

# **The School Improvement Plan And Process Evaluation**

## **Component 6**

### Areas of Need

- All relevant visionary reflective data related to student stakeholder groups' and subgroups' performance and school priorities were identified and disaggregated by appropriate committees of stakeholders. The 2001-2002 TCAP data was analyzed to determine if our school did or did not meet its annual goals (state, district, and local).
- In reviewing the 2001 and 2002 TCAP Mean NCE data for Grades 3-5, the data showed that in Reading, Language Arts, and Mathematics, our school successfully met our goals to increase the percent of students, scoring at/above the 40<sup>th</sup> NCE by three percentage points or more.

	2001 TCAP Mean NCE for Grades 3-5	2002 TCAP Mean NCE for Grades 3-5
Reading	41.91	46.33
Language Arts	43.08	49.17
Mathematics	40.18	49.76

- Our school did not meet our 2002 goal in Science, to significantly increase the mean NCE. There was a slight decrease in the TCAP mean NCE from 2001 to 2002 in Science.

	2001 Mean NCE for Grades 3-5	2002 TCAP Mean NCE for Grades 3-5
Science	38.28	36.58

- Although our school did not completely meet our goal to increase the number of students scoring at/above the 40<sup>th</sup> mean NCE by three percentage points or more in Social Studies, we were successful in increasing this number by 1.17 percentage points.

	2001 TCAP Mean NCE for Grades 3-5	2002 TCAP Mean NCE for Grades 3-5
Social Studies	40.22	41.39

- The 2002 Mean NCE Score by level and gender showed that in the first grade, the male students performed at higher levels than female students in every subject but reading. In the second grade, the female students performed at higher levels than male students in every subject but science. In the third grade, the female students performed at higher levels than the male students in reading, language, and social studies. The third grade male students performed at higher levels in mathematics and science. In grades four and five the female students performed at higher levels than the male students in all subject areas.
- The 2002 TCAP Mean NCE scores by test level and lunch status showed in grades 1, 4, and 5 the students that pay for their lunches performed at higher levels in each subject area.
- In examining the 2002 TCAP Mean NCE Scores by test level and Special Education Status, the data showed that, in general, the performance of students who do not receive Special Education Services decreased from the third to fifth grades. The performance of students who were receiving services through the Special Education Department did not follow the same pattern. Their performance decreased from third to fourth grade and then increased from the fourth to fifth grade.
- In reviewing the 2001-2002 TCAP Writing Assessment Data it showed that our school met the annual goal to increase the percent of fourth grade students, earning proficient TCAP Writing Assessment scores to 70% or higher or increase by 5 or more percentage points.

4 <sup>th</sup> Grade TCAP Writing Assessment Scores	
2001	2002
59.49	70.93

- Moreover, the Group Performance Level Summary Reports for the 2002 TCAP showed that the majority of our students at Scenic Hills Elementary School are performing at the Progressing and Nearing Proficiency levels in Reading, Language Arts, Mathematics, Science, and Social Studies (Component 3, pages 40-44).
- Also, the 2001-2002 TCAP Paired Mean Gain in Mathematics, Reading, Language Arts, Social Studies, and Science by Prior-Achievement Subgroup Charts showed that the lower three subgroups in grade 3 showed the most significant gain, in grade 4 the highest and middle of achievement subgroups showed the most significant gain and in grade 5 the most gains were made by the two lowest achievement subgroups.
- The 2001-2002 TCAP Objective Performance Index (OPI) Ratios revealed the following:
  - Grade 1-Area of Strength; Reading
  - Grade 2-Area of Strength; Language Arts
  - Grade 3-Area of Strength; Reading, Language Arts and Mathematics
  - Grade 4-Area of Strength; Language Arts
  - Grade 5-Area of Strength; Language Arts
 (Significantly there were no objectives with an OPI ratio less than 0.76.)
- Research-based strategies/interventions/activities are being implemented to facilitate positive changes for our school. Review Component 4, page 59 for a listing of Funding Sources for the 2002-2003 school year.
- The principal, instructional facilitator, literacy leader, school leadership council, grade level team leaders, community partners, cadre facilitators, selected teachers and science technology coordinator have been identified as being responsible for monitoring and evaluating each strategy/intervention/activity.

## Higher Expectations

- In comparing the average national percentile scores of third grade students at Scenic Hills Elementary in 2002 to the average national percentile score of third grade students in the Memphis City School District, the data showed that Scenic Hills students were 17 percentile points above the district average of 41%-ile in reading, 14 percentile points above the district average of 53%-ile in language, 19 percentile points above the district average of 54%-ile in mathematics 2 percentile points above the district average of 29%-ile in science, and 7 percentile points above the district average of 34%-ile in social studies.
- The data showed that Scenic Hills students were 2-percentile points above the state average of 65%-ile in language and 6 percentile points above the state average in mathematics.
- In comparing the average national percentile scores of fourth grade students at Scenic Hills Elementary in 2002 to the average national percentile scores of fourth grade in the Memphis City School District, the data showed that students at Scenic Hills were even with the district score of 39%-ile in reading.
- In comparing the average national percentile scores of fifth grade students at Scenic Hills Elementary in 2002 with the average percentile scores of fifth grade students in the Memphis City School District, the data showed that Scenic Hills students were even with the district average of 34%-ile in reading.
- In looking at the mean NCE for grades 3-5 in the 1999-2000, 2000-2001, and 2001-2002 school years, the data showed that there has been an increase in the mean NCE in language, math, reading, and social studies.
- In looking at the 3-year average mean NCE for the 2001-2002 school year by test level, the data showed that third grade students are performing at the highest levels in each subject area.
- The above TCAP Achievement Test information will be communicated to stakeholders via stakeholders' assemblies, newsletters, building displays, web-sites, school report card, Parent-Teachers Conferences, Curriculum Night, Grade level meetings and minutes, PTO, cadre meetings and minutes, school leadership council minutes, and school marquee.

- We will celebrate our successes during the annual Parent Orientation Nights (September, 2002), Six weeks awards programs/dances, teacher appreciation breakfasts, brunches, or lunches (August, 2002; November, 2002; December, 2002; February, 2003; May, 2003), Curriculum Night (October, 2002), and bi-weekly professional development sessions.
- The next steps to “raise the bar” in those academic areas where the school has been successful in meeting some goals include: 1) increasing the number of students who participate in cross-grade level teaching with gifted instruction and interventions; 2) purchasing more non-fiction books for classroom libraries; 3) strengthening the teaching of reading across content areas; 4) establishing and maintaining the Pre-K and kindergarten transitional classes; 5) implementing and monitoring a Focused Instructional Plan for all grades; 6) requiring formative and evaluative rubrics to be used by all grades in all content areas; 7) planning and implementing at least two school-wide concept-based integrated units annually; and 8) continuing monthly TCAP Practice Testing with the most effective resources.
- Our new target areas will include the following: increase the TCAP national percentile in Reading, Language Arts, Mathematics, Science, and Social Studies by at least two percentile points in Grades 2 and 3 and increase the TCAP national percentile in Reading by at least one percentile point in Grades 4 and 5.

### **School Improvement Plan Process Evaluation**

- The School Improvement Plan will be monitored, reviewed, and or updated weekly by the identified stakeholders (See Component 5-Action Plans). The annual reviews will be held May 12-23, 2003 and again in August, 2003.
- Results of interventions will be communicated through parent conferences, meetings, newsletters, monthly reminder notices, web-sites, monthly school leader council meetings and minutes, weekly grade level meetings and minutes, monthly cadre meetings and minutes, and Student Teacher Academic Report.
- Ways to increase stakeholder participation, ownership and responsibility will include:
  - Securing more parental signatures on parent-compact document
  - Including more documented parent-teacher conferences
  - Following up on student absences daily

- Increasing the number of parents who participate in our Parent Teacher Organization.