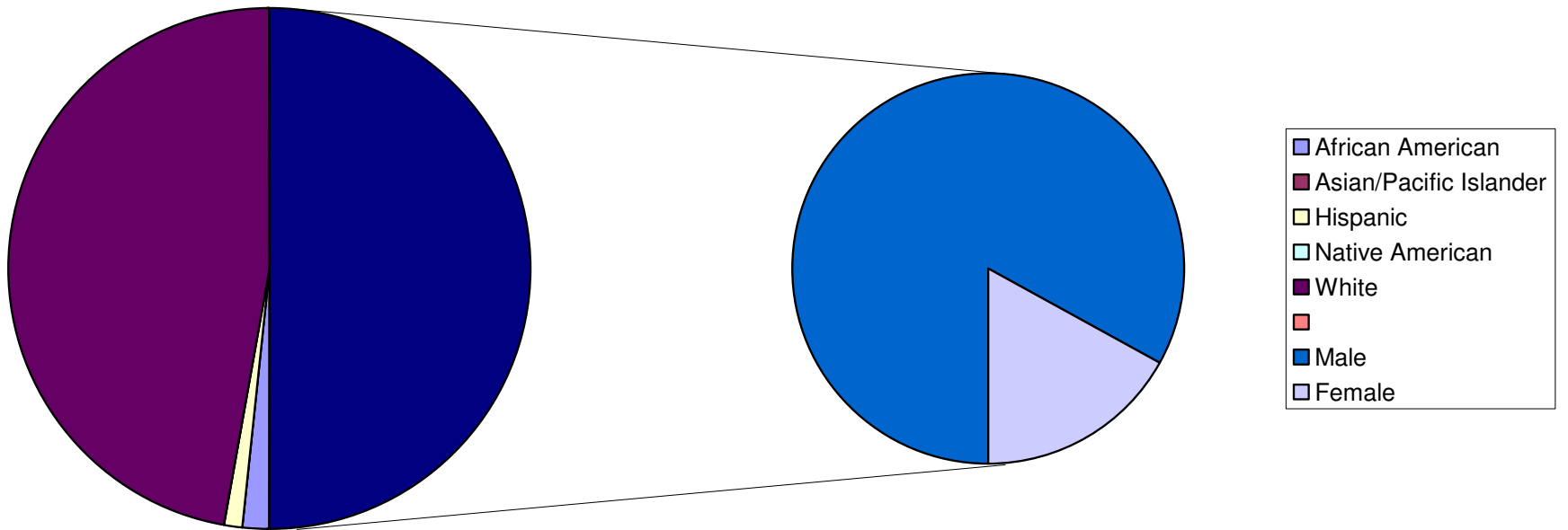
Indicator 1.4 : Variety of Academic and Non-Academic Assessment Measures

(Graphs)

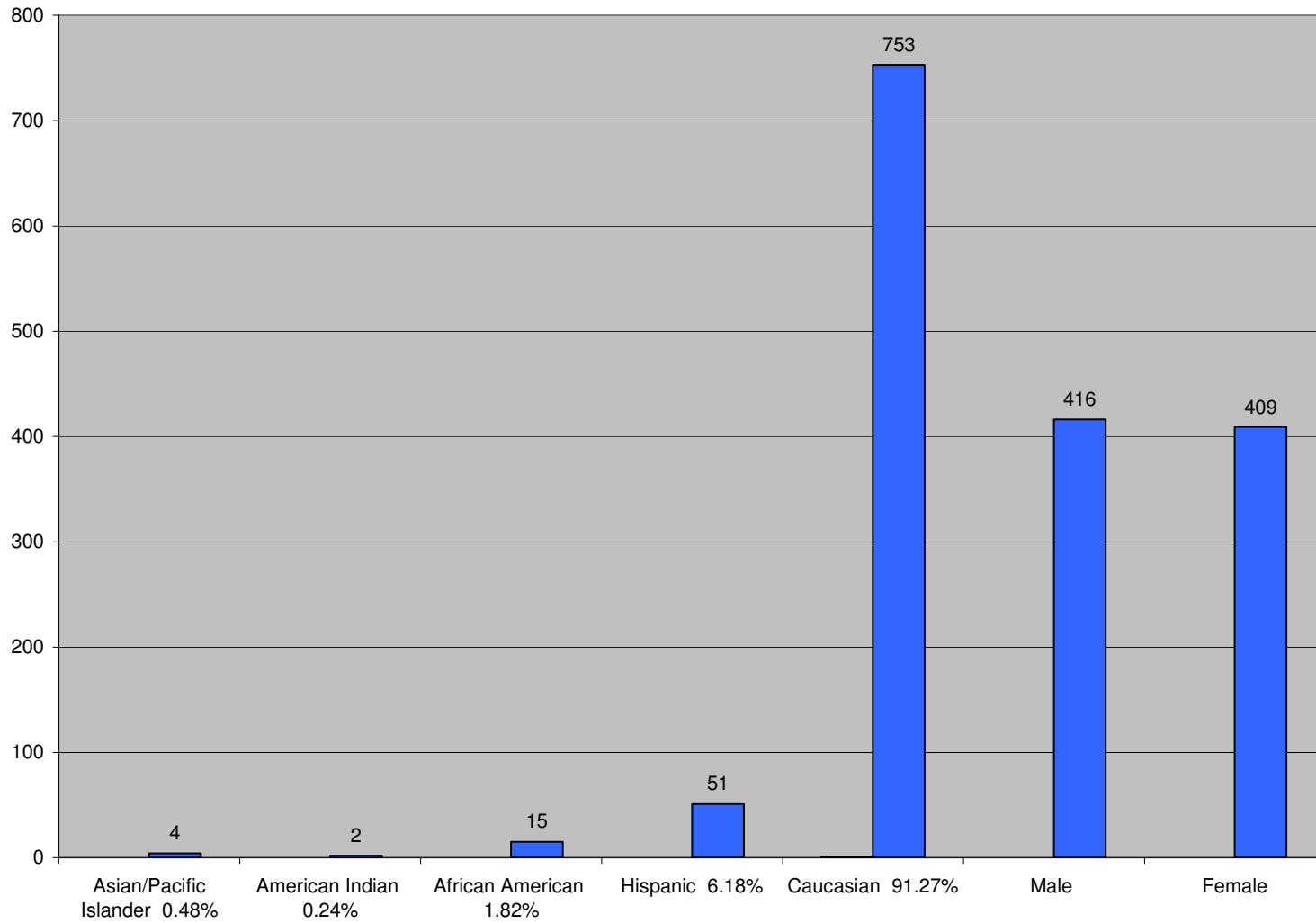
ACT Scores



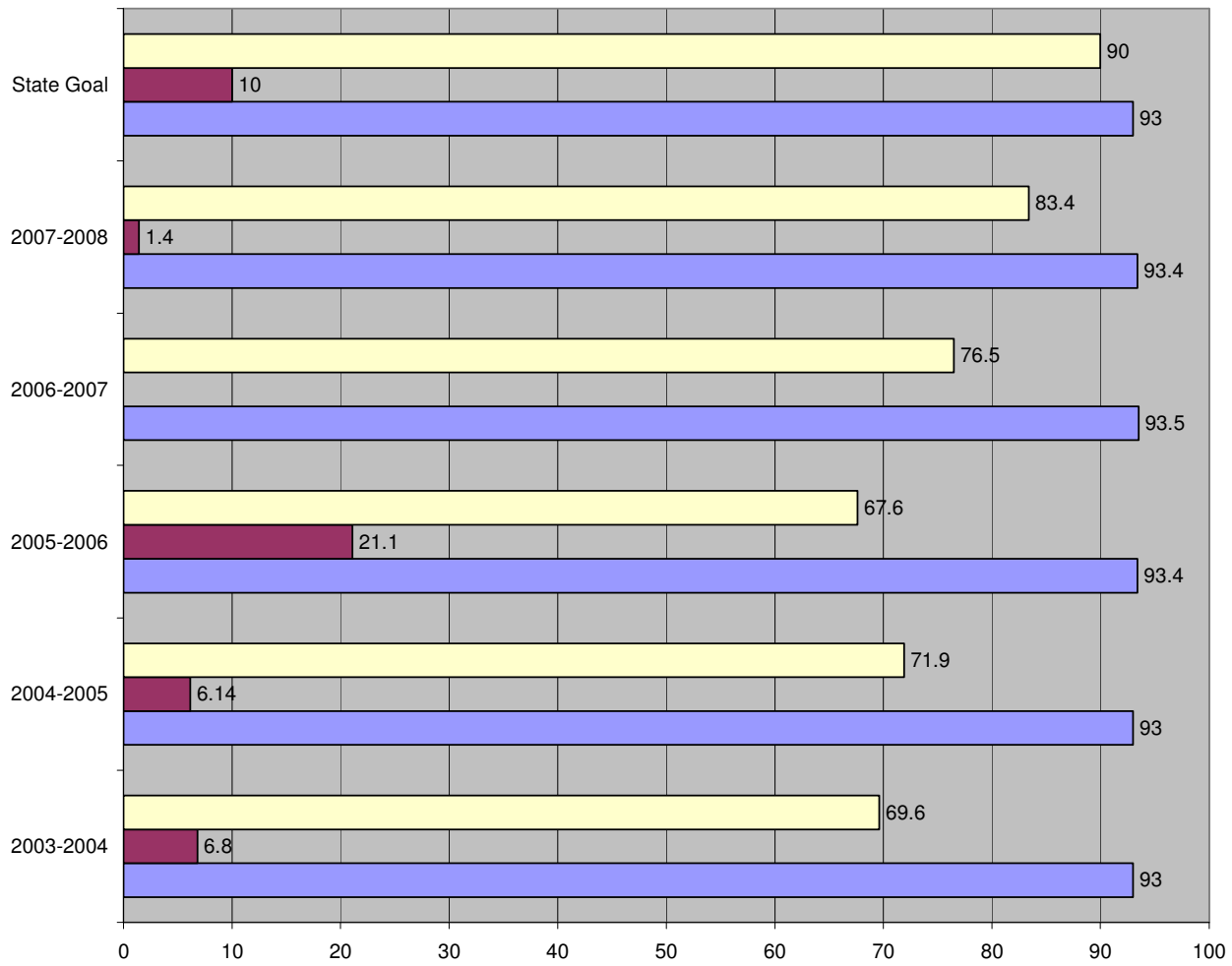
Suspensions



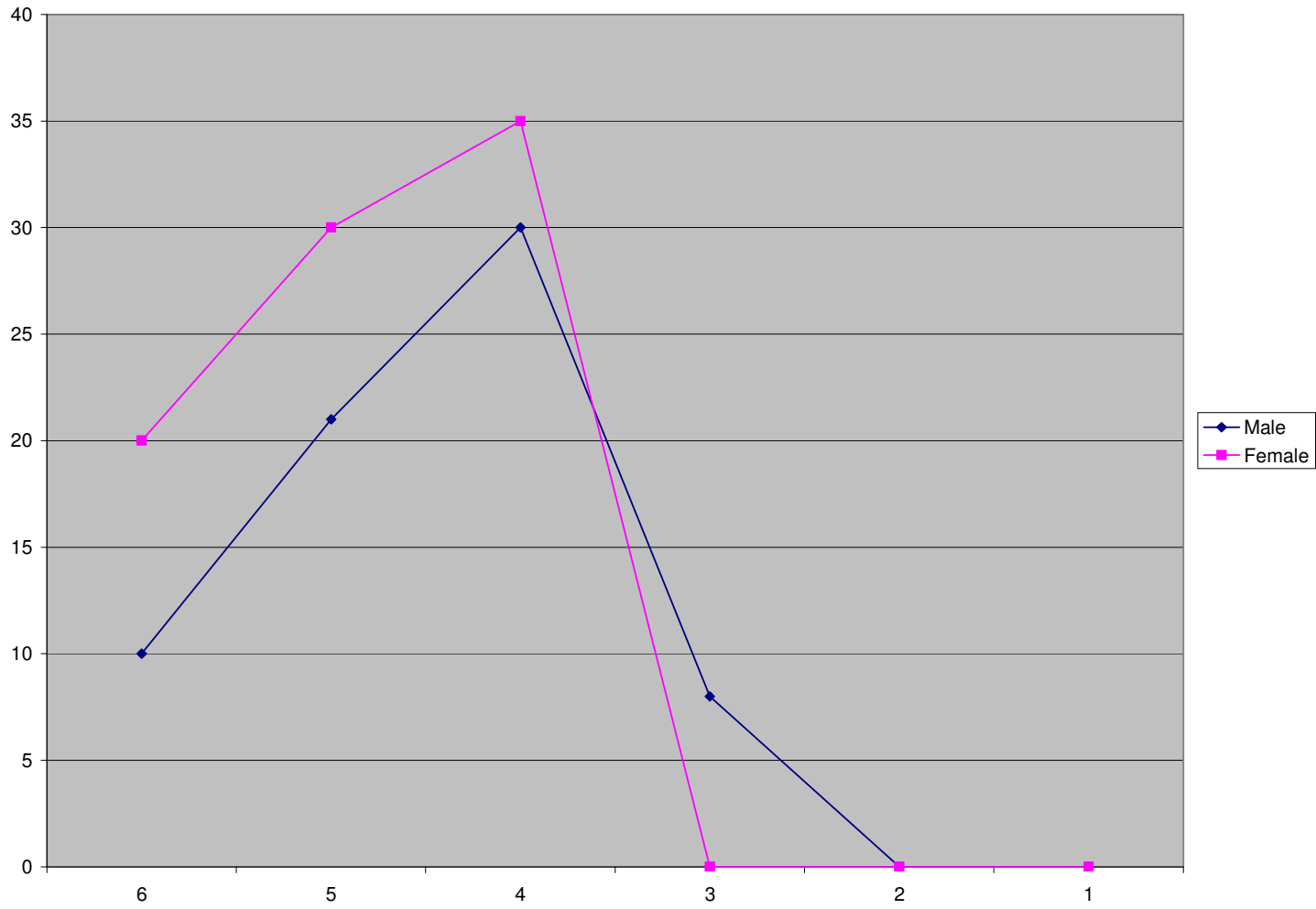
Population 2007-08



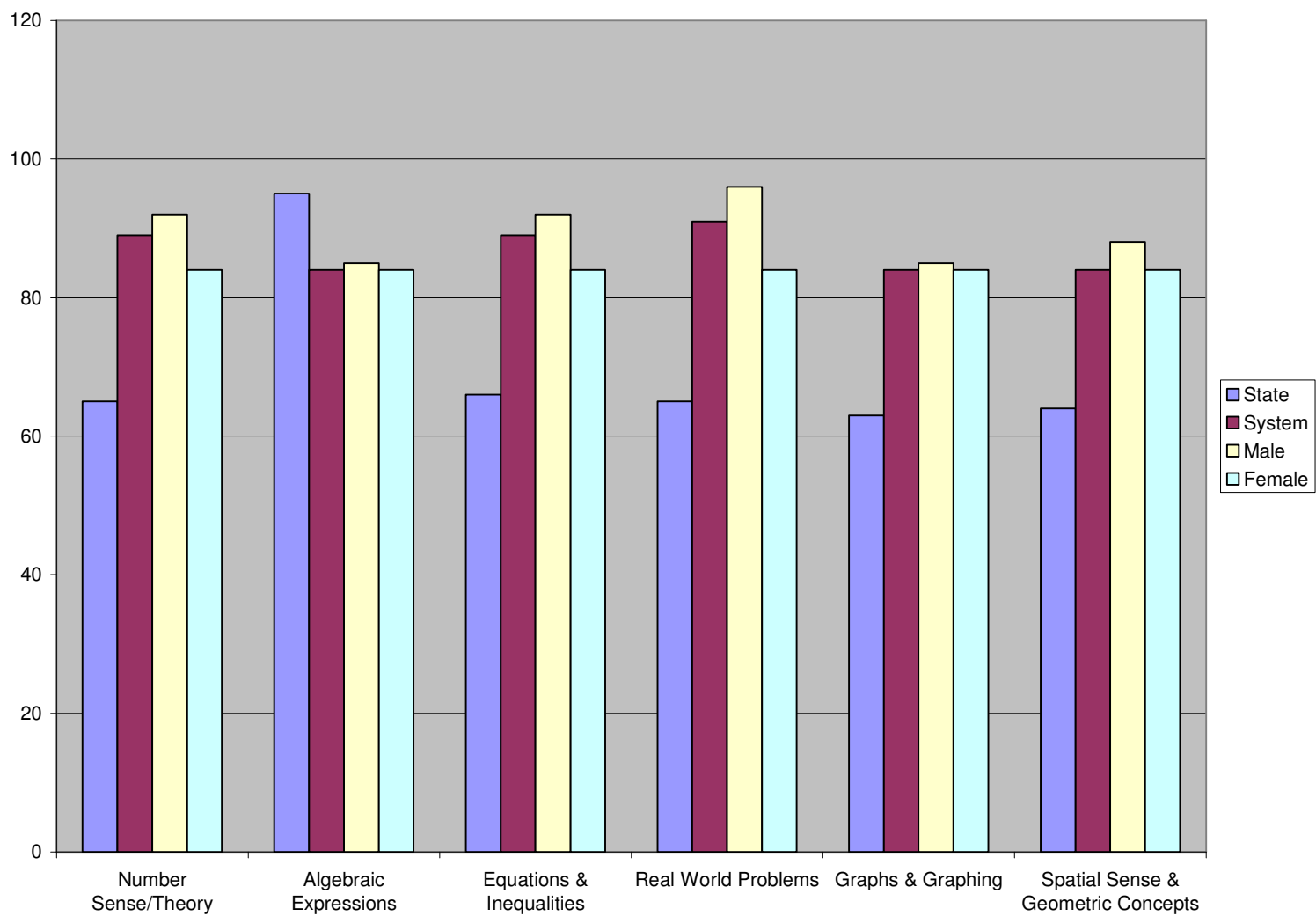
DCHS Attendance/Dropout/Graduation Rates



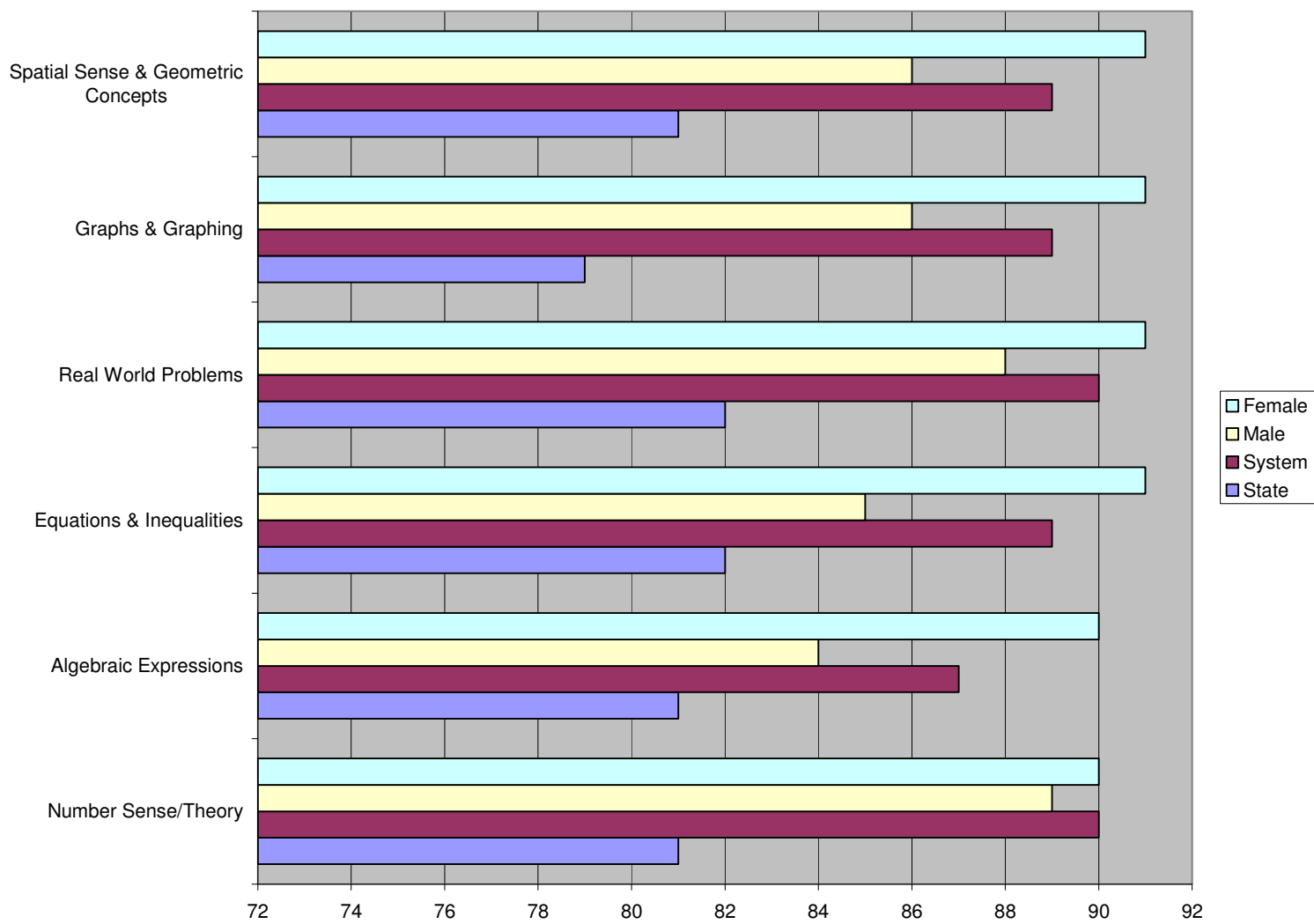
Writing Assessment Spring 2008



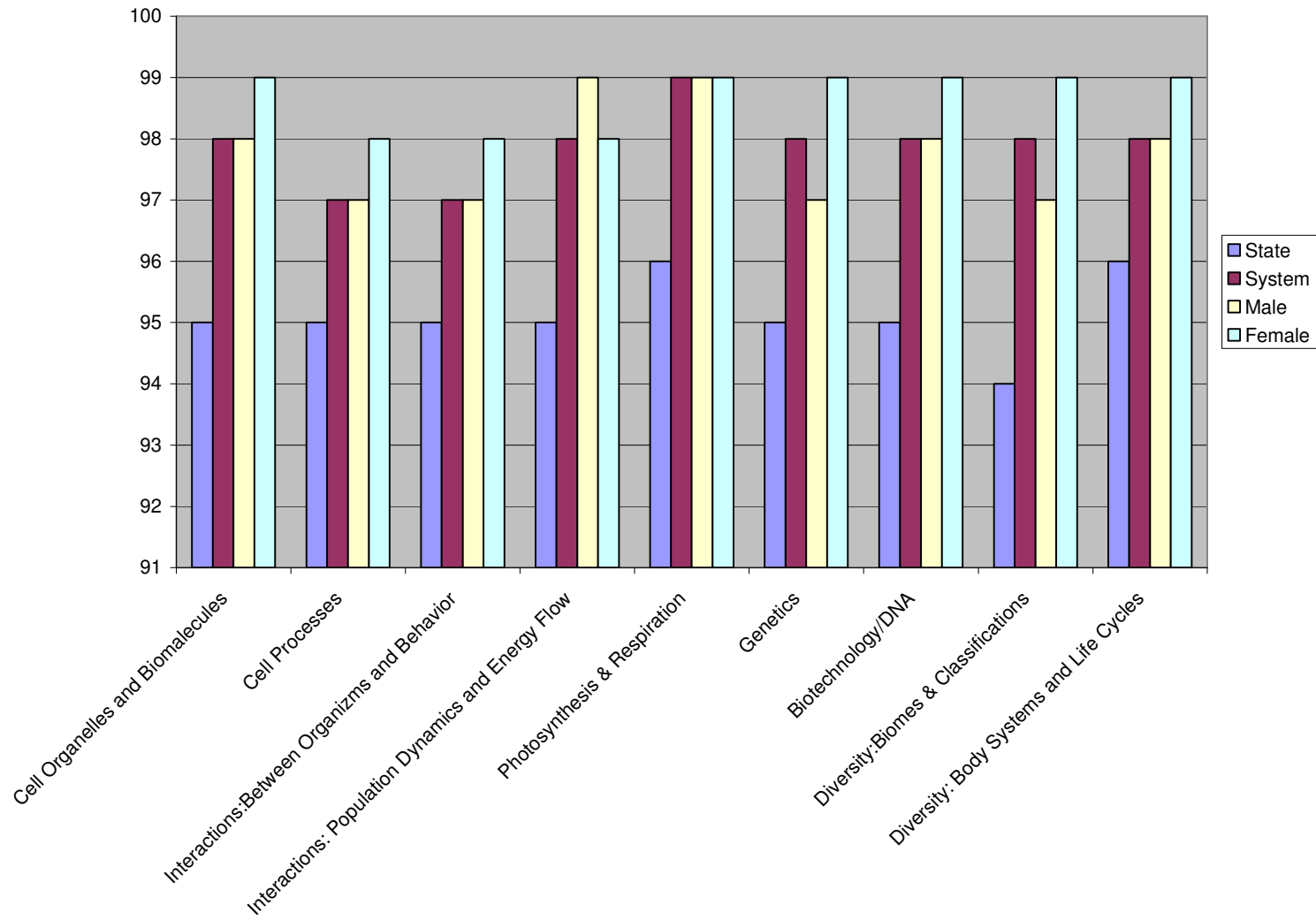
Mathematics Gateway, Fall 2007



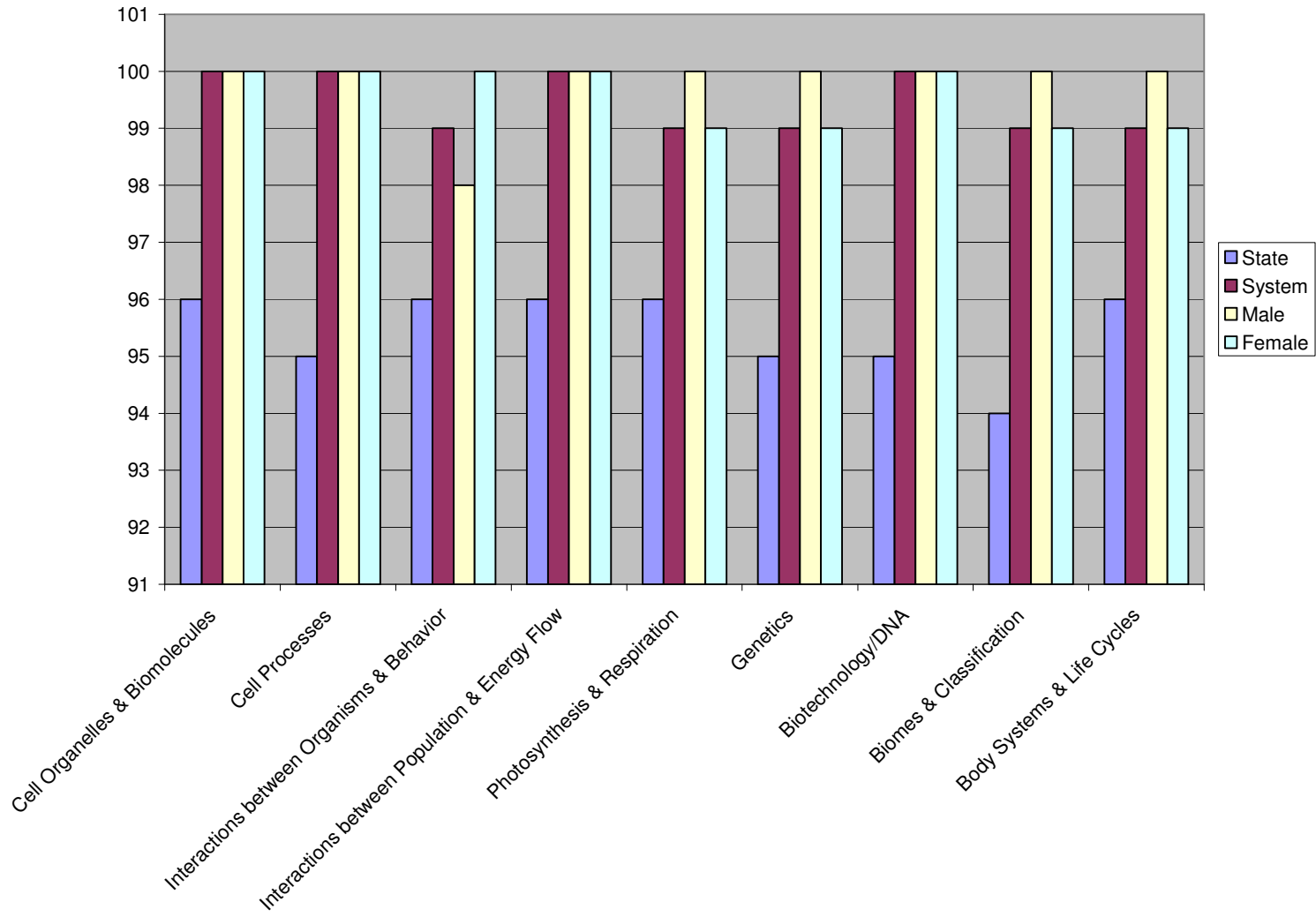
Mathematics Gateway, Spring 2008



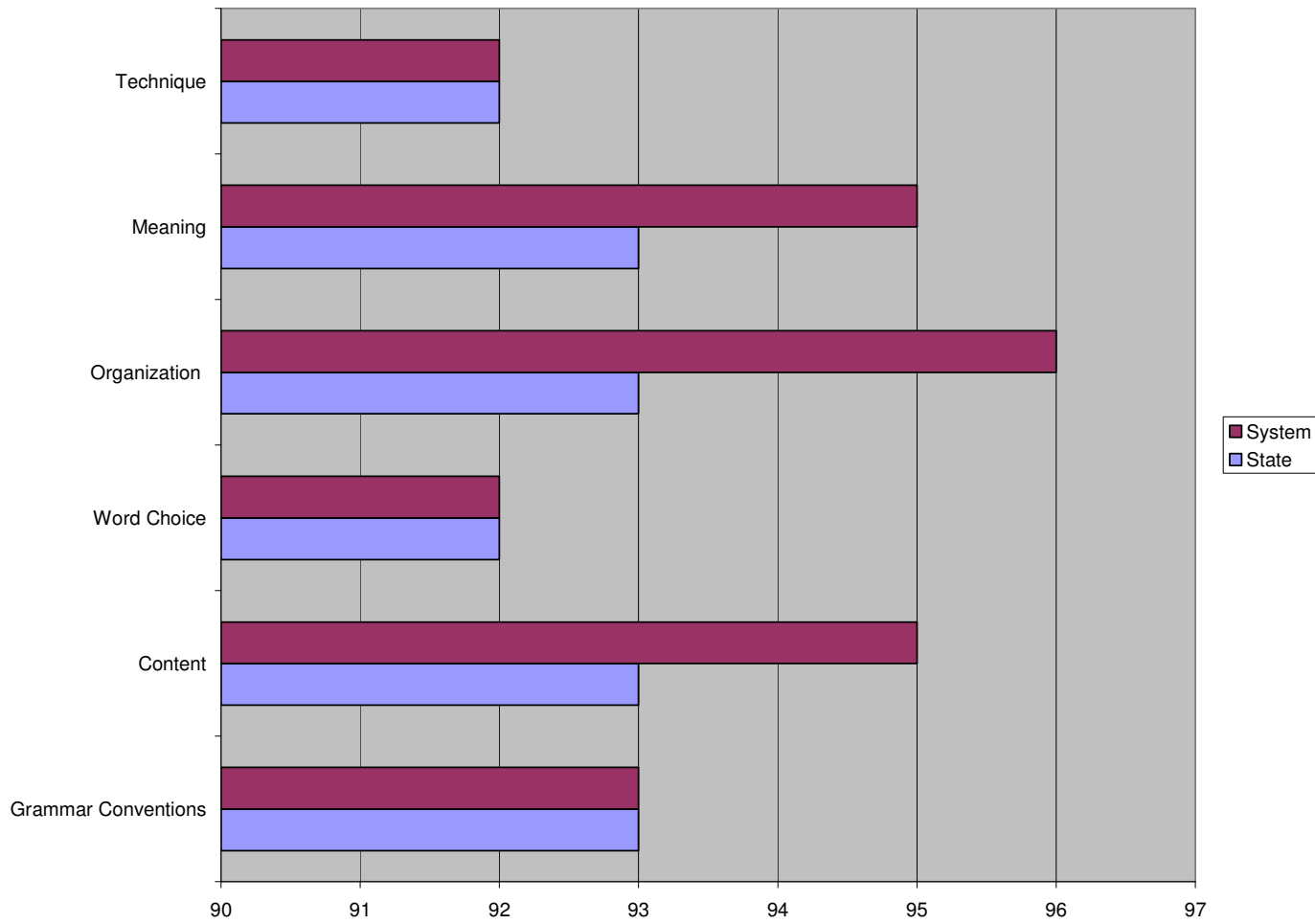
Science Gateway, Fall 2007



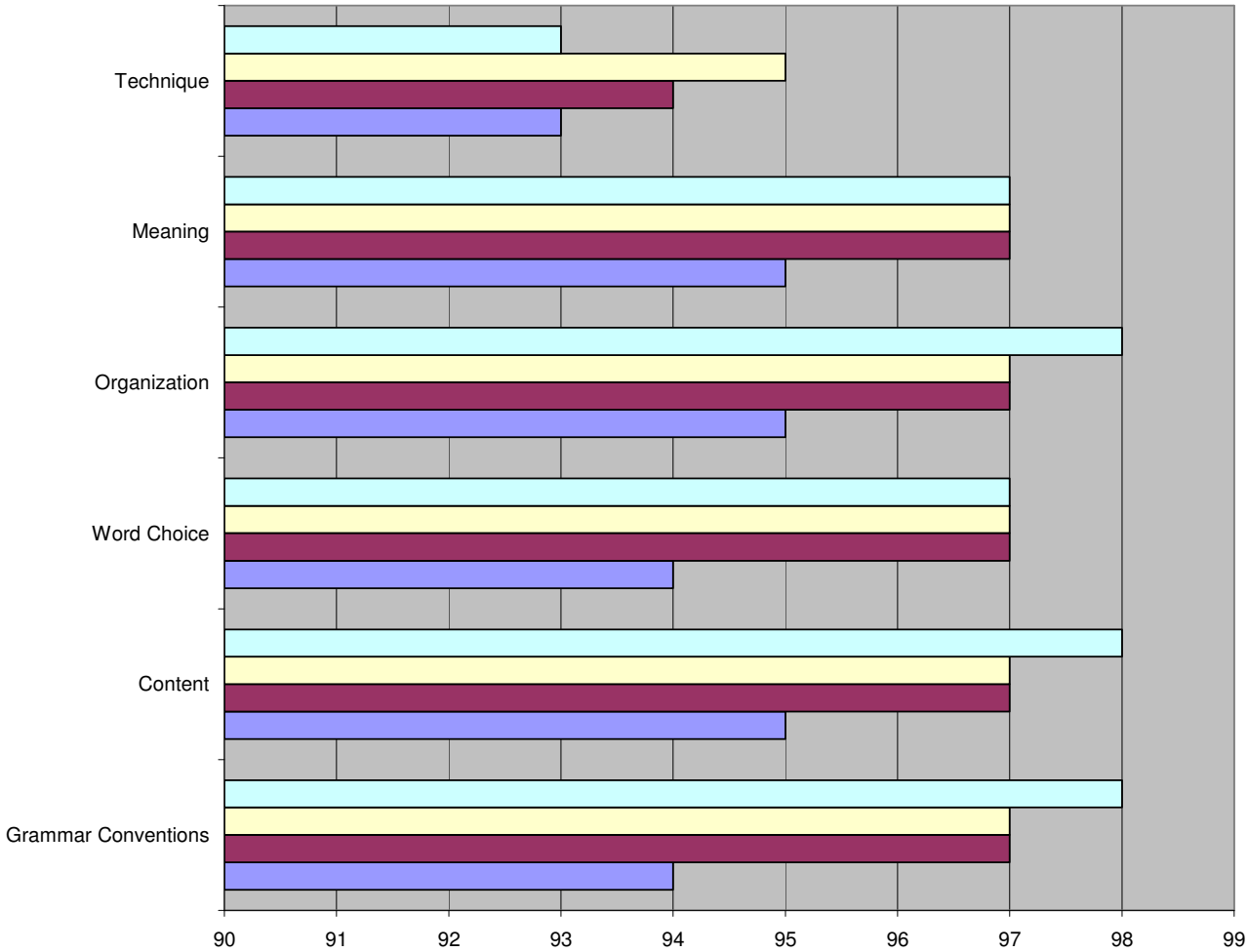
Science Gateway, Spring 2008



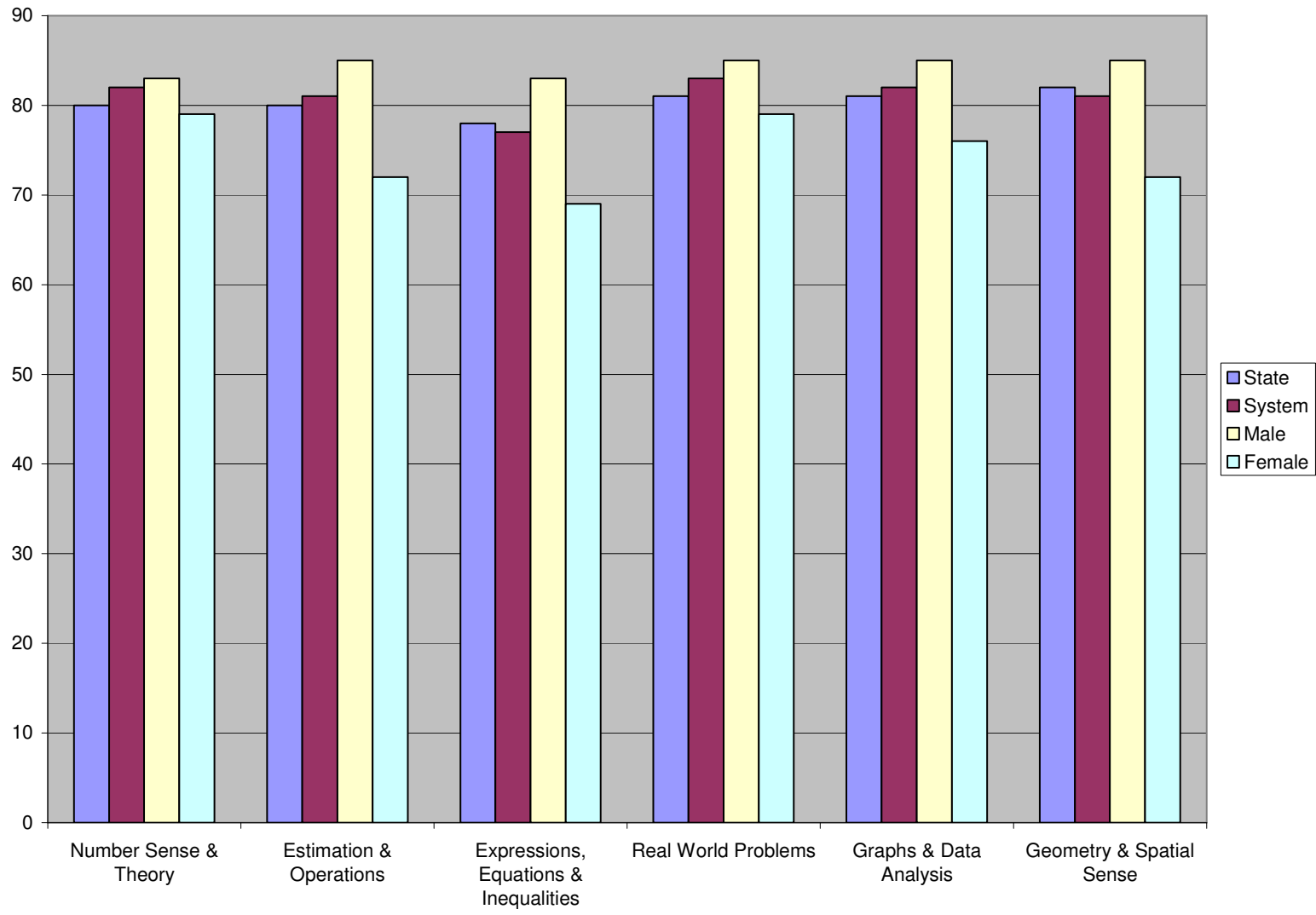
Language Arts Gateway, Fall 2007



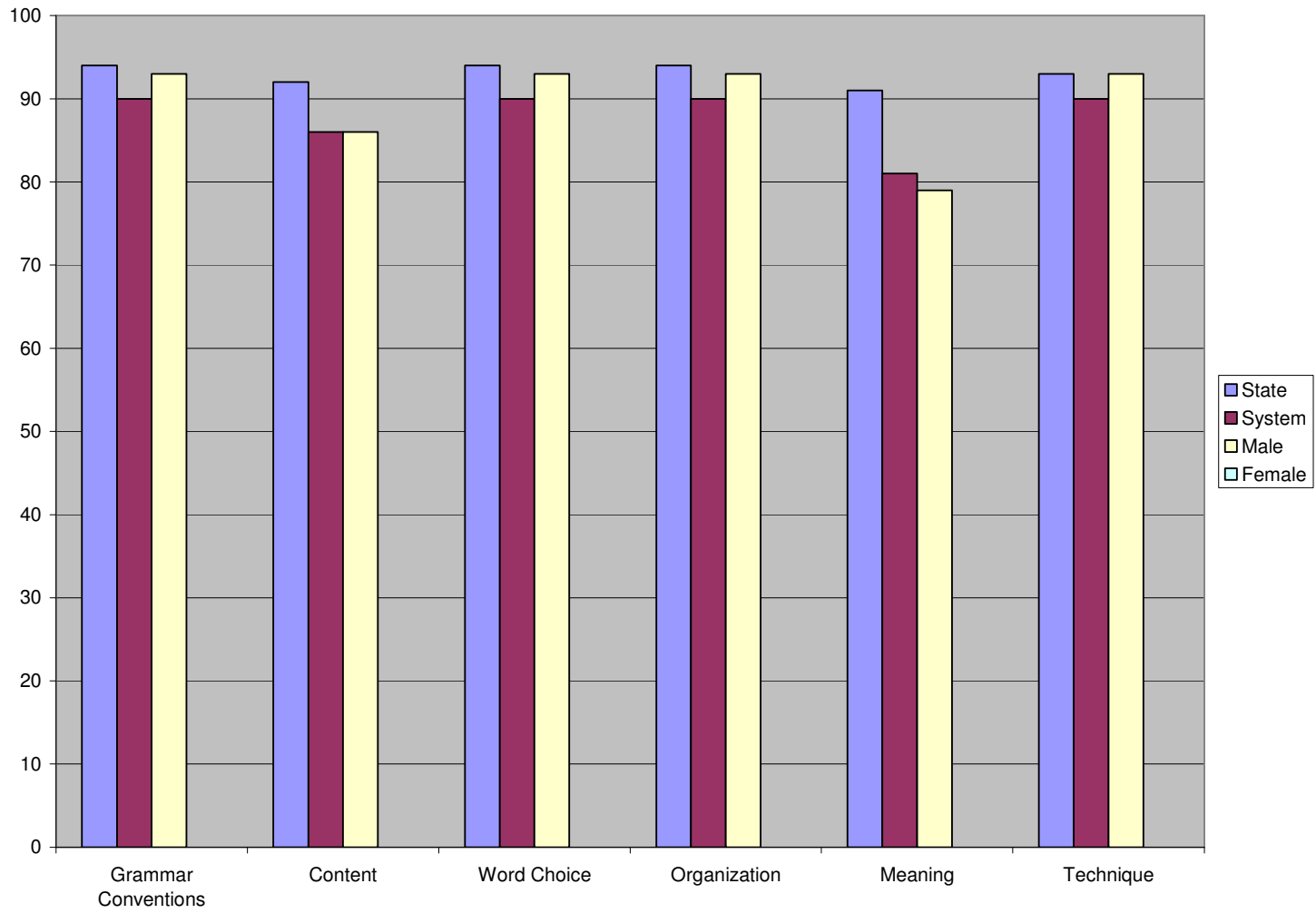
Language Arts Gateway, Spring 2008



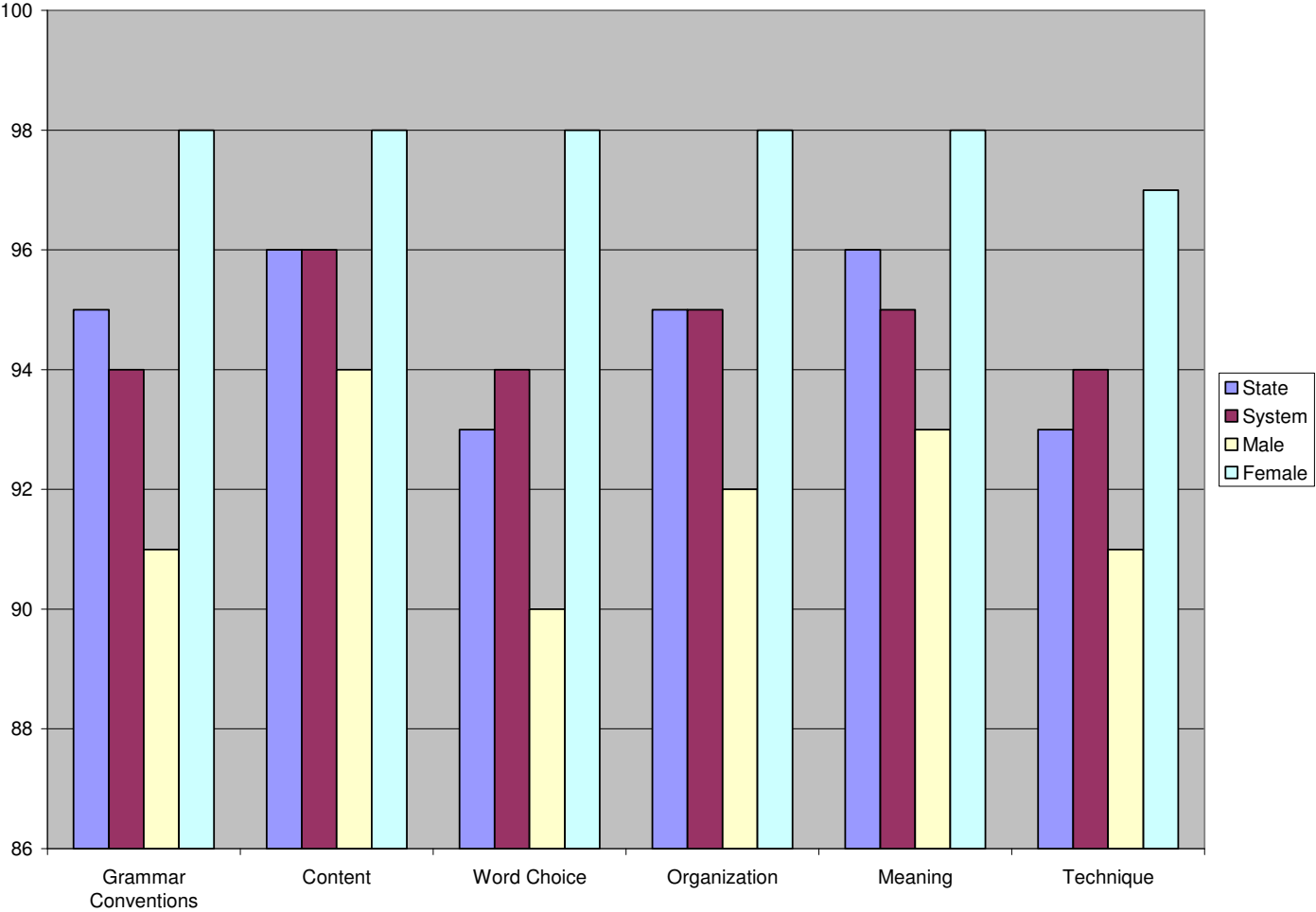
Math Foundations II End of Course, Spring 2008



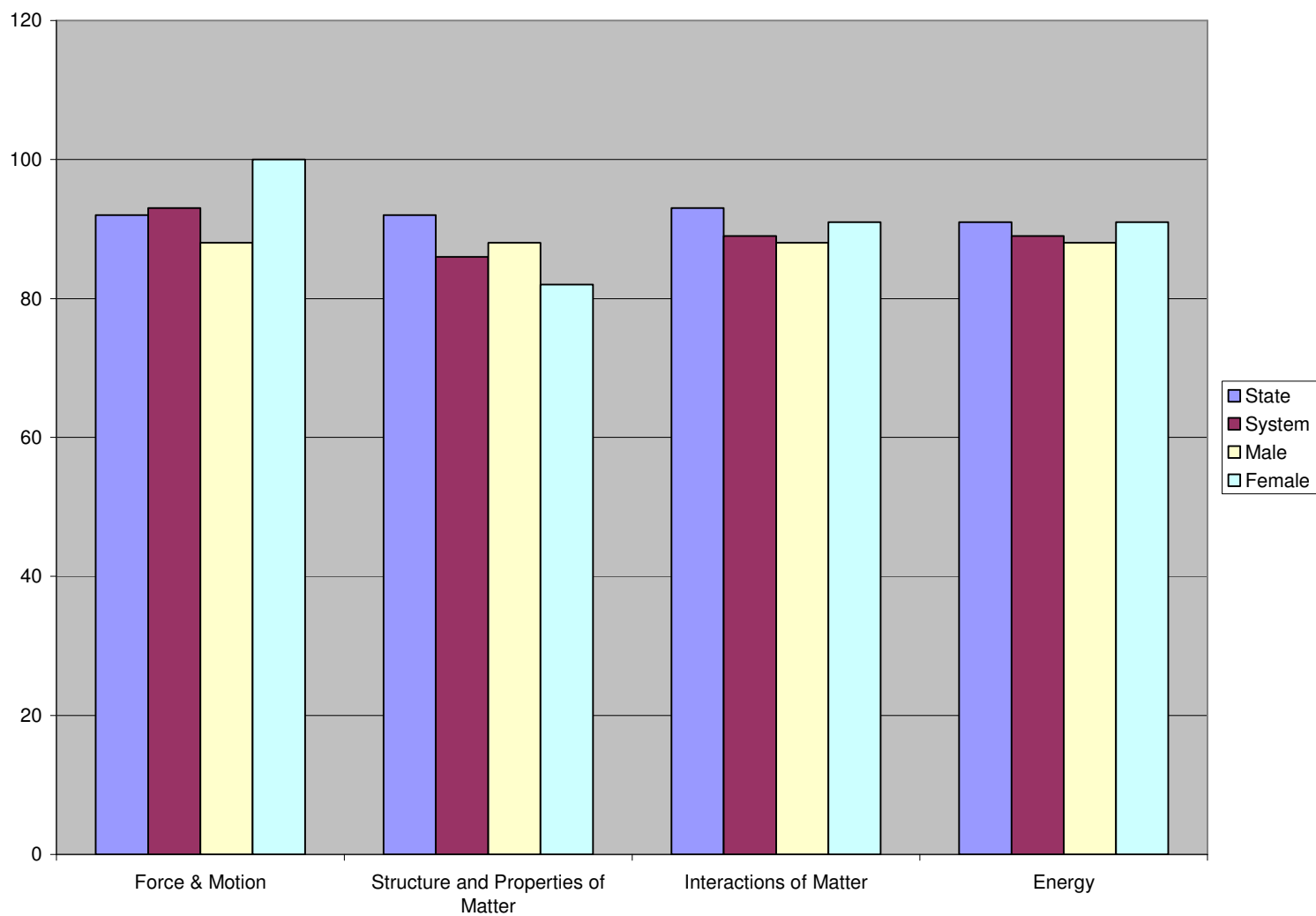
English I End of Course, Fall 2007



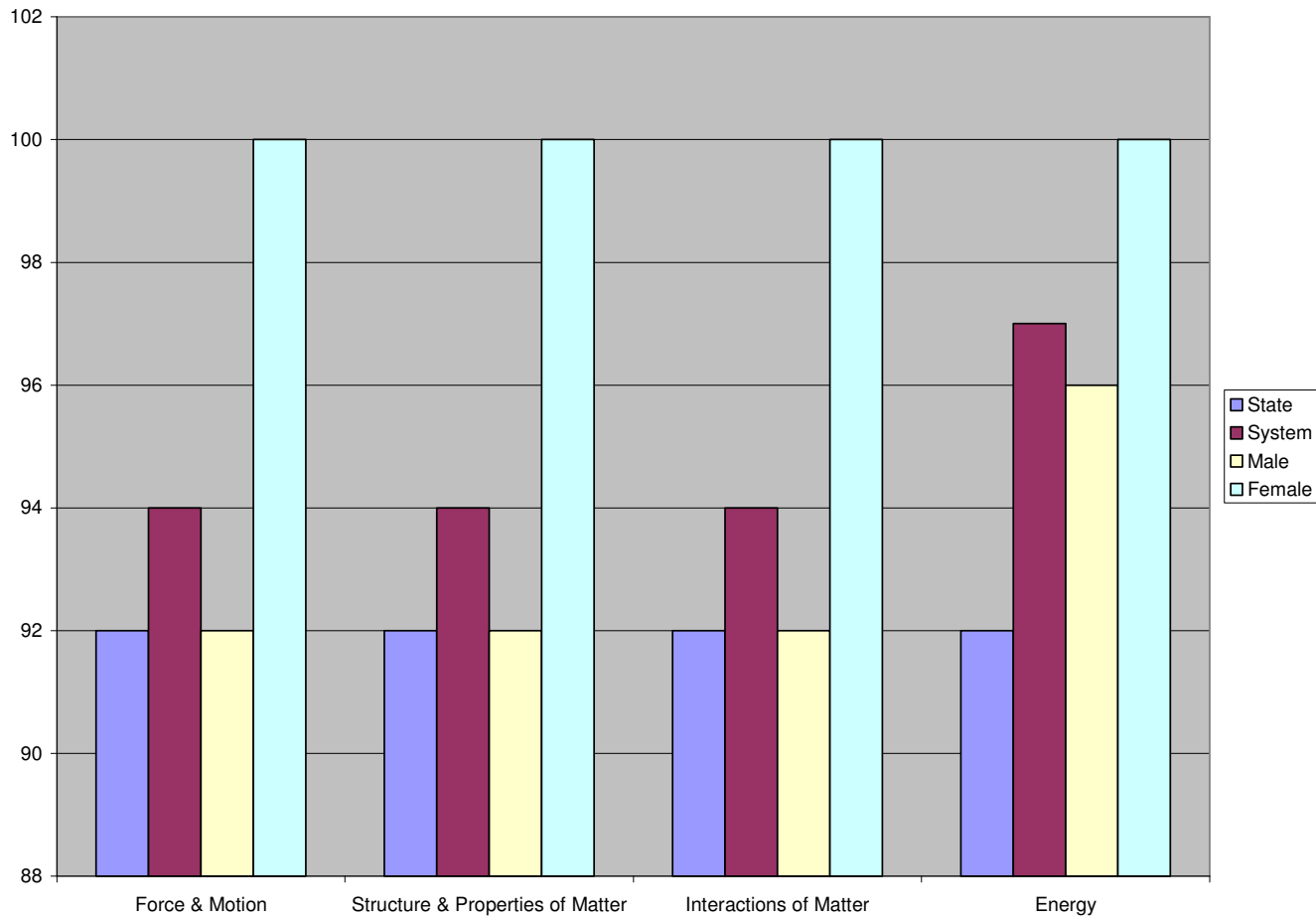
English I End of Course, Spring 2008



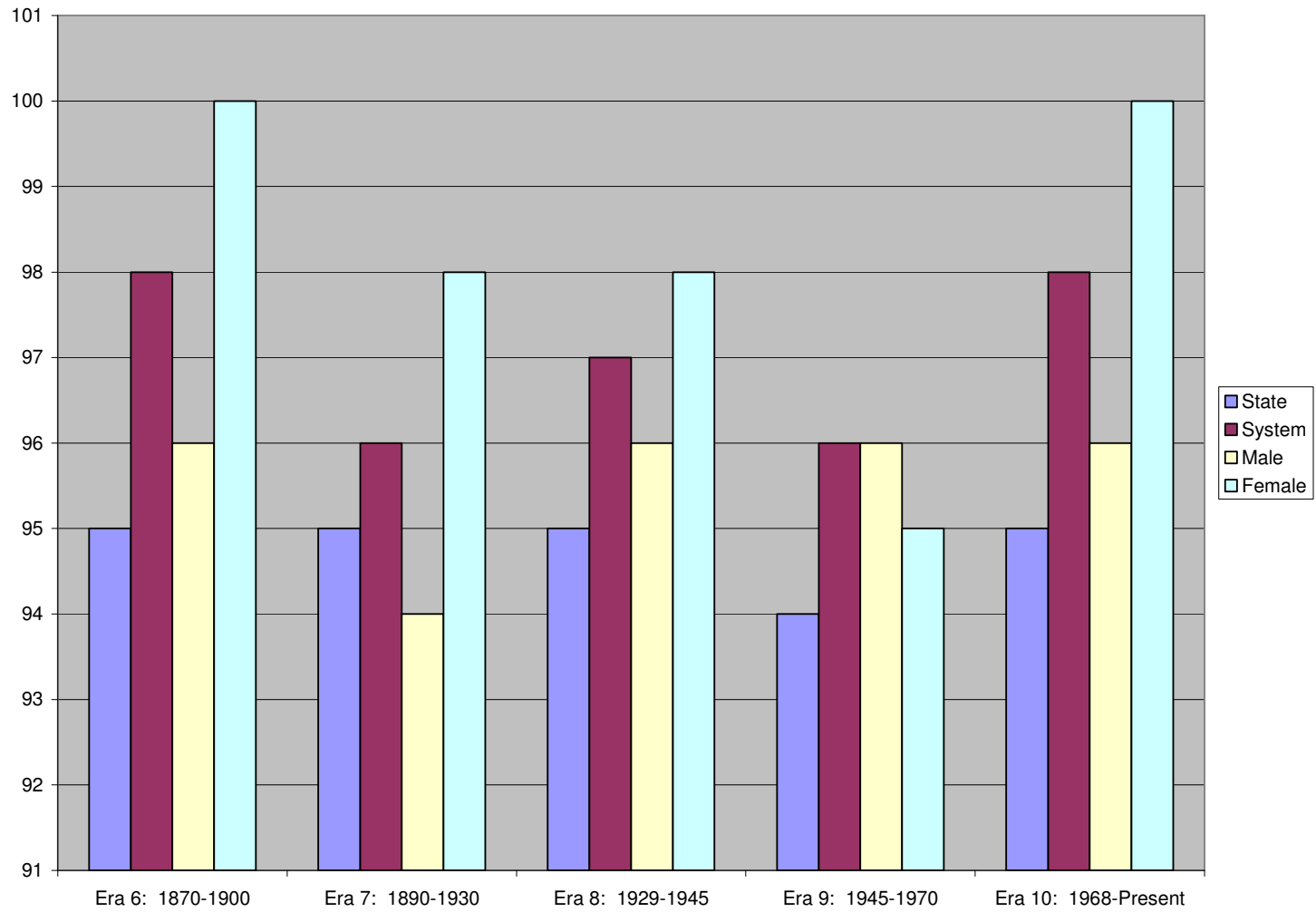
Physical Science End of Course, Fall 2007



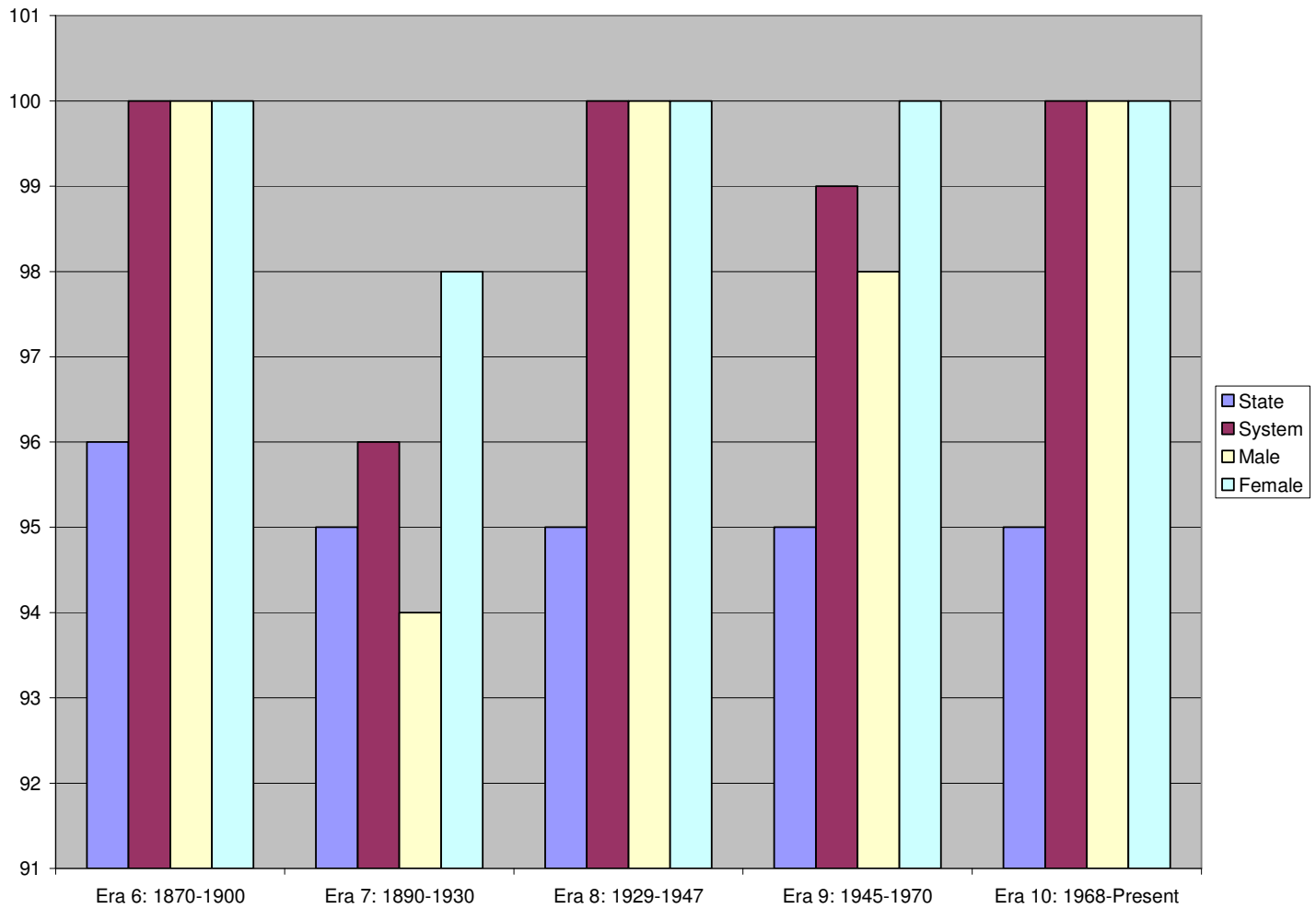
Physical Science, End of Course, Spring 2008



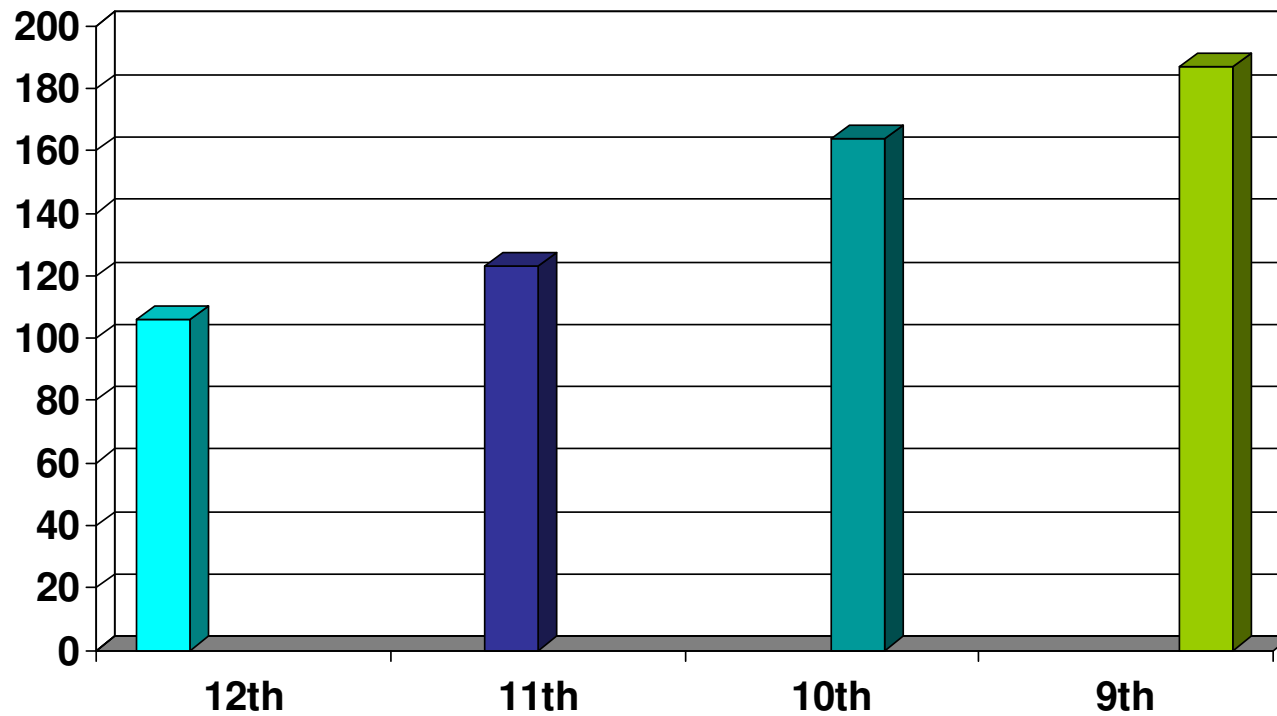
U. S. History End of Course, Fall 2007



U. S. History End of Course, Spring 2008

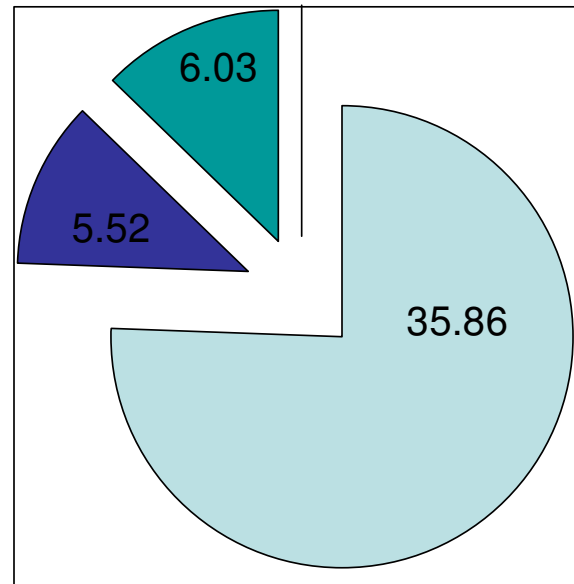


Career and Technical Education Student Enrollment by Grade

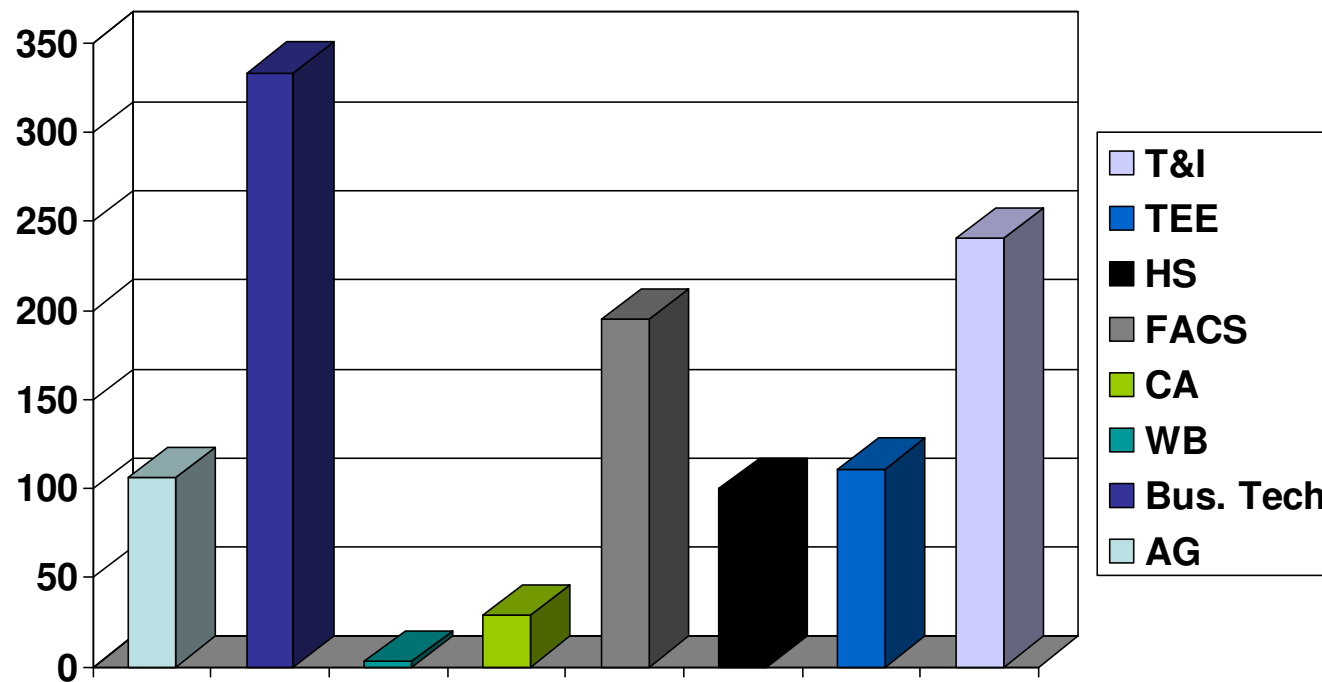


Career and Technical Education Sub-Group Disaggregation Percentages

- Students with Disabilities- 6.03%
- Economically Disadvantaged- 35.86%
- Limited English Proficiency- 5.52%

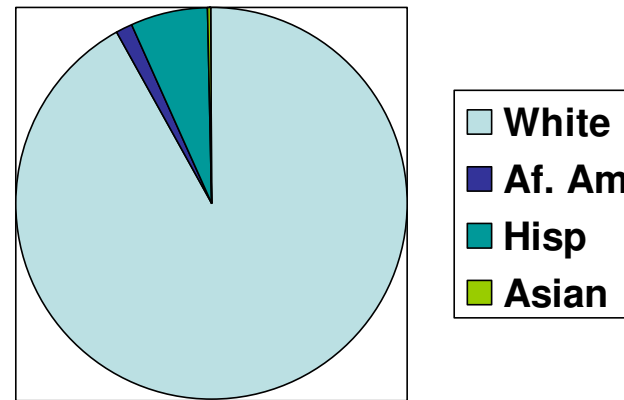


Career and Technical Education Course Enrollment by Program Area



Career and Technical Education Ethnicity Groups

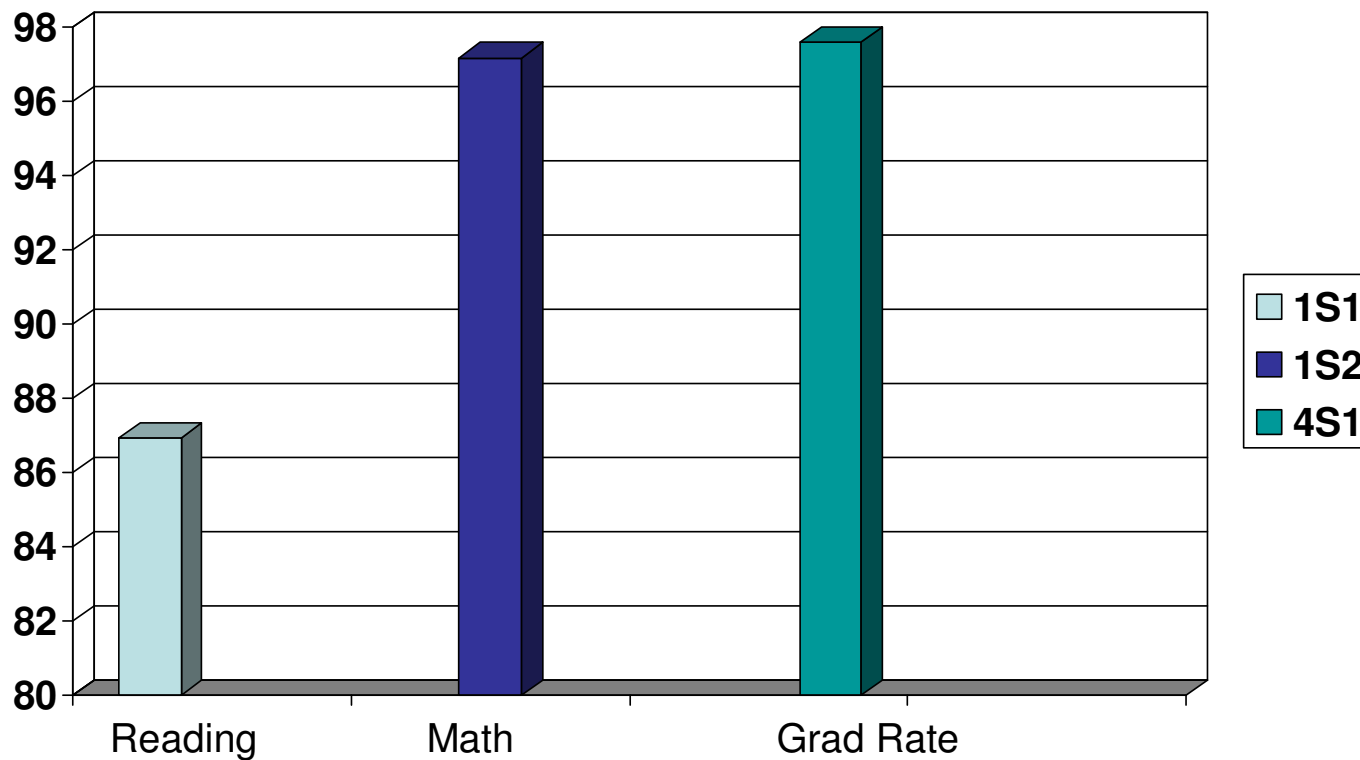
- White- 92.07%
- African American- 1.21%
- Hispanic- 6.55%
- Asian or Pacific Islander- 0.17%



Career and Technical Education Perkins IV Core Indicator Performance Perkins Report Card 2007

Core Indicator	Negotiated Performance Level	Actual Performance Level	State Level	Grade
1S1-Academic Attainment- Language Arts	79.10%	86.94%	87.87%	A
1S2-Academic Attainment- Math	87.61%	97.18%	95.48%	A
4S1-Graduation Rate	87.57%	97.59%	92.31%	A

Career and Technical Education Concentrator Gateway Performance 2007 Perkins Report Card



Career and Technical Education Subgroup Disaggregation Perkins Report Card 2007

Subgroup	1S1-Academic Attainment- LA	1S2- Academic Attainment- Math	4S1-Graduation Rate
Hispanic	100%	100%	100%
White	86.44	97.06	97.50
Male	78.81	97.06	97.50
Female	94.49	97.30	97.67
Nontraditional	87.91	98.18	96.39
Nontraditional Gender	87.50	100	100
Tech Prep	66.67	-	100
Students with Disabilities	74.19	77.78	81.82
Economically Disadvantaged	86.59	96.43	96.43
Single Parent	100	-	100
ESL	100	100	100
Other Ed. Barriers	83.33	100	0

1.5: Data Collection and Analysis

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

DCHS faculty and administration use a variety of assessment methods to measure student performance including state mandated standardized testing data, college entrance exam data, graduation rates, dropout rates, and attendance rates. Information covering the 2006-2007 and 2007-2008 school years is taken from the school system report card, testing data, school system database, and the system attendance supervisor.

Areas of Strength

DCHS students have improved their performance on the Math and Science Gateway exams between the 2006-07 and 2007-08 school years. This data is taken from the school *Performance Level Summary Report* provided by the state. The data is summarized here in terms of percentages of students taking the test and scoring advanced, proficient, and below proficient. In 2007-08, 87% scored advanced and proficient on the Math Gateway as compared to 85% in 2006-07. Ninety-nine percent scored advanced and proficient on the Science Gateway in 2007-08 as compared to 98% in 2006-07.

DCHS students have also improved their performance on the Foundations II and U.S. History End of Course Exams. Eighty-two percent scored advanced and proficient on the Foundations II test in 2007-08 compared to 72% in 2006-07. In 2007-08, 98% scored advanced and proficient on the U.S. History test compared to 96% in 2006-07.

DCHS students also improved their scores on the Writing Assessment. According to the 2007 report card, DCCHS students scored an average of 3.7 during the 2006-07 school year. In comparison, the tentative average for 2007-08 is 4.01%.

The *ACT High School Profile Report* for the 2008 graduating class indicates that DCCHS students have improved their performances on 3 out of 4 subtests. The class of 2008 subtest scores in English, mathematics, and science are 20.3, 18.2, and 20.0 respectively. In comparison, the class of 2007 subtest scores in the same areas are 19.6, 18.1, and 19.9 respectively.

The DCCHS graduation rate increased from 76.1% in 2006-2007 to a tentative 83% in 2007-2008. While attendance rates dropped slightly from 93.5% in 2006-2007 to 93.4% in 2007-2008, DCCHS still exceeds the state goal of 93%.

Another area of strength for DCCHS is that there will be an increase in counseling services provided to students starting in the 2008-09 school year. The DCCHS counselors completed a time-task analysis during the 2007-08 school year and found that 60% of their time was spent on non-counseling duties as defined by the state and the American School Counseling Association. Beginning in September 2008, the DCCHS counseling department added a full-time clerk. This will allow the school counselors to spend more time in direct contact with students focusing on high school progress, dropout prevention, graduation coaching, post-secondary planning, and social and emotional needs. Also the county received a grant and is implementing the 21st Century Community Learning Centers Program which will provide after school counseling

services for DCHS students and a professionally trained Project Students Taught Awareness and Resistance (STARS) specialist at the DeKalb County School System Alternative Learning Center five days per week to provide substance abuse, violence, and suicide prevention services to the students there.

Areas of Need

DCHS still needs to improve:

DCHS still needs to improve ACT scores to be on par with state and national averages. Additionally DCHS students are performing below the state and national averages in all subtest areas. The DCHS average reading subtest score dropped from 20.9 with the graduating class of 2007 to 20.0 with the graduating class of 2008.

1.6: Report Card Data Disaggregation

Report Card Data Disaggregation

The data presented in this section comes from the *Performance Level Summary Reports* provided by the state for the 2007-2008 school year and from the *ACT High School Profile Report* for the DCHS graduating class of 2008. The *Performance Level Summary Reports* do not provide performance data in demographic categories where fewer than 8 students took the tests. The term “NR” is used to indicate categories with fewer than 8 students.

Mathematics Gateway

Eighty-nine percent of white students scored advanced and proficient on the Math Gateway compared to 67% of the Hispanic students. The percentages of male and female students scoring advanced and proficient are similar at 86% and 88% respectively. Eighty-seven percent of all students scored advanced and proficient with 82% of students receiving special education services scoring advanced and proficient.

Mathematics Gateway		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	87	13
Gifted	NR	NR
Economically Disadvantaged	86	14
Male	86	14
Female	88	12
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	67	33
White, not Hispanic	89	11
504 Service Plan	NR	NR
Special Education	82	18

Report Card Data Disaggregation

ELL	NR	NR
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Science Gateway

Ninety-nine percent of white students scored advanced and proficient compared to 95 percent of Hispanic students. Ninety-nine percent of all students scored advanced and proficient compared to 94% and 89% of students receiving special education and ELL services respectively.

Science Gateway		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	99	1
Gifted	NR	NR
Economically Disadvantaged	98	2
Male	99	1
Female	99	1
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	95	5
White, not Hispanic	99	1
504 Service Plan	NR	NR
Special Education	94	6
ELL	89	11

Language Gateway

Ninety-five percent of all students scored advanced and proficient compared to 77% of students receiving special education services. Ninety-eight percent of females scored advanced and proficient compared to 93% of males.

Language Gateway		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	95	5
Gifted	NR	NR
Economically Disadvantaged	94	6
Male	93	7
Female	98	2
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	NR	NR
White, not Hispanic	96	4
504 Service Plan	NR	NR

Report Card Data Disaggregation

Special Education	77	23
ELL	NR	NR

Foundations II End of Course

Eighty-two percent of all students passed this test scoring advanced and proficient compared to 78% of economically disadvantaged and 70% of students receiving ELL services. Eighty-five percent of male students passed compared to 76% of female students. Sixty-nine percent of Hispanic students passed compared to 83% of white students.

Foundations II End Of Course		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	82	18
Gifted	NR	NR
Economically Disadvantaged	78	22
Male	85	15
Female	76	24
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	69	31
White, not Hispanic	83	17
504 Service Plan	NR	NR
Special Education	NR	NR
ELL	70	30

English 9 End of Course

Ninety-four percent of all students passed this test compared to 89% of economically disadvantaged and 67% of students receiving special education services. Ninety-eight percent of female students passed compared to 92 percent of male students.

English 9 End of Course		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	94	6
Gifted	NR	NR
Economically Disadvantaged	89	11
Male	92	8
Female	98	2
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	NR	NR
White, not Hispanic	83	17

Report Card Data Disaggregation

504 Service Plan	NR	NR
Special Education	67	33
ELL	NR	NR

Physical Science End of Course

Ninety-four percent of all students passed compared to 89% of economically disadvantaged and 88% of students receiving special education services. Ninety-five percent of female students passed compared to 93% of male students.

Physical Science End of Course		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	94	6
Gifted	NR	NR
Economically Disadvantaged	89	11
Male	93	7
Female	95	5
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	NR	NR
White, not Hispanic	93	7
504 Service Plan	NR	NR
Special Education	88	12
ELL	NR	NR

U.S. History End of Course

Ninety-eight percent of all students passed compared to 82% of students receiving special education services and 95% of economically disadvantaged students. Ninety-nine percent of female students passed compared to 96% of male students.

U.S. History End of Course		
Group	Percent Advanced and Proficient	Percent Below Proficient
All Students	98	2
Gifted	NR	NR
Economically Disadvantaged	95	5
Male	96	4
Female	99	1
American Indian / Alaska Native	NR	NR
Asian / Pacific Islander	NR	NR
Black, not Hispanic	NR	NR
Hispanic	NR	NR
White, not Hispanic	98	2

Report Card Data Disaggregation

504 Service Plan	NR	NR
Special Education	82	18
ELL	NR	NR

Writing Assessment

Seventy-nine percent of all students scored competent and strong compared to 73% of economically disadvantaged students. Eighty-six percent of female students scored competent and strong compared to 73% of male students.

Group	6 Outstanding	5 Strong	4 Competent	3 Limited	2 Flawed	1 Deficient
All Students	NR	19	60	18	NR	NR
Gifted	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	NR	16	57	23	NR	NR
Male	NR	19	54	24	NR	NR
Female	NR	19	67	13	NR	NR
American Indian / Alaska Native	NR	NR	NR	NR	NR	NR
Asian / Pacific Islander	NR	NR	NR	NR	NR	NR
Black, not Hispanic	NR	NR	NR	NR	NR	NR
Hispanic	NR	NR	NR	NR	NR	NR
White, not Hispanic	NR	19	61	17	NR	NR
504 Service Plan	NR	NR	NR	NR	NR	NR
Special Education	NR	NR	NR	56	NR	NR
ELL	NR	NR	NR	NR	NR	NR

ACT

There was only 1 African American / Black student and 1 Hispanic Student that took the ACT last year, so no comparisons can be made between race / ethnic groups. Male students did better than females on all areas of the ACT.

Group	Number of Test Takers	Percent of Total Test Takers	English	Math	Reading	Science	Average Composite Score
All Students	95	100	20.3	18.2	20.0	20.0	19.8
African American / Black	1	1	19.0	19.0	18.0	18.0	19.0
American Indian / Alaska	0	0	-	-	-	-	-

Report Card Data Disaggregation							
Native							
Caucasian American / White	93	98	20.5	18.2	20.1	20.1	19.9
Hispanic	1	1	12.0	16.0	14.0	15.0	14.0
Asian American / Pacific Islander	0	0	-	-	-	-	-
Males	53	56	20.6	18.9	20.5	20.6	20.3
Females	42	44	20.0	17.3	19.4	19.2	19.2

1.7: Narrative Synthesis of All Data

Narrative Synthesis of Data
<p>Data collection at DCHS was obtained through a variety of methods, and measured such areas as state mandated standardized testing data, college entrance exam data, graduation rates, dropout rates, and attendance rates. All data was recorded, charted, reviewed and analyzed in order to locate areas of strengths and needs. The areas that required the most work and improvement included the Gateway scores (Language Arts, for example), the graduation rates, and the ACT scores.</p> <p>In Component 1.6, we were able to look at the Gateway results. The Gateway Math (Algebra I) shows a Below Proficient score 11.76%, which puts the Advanced and Proficient scores at 88.24%, slightly below our goal of 90%. The Gateway English (English II) shows a decrease in below proficient (5.8% in 2006 to 4.5%) putting it below the state average of 6.3%, and Gateway Biology (Biology I) also decreased in below proficient, going from 6% in 2006 to 1.14% in 2007, which is well below the State's requirements of 5.7%. At the same time, the combination of the Advanced and Proficient scores for the 2006 year shows a large percentage growth in both the Advanced and Proficient scored, and we have shown an annual successful increase in our scores in all three subject, showing to be above, at, or slightly below the State's requirements. The English II Gateway alone shows the percentage of advanced students jump from 70.5% in 2006 to 77.3% on 2007 – a steady increase. A summary of the Gateway chart shows that in most areas of the 2006 Proficient and Advanced percentages, DCHS students improved and the scores were higher than the State averages while steadily decreasing in the percentage of those who scored Below Proficient. In 2008, the Gateway will once again be administered to the students of DCHS. Even though our proficient and advanced scored have increased, our goal is to maintain and increase this score in the upcoming years to well above the state's given AYP.</p> <p>On the DCHS Attendance/Dropout Rate chart, the attendance rate shows 93.4%, which is higher than requested by the State. It also shows our dropout rate at 1.4%, which is well below the 10% mark set by the State. The graduation rate, on the other hand, had met the State percentage mark in the 2003-2004 year, at 71.9%, dipped slightly in the 2004-2005 year to 67.6%, then tentatively jumping back in the 2005-2006 year with 76.5%. The 2006-2007 report shows our graduation rate at 76.1%. The State only</p>

Narrative Synthesis of Data

required us to show a graduation rate of 75.6% in order to show improvement, which we hope to surpass by 4.5%. For the past 3 years (with the exception of last year's slight dip), we have shown a steady increase in our graduation rate. Our goal is to increase our graduation rate to 90% or higher within the upcoming years, a goal which will be achieved.

In Figure 3.2, the ACT scores are evaluated and charted. Our composite ACT scores among seniors had steadily declined since the 2002-2003 year. We showed progress from the 2000-2001 year to the 2001-2002 year, going from 19.9% to 20.4%. Since then, we have dropped to 18.7% in a 3 year time period. However, our score shot up in the 2005-2006 year to 19.7%, which was only 1% behind the state goal. In the 2006-2007 year, we continued our slight increase with a score of 19.8% and retained that same percent for the 2007-2008 year. Since the 2004-2005 year, we have increased our ACT scores by 1.1%, still slightly below the state's goal. Our goal, through work and preparation, had been to raise our composite ACT scores from 18.7% to an average composite score of 20% within the next two years. To date, we are 0.2% behind where we want to be, a goal which we intend to reach and surpass this year.

1.8: Prioritized List of Goal Targets

Prioritized List of Goal Targets

1. DeKalb County High School will increase its graduation rate from a tentative 76.1% to 82% within two years. Data shows that fewer students at DeKalb County High School graduate on time than are required in order to reach target of 90% as defined by goals established in the No Child Left Behind Act. The stated target goal exceeds No Child Left Behind requirements for adequate yearly progress for graduation rate.
2. DeKalb County High School will continue to increase success on standardized tests for Science and Language Arts. In addition to these, DeKalb County High School will increase success in the reading and math skills of the students. Data from the 2007 school year shows that on the ACT report, DeKalb County High School students dropped in the area of reading, while retaining the same score in math. Our goal for the next two years is to implement procedures with which to bring up the reading scores on the ACT, and to reiterate the math scores, and in the process, increase them as well. Due to the decline and/or inconsistency in these areas they have been identified as target goals.
3. DeKalb County High School will increase composite ACT scores among seniors from an average of 19.8 to an average composite score of 20.5 within two years of the 2008-2009 school year. Students' achievement data shows that there has been a trend of weakness in this area.

Component 2 – Beliefs, Common Mission and Shared Vision

2.1 & 2.2: Beliefs, Common Mission and Shared Vision

The Dekalb County High School (DCHS) Beliefs, Mission, and Vision Committee held meetings to discuss the current Mission statement, Vision statement, and Beliefs. [*The Mission, Vision, and Beliefs were adopted after many meetings and discussions with committee members, faculty and stakeholders.*] The purpose was to determine if any or all components needed to be revised or remain the same before being presented to the faculty of DeKalb County High School for approval, or rejection. The committee looked at the High Schools That Work 10 key practices to evaluate the existing mission, vision, and beliefs of DCHS.

After receiving a rubric for Mission, Vision, and Beliefs (MVB), the committee evaluated each area and decided that no changes were needed. The consensus was that basically the original Mission, Vision, and Beliefs was well written and coincided with the rubrics and requirements of the MVB of the School Improvement Plan. The committee then presented the MVB to faculty, staff, and stakeholders.

Beliefs

The DeKalb County High School faculty and staff believe that each student is unique and worthwhile and has individual needs.

We Believe:

All students have equal access to learning through a challenging, diverse curriculum which teaches and emphasizes critical thinking, problem solving, and technology training, and promotes civic and social responsibility.

We Believe:

All students have the right to fair assessments that conform to state and local standards and policies.

We Believe:

All students have the right to a safe and secure environment that is conducive to learning and instruction.

We Believe:

Respect and tolerance for others, which is exemplified by the faculty, staff and students in the teaching and learning processes, should be expected and exhibited by all.

We Believe:

“School Spirit” and “School Pride” are vital to a successful educational program and are exemplified through instructional and extracurricular activities.

We Believe:

Students will share in decision-making processes through their involvement in student government, extracurricular activities, and other activities or policies that impact DeKalb County High School.

We Believe:

The policies and curricula, based on data and research information, of DeKalb County High School rigorously adhere to local, state, and federal policies.

We Believe:

All faculty, staff, and stakeholders share in the responsibility of the educational process through teaching, learning, and policy-making decisions and exhibit that through collaboration and communication.

Common Mission

Providing a safe environment characterized by creativity, inquiry, and personal responsibility through the endeavors of faculty, staff, and stakeholders; DeKalb County High School will graduate students who will meet or exceed state standards in math, science, language, written/oral communication, and career technical studies and who will also possess the ability to problem solve in teams.

Shared Vision

The vision of DeKalb County High School, exemplified by all stakeholders, is that all students will graduate being competent or exceeding state standards in all academics and career technical studies while possessing problem solving, social, and communication skills; thus allowing the students to be effective and responsible citizens who will in turn become life-long learners and good role models for future generations.

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

3.1.a: Curricular Practices

Current Curricular Practices	School uses the TN Dept. of Education state approved standards and provides training to staff in the use of these standards.	Curriculum is prioritized and mapped.	School has established school wide student achievement benchmarks.	Support system is in place for enhancing the quality of curriculum and instruction.	Monitoring is in place for enhancing the quality of curriculum and instruction.	Teaching and learning materials are correlated to the state standards and distributed to the instructional staff.	School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.
Evidence of Practice	<ul style="list-style-type: none"> • 93.1 % of teachers write SPI numbers and standards on lesson plans • state standards are posted in classrooms • Gateway training and workshops for teachers • 100% of Gateway students have teachers that write state standards on lesson plans 	<ul style="list-style-type: none"> • pacing guides • pre-requisites • teacher syllabi 	<ul style="list-style-type: none"> • Think Link • BETA Club • Junior BETA • before- and after-school tutoring • bus service to increase availability to after-school programs for at-risk students • Sophomore Transition (Summer) • PACE class (Personal Academic and Career Excellence) • credit recovery • school wide writing practices 	<ul style="list-style-type: none"> • staff is divided into departments with department chairpersons • Freshmen Academy (FSA) • guidance department • FSA re-do policy 	<ul style="list-style-type: none"> • Think Link • Plato • re-do policy (Freshman Academy) • practice Gateway and end-of-course tests 	<ul style="list-style-type: none"> • Textbooks correlated with state standards • textbooks are state approved • Gateway coach materials and practice state tests distributed to appropriate teachers 	<ul style="list-style-type: none"> • WJLE radio • marquee • parent-teacher conferences • Smithville Review • Middle Tennessee Times • letters, e-mails, and phone calls home to parent/guardian • Freshman night • progress reports • parent contact logs • report cards • DCHS website • guidance website • teacher e-mail addresses

	<ul style="list-style-type: none"> • 100% of EOC students have teachers that write state standards on lesson plans 						<ul style="list-style-type: none"> available on school website homepage • student interviews with guidance counselors • Connect-Ed phone system • Counselors meet with every student twice each year
Is the current practice research-based?	yes	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	yes	yes	yes	yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	effective	effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway training and workshops	<ul style="list-style-type: none"> • pacing guides • syllabi 	<ul style="list-style-type: none"> • 100% of teachers conducted school-wide writing practices • graduation rate: 05-06 = 67.6% 06-07 = 76.1% • writing assessment scores: 06-07 = 3.7 07-08 = 4.01 • On-line Think Link reports 	<ul style="list-style-type: none"> • department meeting minutes on file • FSA re-do 	<ul style="list-style-type: none"> • Think Link results • attendance and tardy records • In-service for new teachers on classroom management 	<ul style="list-style-type: none"> • textbooks • teaching materials 	<ul style="list-style-type: none"> • student 6-year plans • student files with counselor notes • signed progress reports

Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> • Increase in state test scores • ACT scores for DCHS students have improved each year since 2005 • Gateway scores: Math exceeded target while Language Arts dropped from 93% to 92% 	<ul style="list-style-type: none"> • 98% of teachers turned in syllabi • 100% of students in Gateway & EOC classes have course syllabi • 92% of teachers turned in pacing guides • 100% of students in Gateway & EOC classes had teachers that turned in pacing guides 	<ul style="list-style-type: none"> • tally of practice writing assessment scores • writing assessment scores increased from 3.7 to 4.01 • Think Link Data 	<ul style="list-style-type: none"> • increase in grades 	<ul style="list-style-type: none"> • 2006-07 Language Arts scores increased 4% • 2007-08 Language art scores dropped from 93% to 92% (target was 93%) 	<ul style="list-style-type: none"> • lesson plans aligned with standards • 100% of teachers use the writing assessment rubric • teachers who teach a class with Gateway or end-of-course testing use appropriate materials provided to them 	<ul style="list-style-type: none"> • 87.5% of teachers turned in contact logs for 2007-2008 • 97% of parents attended Freshman night • 100% of teachers send progress reports home
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • Lesson plans • Snapshots and regular evaluations • Required in-service 	<ul style="list-style-type: none"> • Syllabi and pacing guides on file in the office • pre-requisites on file in guidance office 	<ul style="list-style-type: none"> • homeroom teachers conducted school-wide writing assessment practices 	<ul style="list-style-type: none"> • weekly FSA meetings • 100% of teachers are grouped by department • 100% of FSA teachers use the re-do policy 	<ul style="list-style-type: none"> • all teachers turn in absentees • referral of students to truancy board • mentoring: new teacher paired with experienced teacher • limited classroom interruptions 	<ul style="list-style-type: none"> • textbooks ordered from approved vendors 	<ul style="list-style-type: none"> • website displays mission statement • counselor/ student meetings • advisor/ advisee meetings

Next Step	<ul style="list-style-type: none"> • Continue these practices 	<ul style="list-style-type: none"> • Continue to evaluate and update pacing guides and syllabi 	<ul style="list-style-type: none"> • Evaluate our benchmarks and the methods we use to meet them in order to be most effective 	<ul style="list-style-type: none"> • Continue to evaluate the support system in place 	<ul style="list-style-type: none"> • Continue to work on improving scores esp. scores of SWD and LEP in math and language arts 	<ul style="list-style-type: none"> • Continue to work on improving test scores of SWD and LEP students in math and language arts 	<ul style="list-style-type: none"> • Continue updating websites and information and continue evaluating all forms of communication
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3.1.b: Curriculum Gap Analysis

Curriculum Gap Analysis

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

The allocation of time, money, personnel, and other resources emphasizes the importance of curriculum. In addition to the regular block schedule, before and after school activities are taking place. Tiger Academy meets after school and stresses making up time, instruction, and work missed in the classroom. Before and after school tutoring is available to all students in math and English. The use of Plato and other computer software plus credit recovery is also available. Money is provided from BEP, general funds, and ADA. The personnel consist of 51 teachers, 3 administrators, 2 program directors, 2 counselors, 1 media specialist, support staff, and a system-wide health coordinator. Other resources include business partners, the community, Motlow College, Tennessee Technological University, textbooks, and supplemental resources. The library provides books, reference materials, videos, DVDs, maps, 9 computers for student use, and some equipment.

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

There are some gaps to fill to achieve a high quality curriculum. We will continue to provide a variety of activities for the lower achieving students; however, more and varied opportunities are needed for the higher achieving students, such as advanced placement classes, videoconferencing, and more advanced equipment to provide experiences that our students need to meet the requirements of the 21st century. Equipment needed in each classroom include LCD projectors, DVD players, overhead projectors, and Smart boards. More access to computers for a class of at least 30 students at a time is needed. The science department needs at least one science lab room that is not assigned to any one teacher and is available to all science classes. A classroom set of 30 microscopes and electrophoresis equipment would also be beneficial. The school needs adequate facilities in order to provide each teacher with his/her own classroom. Additional library resources such as books, reference materials, videos, and DVDs to support the curriculum and state standards are needed. Money to provide all of these resources, as well as equal distribution to each department, and extra staff to provide additional classes are necessary to fill in the gaps.

Equity and Adequacy:

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

No. Five teachers do not have their own classroom or personal computer. Not all teachers have adequate technology for the classroom.

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

We are targeting various funds and resources to meet the needs of all the students. We offer after-school programs and tutoring to all students.

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

The data reflects that we are on target in math but not in language arts. However, focus needs to be placed on individual sub-groups.

3.1.c: Curricular Summary Questions

Curriculum Summary Questions

What are our major strengths and how do we know?

Our major strength is our communication with all stakeholders. We know this because of our extensive list of media formats we use to communicate a shared vision of what students should know and be able to do at each grade level. Teachers emphasize the need to communicate with parents, students, and the community through many different avenues.

Curriculum Summary Questions

What are our major challenges and how do we know?

We are faced with three major challenges. First, our test scores need to improve, particularly our math scores, language arts scores, writing assessment scores, and LED and SWD scores. Second, our higher achieving students need to have greater opportunities and challenges. Third, DCHS is faced with a large need of modern equipment and resources to help our students face the 21st century.

Curriculum Summary Questions

How will we address our challenges?

In order to address these challenges, we use a key practice of HSTW--extra help, providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study. We will use Plato, Think Link, Learn360, and additional practices to improve scores. We will investigate the possibility of advanced placement classes and prioritize our many equipment needs.

3.2.a: Instructional Practices

Current Instructional Practices	Classroom instruction is aligned with the standards based curriculum.	Classroom instruction is aligned with assessments.	Teaching process is data-driven.	Students are actively engaged in high quality learning environments as supported by higher order thinking skills.	Teachers incorporate a wide range of research based, student centered, teaching strategies.	Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond initial classroom instruction
Evidence of Practice	<ul style="list-style-type: none"> teachers write SPI on lesson plans SPI posted in classroom textbooks have standards listed in front of books 	<ul style="list-style-type: none"> lesson plans and tests are reflective of the lessons being taught 	<ul style="list-style-type: none"> Gateway pretest and Think Link data determines instruction aligned with student needs Various teaching strategies used 	<ul style="list-style-type: none"> cooperative learning AP U.S. History academic math competitions classroom essay writing essay competitions science projects classroom projects history project 	<ul style="list-style-type: none"> student participation lecture demonstrations group work hands-on activities 	<ul style="list-style-type: none"> after school math tutoring before and after school time for Plato and ACT review on the computer Tiger Academy free transportation for students who stay after for these programs credit recovery summer school
Is the current practice research-based?	yes	yes	yes	yes	yes	yes
Is it a principle & practice of high-performing schools?	yes	yes	yes	yes	yes	yes
Has the current practice been effective or ineffective?	effective	effective	effective	effective	effective	effective
What data source(s) do you have that support your	<ul style="list-style-type: none"> snapshot evaluations teacher evaluations 	<ul style="list-style-type: none"> Think Link Gateway End of Course 	<ul style="list-style-type: none"> lesson plans practice test results 	<ul style="list-style-type: none"> local science fair Tennessee Technological University 	<ul style="list-style-type: none"> snapshot evaluations teacher evaluations 	<ul style="list-style-type: none"> 2007-2008: 278 students attended Tiger Academy 2007-2008: 14

answer?	<ul style="list-style-type: none"> • lesson plans • curriculum pacing guides • Gateway tests • End-of-Course tests • textbooks 			<ul style="list-style-type: none"> • science fair • national science fair • Governor's School • history fair 	<ul style="list-style-type: none"> • lesson plans 	<ul style="list-style-type: none"> • students gained a credit through credit recovery • Summer School 2008: 43 students attempted and 35 received credit
Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> • lesson plans with standards indicated • pacing guides • 2007-08 passing percentages for Gateway: Algebra I 88.24% English 10 95.5% Biology 98.86% • 2007-08 passing percentages for end of course: U.S.History 99% Physical Science 97.2% Foundations II 82.1% 	<ul style="list-style-type: none"> • 2007-08 passing percentages for Gateway: Algebra I 88.24% English 10 95.5% Biology 98.86% • 2007-08 passing percentages for end of course: U.S.History-99% Physical Science 97.2% Foundations II 82.1% • Writing Assessment scores increased from 3.7 to 4.1 	<ul style="list-style-type: none"> • teachers review and analyze data to make adjustments to their lessons 	<ul style="list-style-type: none"> • writing assessments scores increased • prizes awarded at science fairs • prizes awarded at history fair 	<ul style="list-style-type: none"> • evaluations • semester grades 	<ul style="list-style-type: none"> • 14 students received credit after participating in credit recovery • 35 students received credit after attending summer school
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • in-service time to develop pacing guides and curriculum alignment 	<ul style="list-style-type: none"> • Gateway practice tests • ACT reviews • Think Link • PLATO 	<ul style="list-style-type: none"> • all Gateway and End-of-Course teachers 	<ul style="list-style-type: none"> • all teachers participate in monthly classroom writing prompts 	<ul style="list-style-type: none"> • teachers use a combination of strategies 	<ul style="list-style-type: none"> • programs are available to all students

	<ul style="list-style-type: none"> 93.1% of teachers indicate SPI on lesson plans 		<ul style="list-style-type: none"> administer practice tests Think Link 	<ul style="list-style-type: none"> students in science classes may enter science fair students in history classes may enter history fair students in math classes may enter math contest 		
Next Step	<ul style="list-style-type: none"> Continue 	<ul style="list-style-type: none"> Continue 	<ul style="list-style-type: none"> Continue 	<ul style="list-style-type: none"> More student/teacher participation in academic competitions. 	<ul style="list-style-type: none"> Continue to evaluate teaching strategies. 	<ul style="list-style-type: none"> Increase participation in these programs.

3.2.b: Instructional Gap Analysis

Instructional Gap Analysis

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

DCHS is on the block schedule. Before and after school tutoring and Tiger Academy are offered throughout the year. Textbooks and supplemental materials, Gateway practice books, Think Link, Plato, and overhead projectors for some math teachers are provided. Teachers are paid extended contract money for hours before and after school. Teachers receive \$100 BEP funds a year for classroom supplies.

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

Some gaps need to be filled. All teachers need smart boards, overhead projectors with carts, DVD players, and data video projectors. Math teachers need additional TI-84 Plus calculators. Additional science, English, and math teachers would be helpful. Helpful in-services would cover using the block system, Freshman Academy, differentiated instruction PD, and HSTW.

3.2.c: Instructional Summary Questions

Instructional Summary Questions

What are our major strengths and how do we know?

- All gateway teachers use Think Link data to monitor and adjust teaching to help students pass the Gateway tests. Gateway scores have increased.
- Teachers use test that are based upon the lesson being taught.
- Freshman Academy teachers have a re-do policy that is utilized with students. Student’s scores on projects and major test have increased.
- Students are presented and take advantage of several opportunities to receive extra help as they need it. (Plato ACT review, Gateway review, After school tutoring, etc.)
- Teachers use differentiated instruction.
- Monthly writing prompts are used in all grades (9-12) to prepare students for state mandated writing test. Writing scores have increased.

Instructional Summary Questions

What are our major challenges and how do we know?

The major challenge is aligning classroom instruction with the standards based curriculum. We need to increase the math Gateway scores, writing assessment scores, the scores of SWD and LEP, and the graduation rate.

Instructional Summary Questions

How will we address our challenges?

We will address these areas by aligning instruction with the standards, monitoring and analyzing results, adjusting instructional delivery, and by providing extra practice to all students, especially SWD and LEP. To improve the graduation rate, we will purpose a system-wide strategy ranging from K-12 and increase communication for the continuity of efforts. This can be accomplished through interventions such as coordination between schools easing transition problems. Develop strategies to aid the transition from Smithville Elementary to Northside Elementary, Northside Elementary to Dekalb Middle School, Dekalb West School to Dekalb County High, and Dekalb Middle School to Dekalb County High. Coordination between schools to develop curriculum maps. Also, we will investigate the possibility of an intervention program led by a graduation coach, funded by BEP 2.0. A graduation coach will help the school to keep track of students at risk for dropping out of high school. This will be accomplished through data gathering, counseling, and tutorial based methods.

3.3.a: Assessment Practices

Current Assessment Practices	Uses student assessments that are aligned with the TN DOE standards based curriculum	Uses a variety of data points for decision making relative to student achievement	Assesses all categories of students	Provides professional development in the appropriate use of assessment	Provides support and technical assistance to teachers in developing and using assessments	Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning
Evidence of Practice	<ul style="list-style-type: none"> Standards are posted in classrooms or given to students by other means (in notes, on syllabus, etc.) Standards are stated in lesson plans Teacher assessments are created with reference to state standards 	<ul style="list-style-type: none"> Teachers use Think Link for student assessment to monitor and adapt student learning Teachers have adopted a re-do policy in Freshman Academy and other non-freshman teachers also have a re-do policy Teachers use the creation of a portfolio for assessment. 	<ul style="list-style-type: none"> Inclusion students and ESL students are included in Gateway, Writing Assessment, and End of course exams as well as individual classrooms 	<ul style="list-style-type: none"> Data Analysis training is required at the beginning of the school year and worked with on stock pile days. 100% of teachers attend TVAAS training 	<ul style="list-style-type: none"> Teachers are trained how to access the state website TVAAS. Teachers are trained how to analyze assessment data available on state website TVAAS. 	<ul style="list-style-type: none"> Students, parents, and stakeholders are provided with assessment results with explanations State standards are communicated to parents via written means
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing schools?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective

<p>What data source(s) do you have that support your answer?</p>	<ul style="list-style-type: none"> • Teacher tests linked directly to state standards • Competency profiles from CTE teachers • Student record and teacher record of class achievement towards standards 	<ul style="list-style-type: none"> • FSA statistics show less disciplinary problems with students • FSA recognition programs of student's success • Requirement for academic success in order to participate in extra curricular activities 	<ul style="list-style-type: none"> • Increase in test scores 	<ul style="list-style-type: none"> • Sign in Sheets of teachers in attendance at in-service. 	<ul style="list-style-type: none"> • TVAAS information • Observation of lesson plans • Classroom observations 	<ul style="list-style-type: none"> • Progress reports • Calls and letters to parents • Parent conferences • Connect-Ed group calls over phone about progress reports and absences • Syllabus sent home for parents to see (includes standards)
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Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> • 93% of teachers include the state standards on their lesson plans • 94% of teachers present the state standards to their students • 94% of teachers can show proof that test items are aligned with state standards 	<ul style="list-style-type: none"> • 59% of teachers have a re-do policy for major test/projects • Students must get permission slip signed by each teacher before attending a non-mandatory activity during the school day • Students are making up work to attend functions • 94% of teachers use assessments that are not chapter tests • 71% of teachers give a portfolio grade 	<ul style="list-style-type: none"> • 78% of teachers have students who are ESL or inclusion and 81% of these teachers have modified assessments for these students • 84% of teachers identify at risk students and offer them remediation • 82% of teachers offer academic assistance outside of the normal class period 	<ul style="list-style-type: none"> • 73% of teachers have attended professional development that helps in developing and using assessments 	<ul style="list-style-type: none"> • 41% of teachers are using TVAAS to assess teaching effectiveness 	<ul style="list-style-type: none"> • Parent signature on progress reports • Parent signature on syllabi • Parent Contact Logs • Sign In logs for Parent Teacher conferences
Evidence of equitable school support for this practice	<ul style="list-style-type: none"> • All teachers have access to internet where state standards are found on the state website. • All new teachers are 	<ul style="list-style-type: none"> • The re-do policy has been made mandatory throughout the Freshman Academy and other teachers are 	<ul style="list-style-type: none"> • Most teachers have class materials in English and 	<ul style="list-style-type: none"> • TVAAS training is required for all teachers during in-service at the 	<ul style="list-style-type: none"> • Teachers are given the opportunity to use the TVAAS 	<ul style="list-style-type: none"> • All teachers are given a progress report template • All teachers

	given copies of their standards.	encouraged to utilize it also.	Spanish <ul style="list-style-type: none"> • Tutoring is offered in all subject areas 	beginning of the school year	online program to determine the progress of their students	give progress reports at the same time <ul style="list-style-type: none"> • All teachers are given forms to record contact with parents
Next Step	Would like all (100%) of teachers to be using and presenting state standards to students	Would like the re-do policy to include more of the school and not just FSA	Offer more remediation to at risk, ESL, and inclusion students	More teachers need training in the appropriate use of assessments	More teachers need to incorporate TVAAS scores into their assessment practices	Continue with our extensive efforts to keep parents informed

3.3.b: Assessment Gap Analysis

Assessment Gap Analysis

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

Currently, consistent and ongoing assessment occurs in the classroom, before school and after school. Before and after school testing is from 7:00 – 7:30 am and 3:00 to 5:00 pm. During the school year, no extracurricular activities such as field trips and plays are scheduled for a month prior to major tests such as Gateway, End – of – Course, and final exams. Extended contract money is used for personnel to provide testing and tutoring before and after school. 15 teachers are employed for before and after school testing and tutoring, and for Tiger Academy.

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

More personnel are needed for before and after school tutoring in upper class Science, upper class English, upper class Social Studies, and Foreign Languages. This would require additional money. A scantron machine would be helpful for increasing the speed, consistency, and possibly the frequency of occurrences. Test generating software would also be helpful.

Equity and Adequacy:

Each teacher gets 90 minutes of planning per day. Each teacher receives a class set of texts, calculators (as needed), lab equipment (as needed), and access to computers. However, the distribution of some of the materials is inadequate. For example, some science teachers do not have adequate lab space or lab equipment and some math teachers do not have an updated set of graphing calculators.

We are targeting funds and resources effectively to meet the needs of some of our teachers in being effective with all their students. While 15 teachers are employed for before and after school testing and tutoring, 10 of them are employed to help freshmen students. Only 5 teachers are available to help upperclassmen.

Based on the data, we are meeting the needs of freshmen students. We are not meeting the needs of our other students, including at – risk students.

3.3.c: Assessment Summary Questions

Assessment Summary Questions

Major strengths are using a variety of data points for decision-making relative to student achievement. This is seen in the Freshman Academy, which has been a major undertaking beginning in the fall of 2007. This is a research – based principle of high performing schools and has been effective. Also, funds are allocated to freshman teachers to stay before or after school to help at – risk students.

Assessment Summary Questions

One major challenge is using student assessments that are aligned with the Tennessee Department of Education standards based curriculum. Another challenge is providing adequate tutoring for those students that need it. Currently, only specialized math tutoring is available to all students. We need more funding to provide before and after school specialized tutoring in Science, English, Social Studies, and Foreign Languages.

Assessment Summary Questions

To help meet this challenge, we will continue to emphasize posting our standards on the wall and including them in lesson plans. We will continue to monitor test results individually as teachers, departmentally by content area, and across the school by standardized test results in order to provide the most effective strategies, identify at – risk students, and offer intervention. In order to provide our students with additional tutoring, additional money is required.

3.4.a: Organizational Practices

Current Organizational Practices	School's beliefs, mission, and shared vision define the purpose and direction for the school.	School provides continuous professional development for school leaders.	School is organized to be proactive in addressing issues that might impede teaching and learning.	School is organized to support a diverse learning community through its programs and practices.	School is organized to engage the parents and community in providing extended learning opportunities for children.
Evidence of Practice	<ul style="list-style-type: none"> Our Beliefs, Mission Statement, and Vision Statement are promoted by our school and our district. 	<ul style="list-style-type: none"> Staff is required to attend a minimum of five of in-service days. Many staff attend additional optional in-service. Staff is required to attend two stockpile days. New staff members are evaluated by administration to ensure the teacher is meeting performance expectations. New staff members are assigned mentors that are proven to offer wise advice based on their teaching experiences. 	<ul style="list-style-type: none"> Teachers use a check-n-connect system to serve as mentors to students. Guidance produces a monthly calendar of events. Schedules allow adequate time for collaboration of FA teaching teams, SIP teams, AdvancEd teams, and Leadership teams. Credit Recovery and Plato learning lab is available to assist struggling students. Departmental Heads have a monthly meeting to discuss issues and concerns within each department. Monthly Faculty Meetings are being held the first Tuesday of each month. Classroom expectations are explained through teacher syllabi, and school expectations are included in the student handbook. 	<ul style="list-style-type: none"> Dual enrollment classes are offered through Motlow Community College in English and Math. Dual enrollment course is offered through MTSU for green house. Online classes are offered in Government and Economics. University Path, Technical Path, and Special Education Diplomas are issued to students that meet the standards of the programs. Honors Diplomas are granted to students that meet the standards of the program. Tennessee Scholars are honored upon completing the standards of the program. Each student has a six-year plan of study, which is updated yearly, to assist the student in planning for his or her college and / or career. A Gifted program is offered to students that have met the testing requirements to qualify for this program. A.P. History and Calculus is offered for advanced students. Spanish educational resources are available in the classroom. The ESOL program is available for helping students whose first language is Spanish, Alternative Behavior Classes are available for students that need a specialized instructional environment, and Special Education classes are available for students with learning disabilities. 	<ul style="list-style-type: none"> Information is provided in Spanish for parents that speak little or no English. Seniors are encouraged to participate in our Leadership DeKalb program, which allows students to network with businesses and community leaders. SIP and AdvancEd teams include parents, students, and members of our community. Freshman teachers host an orientation and meet the teacher night. Sports associations have booster clubs that are comprised of parents to assist the coaches in improving sports programs. Tennessee Technological University hosts a College/Career Fair for our seniors. Senior students are encouraged to participate in the Job Shadowing day, which is sponsored by several local businesses. The "On My Own" program is offered in conjunction with the University of Tennessee to give students a simulated experience with managing money. A Vocational Advisory Board has been established in conjunction with businesses in our community to help improve the quality of our vocational programs. PTO involves several parents in helping to improve our schools. They meet monthly.

					<ul style="list-style-type: none"> • Career Fair in the Spring.
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?	<ul style="list-style-type: none"> • A copy of our beliefs, mission statement, and vision statement. 	<ul style="list-style-type: none"> • A copy of the summer schedule of in-service activities and in-service days that have been completed, • examples of extra in-service opportunities, • a school calendar with in-service and stockpile days highlighted and a sign-in log form a stock-pile day, • a copy of the teacher evaluation schedule, and • a list of mentors that have been assigned to new teachers. 	<ul style="list-style-type: none"> • A daily announcement sheet announcing tutoring opportunities and a copy of sign-in logs for Tiger Academy and math tutoring, • the school calendar that is produced by guidance each month, • a copy of teacher schedules and team assignments, • a copy of the Credit Recovery Contract and the Tiger Academy Contract and a copy of the sign-in log for students using the computer lab for Credit Recovery and Plato, • a sample of Departmental Head Meeting Minutes, • calendars and announcement sheets indicating faculty meeting dates and notes from a faculty meeting, • an example of a 	<ul style="list-style-type: none"> • A copy of the dual enrollment class syllabi and a copy of students enrolled, • a list of students enrolled in the online classes, • a copy of selected pages from the student handbook that indicates graduation requirements for each path, • a copy of the handbook page that indicates requirements for honors diploma, • requirements for the Tennessee Scholar program along with a list of students that have graduated under this program • the schedule guidance is using to meet with each individual student and examples of individual six-year plans of study, • The number of students actively participating in the gifted program, • a copy of the syllabus for the A.P. course along with a student roster, • a copy of a Spanish resource that is available in the classroom, and • a list of ESOL students and examples of IEP's for students participating in specialized instructional classes. 	<ul style="list-style-type: none"> • An example of Spanish materials that are available for parents who speak little or no English, • an announcement sheet explaining how to sign up for Leadership DeKalb, • a copy of sign-in logs for one of the SIP teams that has included community members in meetings, • an announcement sheet regarding Freshmen Orientation night, • a list of parents that actively participate in athletic booster clubs, • an announcement and permission slip for seniors to participate in the College and Career Fair, • a list of students and businesses that participate in job shadowing, and • a sample of some of the materials that are provided by the University of Tennessee for the "On My Own" program, • a list of members currently serving on the Career and Technical Education Advisory Board, and • a sample of minutes from a meeting that was been held by PTO.

			teacher syllabus and a copy of student expectations that is included in the student handbook.		
Evidence of effectiveness or ineffectiveness	Beliefs, Mission Statement, and Vision Statement are posted in our school, in our classrooms, and on our school Website.	All staff members participate in professional development and in-service days. Each new staff member is assigned two veteran teachers. New teachers are also evaluated by administration three times during each of their first three years.	Tiger Academy and tutoring help students improve grades. The monthly calendar helps keep teachers informed of events. Teachers are assigned to teams to improve programs offered by our school. Credit Recovery helps students regain credits for failed courses, and Tiger Academy helps students that have missed too many days. Departmental Head meetings help keep administration aware of what is going on within departments. Faculty meetings keep teachers up-to-date on what is expected of teachers. The student handbook and teachers' individual syllabi inform students of what is expected of them.	From the 2008 graduating class, we had 40% of students enrolled in dual enrollment classes, 34% of students participating in the university path, 23% of students participating in the technical path, 25% of students participating in the Tennessee Scholars program, and .03% of students participating in the Special Education Program. Each student gets the benefit of getting one-on-one attention for assistance in their future planning. 15 students are currently active in the gifted program. 18 students are currently enrolled in the A.P. program. Spanish resources help Spanish speakers understand materials better. 30 students are currently participating in ESOL.	Spanish materials help parents better understand what is going on at school. Leadership DeKalb helps prepare our students to be leaders. SIP, SAC, and Leadership teams help teachers collaborate to improve our school. Freshmen Orientation helps prepare students and parents transitioning from 8 th grade. Athletic booster clubs help coaches raise money for sporting events. College and Career fairs and job shadowing helps students make decisions about their futures. The "On My Own" program enlightens students to what will be expected of them in the future. The Technical Advisory Board helps to improve our Technical path programs. PTO is very supportive for fund-raising activities and for providing teachers with encouragement and support.
Evidence of equitable school support for this practice	DCHS staff and administration and our director of schools collaborated with HSTW to identify our beliefs, mission, and vision.	Our staff is eager to participate in collaboration with other teachers, serve as mentors to new teachers, and participate in professional development. Professional development is emphasized through continuous professional development opportunities.	Our school is extremely proactive in addressing issues that might impede learning. We work together on committees, serve as mentors to our students, participate in meetings as needed, and offer each child the opportunity to reach his or her personal graduation goals.	Our school offers a variety of different programs to enhance student learning at every ability level – from the severely learning disabled students to the most academically talented students.	Our school is extremely proactive at seeking out parents to be a part of their child's education. Parents are welcome and encouraged to participate in and lead programs that help our school become more successful. Our community is very supportive as well. They donate time and money to our programs and encourage our students to become leaders.
Next Step	Continue the promotion of our beliefs, mission and vision statements.	Continue all activities currently implemented.	Eliminate roaming classrooms. Implement the Century 21 program. Provide each teacher with a designated computer with wireless internet access.	Consider implementing certification programs for students with vocational career interests. Consider increasing the use of technology within the classrooms to expose the students to the emerging world of technology.	Professional development designed to help the school implement new ways to increase stakeholder support and involvement.

3.4.b: Organizational Gap Analysis

Organizational Gap Analysis

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

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

Currently, our time is organized into a block schedule. Core teachers in the freshmen academy have a common planning time, as do SIP and SACS committee members. Teachers organize individual class time during planning period and turn in lesson plans weekly. Teachers are pro-active in developing a teacher-to-student support system. Using the announcement sheet and making important announcements at the beginning of the day has resulted in less interruption during class time. We have limited the number of extra-curricular activities, such as pep rallies. Homeroom has been reduced to once a month. Doing so allows for more instruction time. Clubs are meeting after school instead of in school. Guidance has added a receptionist to their staff, and this has allowed the counselor’s time to meet with each student individually to discuss academics, personal problems, and future plans. Money comes from BEP, ADA, and general funds. Personnel consist of 53 teachers, three administrators, one SRO, two guidance counselors, three program directors, one media specialist, support staff, and a system -wide health coordinator.

Equity and Adequacy:

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

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

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

Some changes would improve the organization at DCHS. Students would benefit from an assistant principal and a guidance counselor for each grade level and additional teachers to provide for a greater variety of classes in the academic and CTE areas. Each teacher needs their own classroom to better utilize their planning; a computer workstation with internet access available so that teachers can post grades, do progress reports, e-mail parents, research and prepare for class, etc.; overhead projectors and VCR/DVD players for each classroom; equipment for distance learning; more calculators for math classes; adequate lab equipment for science; and greater classroom computer access.

3.4.c: Organization Summary Questions

Organization Summary Questions

What are our major strengths and how do we know?

Participation by student's faculty, parents and community, along with a survey and faculty consensus points out our major strengths. Students are aware of the school's beliefs, mission, and shared vision. Appropriate training for all areas of the school curriculum and activities are readily available for the school staff. The organization of scheduling, announcements, school office staff, and discipline all support a better learning environment. Students are offered dual enrollment classes and college credit while in high school through an AP class and on-line classes. Students are also allowed time to receive credit recovery with the PLATO program. Students begin planning for their career with a six-year plan while in the 8th grade. Guidance counselors meet with each student individually to discuss the six-year plan, personal situations, and future plans. Our school is reaching out to the community through PTO, Parent -Teacher night, freshman orientation, job shadowing, connect-ed phone calls, monthly radio spots, monthly reports to the school board, On Your Own life skills activity, teacher contact with parents, use of community calendar in the two newspapers and radio, publishing bilingual essential documents, and using bilingual curriculum resources.

Organization Summary Questions

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.)

1.) Our major challenges include (1.) being organized to be pro-active in addressing issues that might impede teaching and learning (2.) being organized to support a diverse learning community through programs and practices, (3.) being organized in assuring that equity is given to each teacher through the equipment and resources needed.

Organization Summary Questions

How will we address our challenges?

These challenges can be addressed through a variety of ways. Additional personnel, such as assistant principals, guidance counselors, and teachers, would provide a greater variety of and opportunity for more advanced classes and a more personal educational experience for students. Because of our increasing number of students from low income background, we need to continue to monitor and evaluate our teacher-student support system and develop relationships as discussed by Ruby Paine. A computer workstation in the teachers' lounge with wireless internet access would allow teachers that are unable to use their classrooms to be able to better utilize planning time. Additional classroom equipment, such as overhead projectors, DVD players, calculators for math, and lab equipment for science, would provide for a more creative use of class time. Additional advanced placement classes and distance learning would support a greater diverse learning community and more closely meet the needs of advanced-level students in the areas of scholarship attainment, college choices, ACT scores, and subsequent success at the post-secondary level.

Component 4 – Action Plan Development

GOAL 1 – Action Plan Development

GOALS - Indicator 4.1

Goal The graduation rate of students at DeKalb County High School will increase from 76.1% to 82% within two years (AYP goal) of the 2007-2008, and 2008-2009 school year.

Which need(s) does this Goal address? Achieving 82% graduation rate to satisfy the requirements of the state AYP is the need that this goal addresses.

How is this Goal linked to the system's Five-Year Plan? This goal satisfies the school system five-year plan, which requires improved student achievement and adheres to NCLB and State standards.

ACTION STEPS – Indicator 4.2

IMPLEMENTATION PLAN – Indicator 4.3

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The administration at DeKalb County High School will review and revise coding methods and provide training for attendance clerks to ensure that all state forms are documented correctly and are on time.	Beginning Fall 2007. To be reviewed monthly until August 2009.	Records Clerk & Principal	Start Student Records, Transfer and Withdrawal Records	No Additional Cost	Monthly review of transfer, dropped, and withdrawn student rosters provided to the administration by the records clerk	Graduation rate has increased from 76.1% to a tentative 83.4%
Action Step	The school will continue to improve the Freshman Success Academy to help at-risk students, identify potential dropouts, and provide high impact academic remediation to freshman, to reduce, or eliminate the number of dropouts.	Beginning Fall 2007 until August 2009	Guidance Counselor & Teachers	Additional staff, professional development, textbooks	\$50,000 (general budget)	Three week review of freshman student academic performance, data dropout rate monitored throughout freshman student high school career to see if a decrease can be observed.	6.1% Failure Rate (note: 2007/2008 is the first year that students have been officially retained.)
Action Step	Students will be required to work with a computer generated gateway remediation (PLATO) program to help them pass gateway	Beginning Fall 2007 until	Guidance Counselors & teachers,	PLATO program, teachers with extended	\$25,000 (Extended Contract Funds &	Achievement reports from the PLATO program will be	47 students involved in program 2007/2008

	exams. This program is for students who have failed gateway exams in math, science and language arts.	August 2009		contracts, guidance clerk	general budget)	analyzed monthly to determine if students are gaining	
Action Step	Students will be required to take a remedial class if they have not yet passed the math or English portion of the gateway test.	Beginning Fall 2007 until August 2009	Guidance Counselors, Teachers, & Principals,	Need of extra teacher for English	\$30,000 teacher salary (general budget)	Results of the Gateway test will be analyzed to determine if students enrolled in the remedial classes indeed passed the Gateway test.	Math class began in 2007 and had a 100% success on gateway exam.
Action Step	Teachers and students will engage in an academic advisor/advisee program so that students will receive guidance and help in making academic choices.	Beginning November 2008 until August 2010	Principal, Counselors, and Homeroom Teachers	Professional Development	No Additional Costs	Advisor/Advisee documentation will be submitted to the administration and counselors to ensure advising is occurring and the results	Process of gathering data
Action Step	In order to ensure student success in each class, teachers will require a computer generated (PLATO) grade recovery to students that have failed a major test or is at risk of failing class.	Beginning November 2008 until August 2010	Principal, Counselors, & Teachers	Grade Reports, Teacher Recommendations	No Additional Costs	Achievement reports from PLATO program will be analyzed weekly to determine if students have gained proficiency of tested skills	Process of gathering data
Action Step	Teachers will continue to participate in high quality ongoing professional development to help meet and/or exceed adequate yearly progress for graduation rates.	Beginning November 2008 until August 2010	Supervisor of Instruction, & Principal,	Teachers, Profession Development Opportunities	\$45,000 (general budgets and grants)	Teachers will submit attendance logs to the administration. The admin will then submit logs to the central office.	Process of gathering data
Action Step	Administration will help teachers in creating specific academic departments to organize curriculum and foster increased collaboration among staff.	Beginning Fall 2007 until August 2009	Principal, & Asst. Principal,	Administration, Teachers, Curriculum Guides	\$100 (general budget)	Academic Dpt. Chairs will submit minutes for each meeting and report minutes to administration	Departments have met once every 9 weeks. Also a Department Head Team has been formed and meets every other week.
Action Step	Administrators and teachers will engage in increasing parent and community involvement through proactive practices such as telephone, e-mail, web page, progress reports, letters, radio, newspaper, Connect Ed, and local access channels.	Beginning November 2008 until August 2010	Principals, Asst, Principals, Counselors, Teachers	Newspaper, radio press releases, marquee, websites, email, postal, phone	No Additional Costs	Administration, guidance, teachers will notify parents of upcoming grade reports and absences of students at risk of	Process of gathering data

			calls		failing		
Action Step	In order to ensure student success and keep students on track to graduate, Students will sign up for (PLATO) credit recovery for classes they have failed.	Beginning Fall 2007 until August 2009	Counselors, & Guidance Clerk	PLATO Program	\$20,000 (general budget)	Achievement reports from PLATO program will be analyzed to determine if students have gained proficiency in subject to gain credit.	56.4% completion rate

GOAL 2 – Action Plan Development

GOALS - Indicator 4.1

Goal Students will increase success on standardized tests for Math 88% to 90% and increase success on standardized tests for literacy 92% to 93% by the end of the 2009 – 2010 school year.

Which need(s) does this Goal address? This goal addresses the need to maintain or exceed the minimum requirements established by the No Child Left Behind Act in Math and Literacy.

How is this Goal linked to the system’s Five-Year Plan? This goal meets the requirements outlined by the DeKalb County School systems five year plan to improve students academic achievement.

ACTION STEPS – Indicator 4.2

IMPLEMENTATION PLAN – Indicator 4.3

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Teachers will facilitate Algebra Gateway remediation for all students in any math course who have failed the Algebra Gateway exam.	Beginning November of 2008 until August 2010	Teachers, guidance counselors	Teachers with extended contracts, math teachers	\$3,500 (extended contract funds)	Achievement reports and attendance records will be examined by guidance counselors and teachers to ensure students are achieving success and are participating	Process of gathering data
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Action Step	Students will participate in an after school program that will focus on enhancing academic study skills and will provide tutoring for those needing extra help in math.	Beginning Fall of 2007 until August 2009	Teachers, guidance counselors	Teachers with extended contracts, Plato tutorials	No additional costs	An attendance record and achievement record will be evaluated by guidance counselors and teachers to determine the student’s success.	278 students attended Tiger Academy 07-08 228 students attended after school make-up.
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Action Step	Teachers will routinely incorporate the Tennessee Academic Vocabulary in academic and technical classes.	Beginning November 2008 until August 2010	Teachers	Classroom teachers	No additional cost	Samples of vocabulary lists will be scored by the classroom teacher	Process of gathering data
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Action Step	Administrators and teachers will review scientific researched based best practices for a school wide literacy program.	Beginning November 2008 until August 2010	Department Head Committee	Teachers, educational database, professional journals, examine successful literacy programs in a high school setting.	No additional cost	A literacy committee will be assembled from administration and faculty members. (Department Head Team) The committee will review and analyze information obtained on school-wide literacy programs	Process of gathering data
Action Step	Administrators and teachers will engage in ongoing parent and community involvement through pro-active practices such as telephone, email, progress reports, marquee, newspaper, radio, web page, and local access channels.	Beginning November of 2008 until August 2010	Principals, assistant principals, guidance counselors, teachers	Newspaper, radio press releases, marquee, website, and e-mail, postal mail, phone calls	No additional cost	Administrators, guidance and teachers will notify parents of upcoming grade reports, absences of risk students, and upcoming events, such as standardized test	Process of gathering data

GOAL 3 – Action Plan Development

GOALS - Indicator 4.1

Goal

DeKalb County High School will increase composite ACT scores among seniors from an average of 19.8 to 20.5 by the end of the 2009-2010 school year

Which need(s) does this Goal address?

This goal addresses a need for seniors to be able to gain admittance and be better prepared to enter college and universities.

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

This goal conforms to the school systems five year plan, which outlines the need for students to improve academic achievement.

ACTION STEPS – Indicator 4.2

IMPLEMENTATION PLAN – Indicator 4.3

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Students will participate in a before and after school computer based PLATO program for ACT preparation. Also the school will offer ACT preparation during the school day the week of the ACT test.	Beginning Fall of 2007 until August 2009	Counselors, teachers of all academic and technical areas	Teachers with extended contracts, PLATO program	\$3,500 (extended contract funds)	An attendance log and academic records will be kept and analyzed by teachers and guidance counselors to help ensure success	Process of gathering data
Action Step	The school will implement the PLAN program to be given to all sophomores to predict ACT scores.	Beginning Fall of 2007 until August 2009	Guidance counselors and teachers.	Teachers to administer test	\$3,500 (General Budget)	Scores of the PLAN assessment will predict Act scores of each student.	16.6 Composite Score
Action Step	Administrators and teachers will engage in ongoing parent and community involvement through increased parent / community based organizations via newspapers and radio press releases, open houses, PTO meetings and parent contact.	Beginning November 2008 until August 2010	Principals, assistant principals, guidance counselors, and teachers	Newspaper, radio press releases, marquee, website, e-mail, postal mail, and phone calls.	No additional costs	Administration, guidance and teachers will notify parents of upcoming grade reports, absences of students, at risk, and important upcoming events such as standardized tests.	Process of gathering data

Component 5 – The School Improvement Plan and Process Evaluation

5.1: Process Evaluation

Evidence of Collaborative Process

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

The 2008-2009 School Improvement Plan for DeKalb County High School was developed through cooperation among stakeholders. The stakeholders are defined as committee members who consist of the following: central office staff, DCHS school administration, faculty and staff, paraprofessionals, parents, guardians and students along with local community business leaders. Assistant Principal David Gash was selected to oversee the development, structure and organize the stakeholders into committees with an assigned component of the SIP. The co-chairs volunteered, then assigned tasks, set meeting dates and invited all stakeholders to attend. The committees gathered information and data as a group. Each committee then shared findings with other committees to form the current SIP. The completed components were then given to Mr. Gash. Mr. Gash compiled all completed individual components together and passed it along to DeKalb County Central Office who then submitted it into the appropriate state officials by November 1, 2008. Throughout the year, once every nine weeks, the SIP Leadership Team and Component 5 Committee will meet to discuss data and implementation of the ongoing SIP. The data gathered will be given to Mr. Gash. Mr. Gash will then share information with the Department Head Committee and DCHS administration. The DCHS Department Head Committee and DCHS administration will then make changes in the SIP and its implementation as needed.

Listed below are the members of all committees and their task. The committee's agenda and minutes from every meeting are kept on a file in Mr. Gash's Office Each committee met.

The SIP Leadership Team met on the following dates in 2008: 8-25-08, 9-3-08, 10-20-08, and will continue to meet at least once every 9 weeks after the SIP is in place to monitor, discuss and evaluate SIP implementation and relay results/findings to the Department Head Committee and DCHS administrators for further action steps and adjustments which may or may not be needed. SIP Leadership Team members are: Assistant Principal- David Gash; Teachers—Chris Vance, Amanda Brown, Sonya House, Amy Tobitt, Rebecca Purdue, John Pryor, Mike Hawkins, Leslie Rice, Judy Fuson, Angie Anderson, Eric Sanders, Shelly Painter, Lorie Isabell; Business Partner/ Parent—Kenneth Whitehead; Parent—William Gash; and student—Nikita Young.

Component 1a met to analyze student data compiled by the administrators of DCHS. Demographics and characteristics of groups are updated to form a school profile and shared this data with Component 1b. Committee Members for Component 1a are: Co-Chairs Asst. Principal David Gash & Chris Vance-teacher; Principal Kathy Hendrix, Teachers-Mike Shockley, Amanda Fuller, Dylan Kleparak, Danny Bond, Lynus Martin, Scott Odom, Steve Trapp, Daniel Seber; Business Partner Sheriff's Dept.-- Kenneth Whitehead; Non-certified-Jamie Wright; Parent- William Gash; Student Corey Poss. Committee members for component 1a met on the following dates in 2008. 9-9-08, 9-24-08

Component 1b met to analyze all data, nonacademic as well as academic. They reviewed data and identified items that had an impact on student learning. The committee determined areas of strength and weakness based on the data collected. Targeted goals needing priority were then identified based on need for improvement, which help Component 4 update and form goals. Based on data and information gathered, they were to summarize the most critical student needs in order to help develop actions steps needed for Component 4. Committee members for component 1b are: Co-Chairs Amanda Brown & Sonya House; teachers- Melvin Young, Brad Leach, Lori Barnes, William Jennings; Business Partner Bradley

Printing-- MaryAnn Puckett; Non-certified Cori Sexton; Parent Debbie France; Student—Megan Pack. Committee Members for component 1b met on the following dates in 2008. 8-22-08, 9-04-08,9-11-08,9-18-08,10-01-08

Component 2 met to discuss and determine if any changes were needed to our belief, mission and or vision statements. Component 2 committee shared findings with all component committees. Committee members for component 2 are: Co-Chairs Amy Tobbit & Rebecca Purdue; Teachers- Boyd Cantrell, Natasha Judkins, Harriett Cantrell, Marie Hill, Carol Williams; Business Partner Farm Bureau—Ryan Magness; Non-certified-Dena Haugh; Parent-Rhonda Merriman; Student Megan Merriman. Committee Members for component 2 met on the following dates in 2008. 9-09-08,9-19-08,9-25-08.

Component 3a & 3b committee met to survey and research information on curricular, instructional, assessment and organizational practices and processes at DCHS. This information and data (gap analysis) was also used to help support Component 4 in forming goals and action steps. Committee members for component 3a are: Co-Chairs John Pryor & Mike Hawkins; Teachers Linda Parris, Lori Page, Debbie Loring DePriest, Jenny Norris, Rolando Navarro, Larry Steffee; Business Partner Terry Beth Malone; Non-certified-Brian Reed; Parent-Nancy Young; student Kara Young. Committee members for component 3a met on the following dates in 2008. 8-27-08, 9-4-08,9-9-08, 9-16-08, 9-23-08, 9-30-09. Committee members for component 3b are: Co-Chairs Leslie Rice & Judy Fuson; Teachers- Peggy Semmes, Charlotte Wruble, Melissa Ruch, Joey Reeder, Wayne Fuson, Jeanine Cantrell; Business Partner Liberty State Bank-Lisa Garrison; Non-certified- Debbie Eaton; Parent- Denise Reed; Student- Chynna Cade. Committee Members for component 3b met on the following dates in 2008. 9-09-08,9-16-08,9-23-08, 9-25-08

Component 4 met to update the action plan's goals and action steps/strategies for the SIP plan based on information and data from component 1a, 1b, 3a and 3b. Committee members for component 4 are: Co-Chairs Angie Anderson & Eric Sanders; Teachers-Linda Dean, Kevin Burchfield, Michael Whitefield, Walteen Parker, Jared Daniels; Business Partner DeKalb Community Bank- Teresa Bain; Non-certified-Suzanne Williams; Student- Brooke Pack. Committee members for component 4 met on the following dates in 2008. 9-2-08,9-12-08,9-23-08,10-01-08

Component 5 met to evaluate the process of the SIP and contacted each component committee for data and information to help complete process evaluation section of SIP. The committee will also develop, and implement a survey in May 2009 for stakeholders to evaluate the SIP. Component 5 groups will meet once every 9 weeks, after SIP is implemented, to discuss and evaluate ongoing SIP goals and strategies progress. The committee will make suggestions and share data with the SIP Leadership Team who will then pass data onto Department Head Committee and Administrators. Committee members for component 5 are: Co-Chairs Shelly Painter & Lorie Isabell; Teachers- Dixie Crook, John Isabell, Mary Anne Carpenter, Donna Emmons, Rebecca Oliver; Business Leader USDA Service Center- Donnie Green; Rita Leichtfuss –Non-certified; Parent – Beverly Ferrell; Student Nikita Young. Committee members for component met on the following dates in 2008. 9-9-08; 9-16-08; 9-23-08,9-26-08, 9-30-08 and 10-03-08.

Evidence of Alignment of Data and Goals

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

Goal #1 in the SIP is that the graduation rate for students of DeKalb County High School will increase from 76.1% to 82% within two years. The administration and faculty of DCHS are improving the curriculum and standards of learning by working with the program High Schools That Work (HSTW) to help students be more successful and prepared. Student assessments that include mid-semester and semester tests and the use of a credit recovery program using the Plato computer program will make sure the students remain on track for on-time graduation. Keeping correct and concise student records will

Evidence of Alignment of Data and Goals

help in achieving the goal of graduation for all students. Student records will be reviewed on a quarterly basis by school administration, the guidance counselors and guidance clerk. The school will continue to improve the Freshman Success Academy to help at-risk students, identify potential dropouts and provide academic remediation to reduce or eliminate the number of dropouts.

Goal #2 in the SIP is to increase standardized test scores for math proficiency from 88.2% to 90 % in two years. The system scores in all areas covered by the Algebra I Gateway Test are in the 85% to 92% proficiency range. The implementation of the Freshman Success Academy necessitated a change of the Algebra I course becoming a year long course last year. This change showed improved scores on last year's scores and should continue to do so this year as well. For the students who needed additional help, tutoring is offered in math after school by a certified math teacher. Students may also take advantage of the Plato-based math tutorials on the computer, these are offered before and after school.

Another area of concern is Reading Scores; we plan to bring these scores up by utilizing the TN Academic Vocabulary and TN Vocabulary Reading Words as specific tools. Our Writing Assessment scores for 2006-2007 increased to a 4. DCHS offered reading/writing practice assessments throughout the year in order to increase our scores. Teachers were given some instruction of how to score the writing assessment, this included a workshop and several different handout guides. A video, instructing students on the necessary steps to follow to write an essay that will score a 5 or 6, was developed by a certified English instructor and is shown before the practice writing assessments.

The final goal of DCHS in the SIP is to improve the composite ACT score from an average of 19.8 to 20.5 by the end of the 2009-2010 school year. The ACT scores continue to gain ground as evidence of the 2008 average of 19.8. The administration at DCHS has implemented an ACT tutorial program that gives study help to students the week before taking the ACT. The students also have access to a Plato-based ACT preparation program on the computer that is available daily, before and after school. Teachers and guidance counselors will attend professional development activities that deal with improving ACT scores. The school will implement the PLAN program, starting in the Fall of 2008, to be given to all sophomores to predict ACT scores.

Evidence of Communication with All Stakeholders

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

The DeKalb County High School SIP (School Improvement Plan) Process includes a communication plan for all stakeholders. The stakeholders have been identified by committee members and are inclusive of the following: county government, county school administration, DeKalb County High School administration, faculty, paraprofessionals, office staffers, parents, guardians, and students. Other important stakeholders who are involved with DeKalb County High School and its students are the various businesses in the county and the Smithville-DeKalb County Chamber of Commerce.

When the new document is complete, the DCHS School Improvement Plan is copied and placed in several strategic areas so that all stakeholders have access to it. A copy of the plan may be found in the DCHS library, with each dept. chair, in the central office, with the DCHS administration, on the DCHS website, and with the state dept. In addition, the school's beliefs, mission, vision and goals are posted on the school's website.

In order to work the SIP communication goals teachers are encouraged to communicate with their students' parents or guardians frequently throughout the semester, to keep a record of when each contact is made, with whom spoken, the reason for the contact, and the result of the contact. "Contact Logs" are collected by DCHS administration at the end of each nine weeks.

Other avenues for communication and feedback include summer orientation and registration for incoming freshmen and new students; regularly scheduled faculty meetings; a published monthly school

Evidence of Communication with All Stakeholders

calendar; a school website; the school newspaper "Eye of the Tiger"; a hotline telephone system called "Connect-Ed" where parents, guardian and staff receive a recorded message from the administration whenever necessary; frequent letters and other information sent home to parents through mail or as a hand-out, surveys, parent-teacher conferences and easy for parents/guardians to communicate with teachers, and a digital marquee to display school information. In addition, both local newspapers and the local radio station are outlets for reporting school-related news. Progress reports are sent mid-semester to all parent/guardians. This affords yet another opportunity for communication and feedback.

DeKalb County High School's plan for implementation of SIP communication also includes opportunities for professional development, faculty meetings, and teacher mentors for new teachers.

DeKalb County High School's debriefing activities include sharing disaggregated data among teachers at regularly scheduled faculty and dept. meetings.

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

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

The **Curriculum Gap Analysis** indicates a need for more and varied opportunities for higher-achieving students (i.e. Advanced Placement classes, videoconferencing). Priority is also given to classroom equipment and technology to better prepare our students for the 21st century. Goal 1 action steps include a provision for high quality, ongoing professional development at a projected cost of \$45,000.

The **Instructional Gap Analysis** also reports a need for classroom technology and aids for instructing students and preparing them for the 21st century. A gap in the area of professional development for block system, Freshman Academy (a smaller learning community), differentiated instruction, etc. is noted. Goal 1 action steps include a provision for high quality, ongoing professional development at a projected cost of \$45,000.

The **Assessment Gap Analysis** cites a need for additional personnel for before- and after-school tutoring, specifically for upper level academic classes. Action steps for all three goals include extra help interventions outside of the regular school hours.

The **Organization Gap Analysis** identifies personnel needs at each grade level and in both academic and CTE areas so that students might benefit from a greater variety of classes. This need has also been reported through the Curriculum Gap Analysis. Action steps in Goal 1 address additional staff/teachers as required resources. Again, this gap analysis gives priority to technology needs and additional classrooms as do the Curriculum and Instructional Gap Analyses.

Suggestions for the Process

What suggestions do we have for improving our planning process?

In committee collaborations it was determined/suggested a need for improvement of our planning process in the following area(s):

- The SIP plan needs to be a more sequential structured process. (i.e. Component 1 completed then move to Component 2 and so on vs. working on all components at the same time.)
- More time needed to work on components.
- Complete SIP plan using the template/format consecutively from year to year.
- Component 5 Committee will implement a survey available to all stakeholders to evaluate the process of the SIP in May 2009.
- Training and/ or professional development should be provided to chairpersons and Leadership Teams to help understand, relay and explain SIP process and development.
- Timeline with dates of completion for each individual component committee to follow, which would provide a guide and allow a smoother streamlined process. (i.e. component 1 completed by date of ___ and turn in information to component ___ by date __. Component ___ completed by date of ___ and turn in information to component ___ by date of ___ etc) DCHS is a "High Priority" school and the Nov. 1 date from the state rushes the SIP process.
- Compiled data needs to be disseminated earlier to stakeholders completing tasks.
- Component teams/committees should meet after SIP state scoring to review results and feedback to help in future SIP planning
- Consider possibility of component 5 members to be included with other groups to help monitor process.

5.2: Implementation Evaluation

Evidence of Implementation

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

The Plan to begin implementation of the action step includes several components.

On August 1 and 4, 2008, during school wide in-service, all teachers were briefed on current test results and progress in the previous year's SIP goals as well as advising which Action Steps are to be resumed or will begin in the new school year (i.e. dates for beginning after-school remediation, after-school tutoring, PLATO programs, and professional development).

Further briefings will be carried out both monthly or every nine weeks in grade level meetings and academic department meetings, being specific to various grade level or department level services that are to be implemented as Action Steps (i.e. establishing regular meeting schedules for Academic teams/departments, FSA team meetings, new academic requirements such as incorporating the Tennessee Academic Vocabulary, and coordinating after-school remediation or enhancement programs).

As Action Steps come online, all staff will be apprised and/or instructed at Department or Grade level meetings or at Faculty meetings as necessary with updates on the progress of Action Steps being given periodically or to be implemented or adjusted.

Goal 1 – Several of the Action Steps submitted are already underway this school year. The Freshman Academy, a smaller learning community, is currently in its second year. Collaborative teams from the feeder middle school and the high school have begun meeting in an effort to improve the effectiveness of the Academy in transitioning ninth grade students into the high school and thereby increasing their graduation fates. Data has been collected from our inaugural Freshman Academy class with regard to attendance, number of credits earned, discipline referrals and retentions and will continue to be collected for future classes. The ThinkLink Learning Program is currently available for students in Gateway-tested

courses. This year we will be doing all testing on-line rather than with written assessments. With computer testing, results are available immediately and the diagnostic tools for identifying strengths and weaknesses in instruction and learning can be employed immediately. On-line testing window began in September and will continue until the Gateway tests commence in December, then again in February until Gateway testing in May.

Goal 2 – Students have been participating in the after-school math tutoring program since the beginning of September. Students are referred by individual math teachers or come on a voluntary basis.

Goal 3 – Action Steps include implementation of the PLAN assessment for all 10th graders as a predictor of ACT scores. The PLAN is scheduled to be administered October 21, 2008 and again in March 2009. Results of that assessment will be analyzed and shared with students and parents in order to create a plan of study for each student. Another intervention that was cited was ACT preparation with the computer-based PLATO program. The program is currently offered to student's before- and after-school by one of the teachers on extended contract.

Evidence of the Use of Data

What is the plan for the use of data?

Data from assessment tools will be used to identify trends in problem areas as well as growth areas. It will also be used to help administration and teachers to implement, revise, and/or eliminate strategies.

One way the data will be used is to meet goal one of the SIP which is to increase student graduation rate. Students who may be identified as at-risk of failure or meeting graduation requirements will be identified by teachers and/or guidance counselors and will be enrolled in credit recovery, peer tutoring and/or after school program. The students who are at risk of not graduating on time could also be considered for career path changes to help meet graduation requirements. The parents of students at-risk will be made aware of the educational process and the requirements of on-time graduation. Working with parents and the students, guidance will be better prepared to alleviate these kinds of problems early on.

The second goal of the SIP is to improve math proficiency and increase success on standardized tests for literacy. Last year, 2008, students with disabilities went down in Reading/Language Arts; this prompted a need for change to address this problem. Think Link is used as an indicator for Gateway Scores, kind of like a practice test. This will allow the teachers an opportunity to help the students in a more structured way in order to reach this goal. There will be weekly and monthly in-class assessments for proficiency. There will also be monthly Gateway assessments to determine which students need additional assistance and in which area. There will be a school-wide writing prompt to be administered once a month. This writing prompt will be assessed by each teacher based on the state rubric for scoring. Data collected will be analyzed by the School Leadership Team and compared with previous years results to determine needs and progress.

The last of the three goals of SIP is to increase the ACT composite score from 19.8 to 20.5 in two years. This goal will be assessed by practice tests administered and reviewed at regular quarterly intervals by ACT subject teachers. Reviewed results will be compared with previous ACT scores to determine strengths and weaknesses. Interventions will include practice tests, before and after-school tutoring, and access for students to ACT practice booklets and web sites. The data will be compared to previous ACT data and used to evaluate progress and provide information on areas of need. Students will be able to focus on specific areas of concern with this information.

5.3: Monitoring and Adjusting Evaluation

Evidence of Monitoring Dates

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

The SIP Leadership Team met on the following dates in 2008: 8-25-08,9-3-08, 10-20-08, and will continue to meet at least once every 9 weeks (in the months of December, February, April and May) to monitor, discuss and evaluate SIP implementation and relay results/findings to the DCHS administrators. DCHS administrators will send findings to Department Head Committee for further action steps and adjustments which may or may not be needed.

SIP Leadership Team members are: Chairperson- Assistant Principal- David Gash; Teachers—Chris Vance, Amanda Brown, Sonya House, Amy Tobitt, Rebecca Purdue, John Pryor, Mike Hawkins, Leslie Rice, Judy Fuson, Angie Anderson, Eric Sanders, Shelly Painter, Lorie Isabell; Business Partner/ Parent—Kenneth Whitehead; Parent—William Gash; and student—Nikita Young.

Mr. Gash will be responsible for monitoring, setting dates and locations for the SIP Leadership Team Meetings and oversee the monitoring and adjusting of the SIP as new incoming data and analysis are acquired. Data, analysis and results will be shared with all stakeholders to consistently improve and adjust the SIP to achieve success in targeted area(s).

The Department Head Committee will receive data, information and findings from the SIP Leadership Team as well as conduct evaluations of data and information independently as a team. The team and DCHS administrators will then make decisions and suggestions on what steps and adjustments need to be made and follow up on implementation of those changes.

Evidence of a Process for Monitoring Plan

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

TCAP scores, writing assessment scores for 8th graders, and 8th grade Language Arts scores are reviewed in the summer prior to entry to DCHS by 9th grade teachers and Ms. Painter, freshmen counselor, for course placement and the development of individual learning plans. Freshmen Academy teachers assist in this process by reviewing individual scores of students and making recommendations.

School counselors meet with all grade level students on an individual basis to review their Six Year Plan and make adjustments beginning in September 2008.

Administrators, Freshmen Academy teachers, and 8th grade middle school teachers have scheduled joint collaboration meetings on Sept 18, Oct 3, Nov 6, Dec 4, Jan 8, Feb 5, Mar 5, Apr 2, and May 7 of this school year to review students' scores, evaluate respective curriculums, and ensure easy transition of 8th graders into the high school.

Practice writing assessments are given on the first Tuesday of each month (9-3-08,10-7-08, 11-4-08, 12-2-08, 1-6-08) prior to the February 2009 TCAP Writing Assessment for 11th graders. These practice writing assessments involve all students and faculty members in the process with a writing rubric that is scored by individual teachers. The data produced from the February 2009 Writing Assessment (11th

grade) is reviewed and analyzed in the spring of 2009 by the administration and counselors. Feedback is presented to the faculty at the beginning of each new school year.

ELDA testing (ELL students) is completed in March 2009 and will be analyzed for progress from the 2008 results by the ESL teacher, administrators, and the SIP Leadership Team.

In December 2008 and May 2009, the Gateway Language, Gateway Math, and Gateway Science are given to students enrolled in these classes. Data will be analyzed and reviewed by the administration, teachers, and counselors in January and late May of 2009.

End of course testing in Math Foundations II, English 1, U.S. History, and Physical Science is given in December 2008 and May of 2009. Data collected will be analyzed by the administration, teachers, and counselors in January and late May of 2009.

National tests including the PSAT, ACT, and SAT are taken by students on set national test dates. Students from 10th grade on are encouraged to take the PSAT to acquaint themselves with testing formats and to increase their scores. The counselors and administrators will analyze PSAT, ACT, and SAT results throughout the school year to determine students' academic strengths and areas in the curriculum to strengthen.

Administrators and counselors collect Writing Assessment, Gateway, and End of Course data and maintain spreadsheet on all students. Students at below proficient are identified and are referred to Tiger Academy, Plato, and After School Tutoring in individual subject areas. These sub group populations of below proficient, proficient, or advanced are shared with the counselors, administration, school support, and individual teachers. From these results, reports are formulated to be analyzed by the Component 1 committee. These areas of strength and weakness help determine goal targets for the school year. The Component 4 committee then develops goals and strategies for the school improvement plan such as our current emphasis on math and reading scores. Proposed goals and strategies are further reviewed and assessed by the District Office, Board members, school staff, students, and parents through reports, school web pages, school newspaper, in-house school news reports, and school marquee.

Evidence of a Plan for Communicating to All Stakeholders

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

The Component 5 Committee will conduct a survey of all stakeholders in the SIP process in May 2009. This survey will help the SIP Leadership Team assess the effectiveness of the SIP process, evaluate the involvement of all stakeholders, and help identify areas that still need improvement. The survey will identify areas of going/completion status and determine the adjustments needed to our School Improvement Plan. The results of this survey will be conveyed to the SIP Leadership Team and then disseminated to all stakeholders in August of 2009.