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Standards Assessment Report

Fayetteville Intermediate School

1800 - A Wilson Parkway Fayetteville, Tennessee 37334

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the

indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

Public/Non-public:	Public
School Type:	AdvancED - Elementary
Charter School:	N/A
Enrollment:	302
Gender at School:	Co-Ed
Beginning Grade:	4
Ending Grade:	6
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Rural
Gender at School:	Co-Ed

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Highly Functional

1.3 Identifies goals to advance the vision:

Highly Functional

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Highly Functional

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Highly Functional

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Highly Functional

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

- 1.1 Establishes a vision for the school in collaboration with its stakeholders.
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support.
- 1.3 Identifies goals to advance the vision.
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community.
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process.
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate.

At the beginning of each year the faculty and administration discuss the beliefs, mission, and vision statement to build understanding and set the focus for the new year and make any necessary revisions. These statements reflect the purpose of Fayetteville Intermediate School. In order to clarify shared beliefs, Fayetteville Intermediate School conducted a survey of beliefs based on the National Study of School Evaluation (NSSE) Indicators of School Quality. Questionnaires were given to a random selection of parents, community leaders, teachers, and staff. After collection of the valuable data group discussions were held and responses shared to determine the consensus that exists with respect to these beliefs. Discussions were held to analyze any gaps that might exist between current practice and best practice consistent with school beliefs. A school climate survey which included only responses from students was also conducted to assist in guiding our instruction and day-to-day operations. A committee consisting of various stakeholders reviewed the beliefs and mission; hence, a vision was determined. The belief, vision, and mission are aligned with the systems consolidated plan.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

- 1.1 Establishes a vision for the school in collaboration with its stake holders.
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support.
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community.

The goals that are defined by Fayetteville Intermediate School reflect the vision, mission, and beliefs. As a constant and daily reminder these statements are highly visible throughout the school and displayed in each classroom. In addition, the vision, mission, and beliefs appear on the school website. The state report card is available to all stakeholders and continually indicates that the statements are aligned with student performance. Throughout the school year Fayetteville Intermediate School communicates student accomplishments to all stakeholders via the school newspaper, local newspaper, progress reports, report cards, and Tennessee Comprehensive Assessment Program (TCAP) scores, all of which reflect the dedication to align the vision, mission, and beliefs with the established goals.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

- 1.3 Identifies goals to advance the vision
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community.

- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process.

Student achievement at Fayetteville Intermediate School is a high priority as continually conveyed by the administration. The school board strives to develop and adopt policies and procedures that reflect effective applications. The system's administrators provide support for school level management but expect effective operation of the school. The principal is held accountable for the positive growth of the school. To help support the learning environment, the principal along with the curriculum coordinator ensure that the curriculum is enacted, supported, and assessed. Evidence of these actions is reflected through long and short range plans, classroom management plans, individual classroom assessments, and classroom observations. Grade level and faculty meetings are held regularly to discuss curricular needs. All faculty and administration strive toward targeted goals which enable students to become productive, cooperative, and responsible citizens by preparing them with knowledge, skills, and attitudes necessary for success as stated in Fayetteville Intermediate School's "shared vision."

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

- 1.2 Communicates the vision and purpose to build stakeholder understanding and support.
- 1.3 Identifies goals to advance the vision.
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community.
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process.
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate.

The administration plays a major role in ensuring that the vision and purpose of Fayetteville Intermediate School remain current and aligned with the school's expectations for student learning and effectiveness. The administration secures funding and allocates resources in a way that has the most impact on student achievement. The faculty and staff are encouraged to request whatever is needed, provided it is justified. The administration provides funding for participation in workshops and professional development activities to improve instruction. In-services are geared toward developing and maintaining quality teaching and management strategies. The principal attends workshops that focus on pertinent issues involved in the leadership of the school. New teachers are assigned mentors as role models. Teacher observations, both formal and informal, are conducted throughout the year to enhance instruction and provide feedback. Lesson plans are turned in weekly to the principal and must state specific standards taught. These lesson plans are concurrently turned over to the curriculum coordinator for further confirmation of alignment.

All faculty and staff attend monthly meetings at which time the vision, mission, and beliefs are reiterated. This venue lends itself to sharing ideas to enhance student learning. Evaluation of test scores is a continuous practice throughout the school year by teachers and administration. Discussions are held as to the realignment of goals. Teachers and administrators consider all stakeholders' input when decisions and revisions are made. This occurs through surveys, parent-teacher conferences, and informal discussions with parents and community leaders.

The administration, staff, faculty, and other stakeholders involved with the students at Fayetteville Intermediate School acknowledge and support the conclusion that the ability to stay current and align goals with optimum student success occurs when allocations of instructional, financial, physical, and human resources are integrated.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Indicators: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

2.5 Fosters a learning community:

Highly Functional

2.6 Provides teachers and students opportunities to lead:

Highly Functional

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Highly Functional

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

- 2.1 The school operates under the jurisdiction of a governing board that establishes policies and procedures that provide for the effective operations of the school.
- 2.2 The school operates under the jurisdiction of a governing board that recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school.
- 2.3 The school operates under the jurisdiction of a governing board that ensures compliance with applicable local, state, and federal laws, standards, and regulations.
- 2.6 The school has leadership that provides teachers and students opportunities to lead.
- 2.7 The school has leadership that provides stakeholders meaningful roles in the decision-making process that promotes a culture of participation, responsibility, and ownership.
- 2.8 The school has leadership that controls curricular and extracurricular activities that are sponsored by the school.
- 2.9 The school has leadership that responds to community expectations and stakeholder satisfaction

Many components are in place to ensure effective operations. Teachers are given handbooks outlining policies and procedures at the beginning of every year. They discuss the contents at the administrative day prior to school. Student handbooks are also distributed to parents and students the first day of school. The principal discusses expectations from this handbook at parent orientation. This is a topic of discussion as the teachers meet with parents and again with the children during the first days of school. Handbooks are referred to throughout the school year. The principal and teachers meet with parents whenever the parents request a conference.

Principals meet weekly with the superintendent and instructional supervisor. School board meetings are held the first Monday of each month. Parents, teachers, and community members are welcome and allowed to discuss policies and procedures. Monthly teachers' meetings are held after each board meeting. The results of the school board meetings are made public in the local newspaper each month.

Up-to-date board policy manuals are kept in the school office and the library for easy access. Additionally, mentors are assigned to new teachers in order to establish implementations of policies and procedures.

State special education guidelines are used to insure effective operations of our school. The special education supervisor meets with the teachers at the beginning of each year to discuss policies and procedures. They are given updated information in folders to refer to throughout the school year. Special education guidelines are kept in the office. The special education teacher consults with the teachers to make sure they are up-to-date on the students that qualify for special education services. Teachers are included in all individualized education program (IEP) meetings and kept current about any changes with special needs children. Administrators, teachers, and parents work to decide what course of action is best for the students. Changes are made in the curriculum as deemed necessary.

Administrators encourage teachers and parents to contact them about suggestions the teachers and parents may have concerning policies and procedures. Suggestions are considered and may be implemented if it is beneficial to the student and school. The director of schools is in the building frequently, available to meet with teachers upon request, and takes groups of teachers to lunch once a year to discuss pertinent school issues.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

- 2.4 The school has leadership that employs a system that provides for analysis and review of student performance and school effectiveness.
- 2.5 The school has leadership that fosters a learning community.
- 2.6 The school has leadership that provides teachers and students opportunities to lead.
- 2.7 The school has leadership that provides the stakeholders meaningful roles in the decision-making process that promotes a culture of participation, responsibility, and ownership.
- 2.8 The school has leadership that controls curricular and extracurricular activities that are sponsored by the school.
- 2.10 The school has leadership that implements an evaluation system that provides for the professional growth of all personnel.

Tennessee Comprehensive Assessment Program (TCAP) scores are the major source of evaluation used by the leaders in the school system. Adequate Yearly Progress (AYP), 3-year average gains, and value-added reports are used by leaders and teachers. Administrators analyze the system and school levels over a three-year period. Individual teachers and subject matter are also evaluated. The system is compared to the state and other districts. Teacher scores are evaluated to see if students have made adequate yearly progress. AYP and other indicators are components of the principal's contract.

Disaggregated data is used to look at special education, ethnicity, economically disadvantaged, and English Second Language (ESL) students. Our school has an insignificant number of ESL students. We cannot statistically compare the ESL students, but progress can be tracked. Percentages are compared to observe differences in scores of the other students. Some examples of comparisons used by leaders and teachers are differences in blacks and whites, whites and economically disadvantaged students, special education students and regular education students, and normal curve equivalents (NCE) from one grade to the next.

Areas are targeted when significant gaps in achievement are noticed. Tutoring and remediation programs are in place to help students showing the most need. Changes are made in individual curriculums to accommodate the needs of the students. Reports from Test Mate Clarity are used by central office staff to further analyze student patterns and trends.

Administrative days are used by the school principal and teachers to discuss and study test scores. They study test results and look at scores by grade levels, subject areas, and the building as a whole. Teachers study individual scores from the previous year in order to identify the students' strengths and

weaknesses. This information is used to analyze instruction and curriculum practices, and changes are made to improve student outcomes.

STAR Reading and STAR Math are also used to evaluate students. Both programs are used as guidelines for teachers. STAR Reading is given three times a year to determine growth and to help level students according to their needs. STAR Math is given several times throughout the year.

Benchmark tests are given at the end of each nine weeks to assess student mastery of the state standards. The results are used by the administration and teachers to identify areas that have not been mastered. Teachers are then able to use this information to develop their curriculum and reinforce skills that have not yet been mastered. This information is used to target areas of weakness and students who need to attend the two weeks of remediation classes.

Fayetteville Intermediate School distributes report cards to students and parents four times per year. Report cards follow our grading periods in nine-week intervals. Progress reports are sent home every three weeks, formal parent conferences are held twice a year, and informal conferences are held when requested by parents, students, or teachers.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

- 2.5 The school has leadership that fosters a learning community.
- 2.6 The school has leadership that provides teachers and students opportunities to lead.
- 2.7 The school has leadership that provides the stakeholders meaningful roles in the decision-making process that promotes a culture of participation, responsibility, and ownership.
- 2.8 The school has leadership that controls curricular and extracurricular activities that are sponsored by the school.
- 2.9 The school has leadership that responds to community expectations and stakeholder satisfaction.

The director of schools is in the building frequently. Administrators ask for input and ideas that will improve the quality of education the school provides for the students. Teachers complete surveys that ask what types of teacher training are most beneficial. Stakeholders are encouraged to attend school board meetings and are permitted to address the board pertaining to the school's policies and procedures. Teachers fill out a yearly survey called Center of Research in Educational Policies (CREP). Questions are asked pertaining to administrative day activities, school management, etc. The results of the surveys are used to determine areas of strengths and weaknesses within the school.

Parents may meet with the principal and teachers to voice their concerns and expectations. M-team meetings are another avenue where parents have input into the decision-making process. Independent math programs are offered for high-achieving students. Each parent is asked if he/she wants his/her child participating in the program and is asked for input at the beginning of each quarter. Parents are encouraged to monitor their child as he/she works independently and to assist him/her at home.

Teachers serve on various committees such as calendar committees and extended contract committees to help in the decision-making process. Teachers who participate in the extended contract program plan the curriculum that will be used for the remediation program that is offered in the fall and spring. The teachers decide which skills and programs will be most beneficial to the needs of the students they will be serving.

The parent-teacher organization (PTO) meets throughout the year to organize and plan different programs that benefit the children and school. Through constant contact with teachers and administrators, the members of the PTO make decisions about book fairs, Fun Friday activities, Fall Fest, and Fun and Field Day. The parents organize the activities and determine how funds will be managed and spent. The parents help determine what activities the students and teachers will be involved in and who will work at each activity. These stakeholders are responsible for organizing every aspect of these events and also with new activities they would like to sponsor throughout the year.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

- 2.1 The school operates under the jurisdiction of a governing board that establishes policies and procedures that provide for the effective operations of the school.
- 2.2 The school operates under the jurisdiction of a governing board that recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school.
- 2.3 The school operates under the jurisdiction of a governing board that ensures compliance with applicable local, state, and federal laws, standards, and regulations.
- 2.5 The school has leadership that fosters a learning community.
- 2.6 The school has leadership that provides teachers and students opportunities to lead.
- 2.7 The school has leadership that provides stakeholders meaningful roles in the decision-making process that promotes a culture of participation, responsibility, and ownership.
- 2.8 The school has leadership that controls curricular and extracurricular activities that are sponsored by the school.
- 2.10 The school has leadership that implements an evaluation system that provides for the professional growth of all personnel.

Professional Development Opportunities

The Fayetteville City School Board of Education recognizes its responsibility to provide opportunities for the continued growth of its professional staff that they may be better qualified to provide a quality educational program for all students. The board shall include in its budget resources for providing approved in-service activities and staff development programs. In addition to the five days mandated by the state, the Fayetteville City School Board of Education requires three extra professional development days. One of which is an administrative day planned by the building principal.

In-service Education

In-service education is defined as a program of planned activities designed to increase the competencies needed by all professional personnel in the performance of their responsibilities. Competencies are defined as the knowledge, skills, and attitudes which enable personnel to carry out their tasks with maximum effectiveness.

The local in-service education plan shall be developed in accordance with the most current Tennessee State Board of Education guidelines. A system-wide in-service committee, composed of membership from a cross section of professional personnel, shall reflect the needs of all professional staff.

The director shall involve central office personnel and staff development trainers in developing the system-wide staff development program and shall recommend it to the Board for approval.

Academic Achievement

The Fayetteville City School Board of Education recognizes the value of excellence in academic achievement and urges the promotion of such achievement through appropriate means. It is the intent of the board to provide an educational program that encourages students to achieve their potential and to develop skills and knowledge necessary to function effectively in society.

To achieve a successful academic program, each involved individual must assume appropriate responsibility. It is the responsibility of the learner to expend sufficient effort to master the skills required and to exercise determination and self-discipline in accomplishing educational tasks. The instructional staff must provide appropriate instruction for pupils based upon identified needs. After-school programs and fall and spring remediation sessions are offered to enhance achievement. Parents must assume responsibility for good attendance, behavior, and proper motivation. The community must provide adequate support for educational programs.

Web Pages

In order to take advantage of the opportunities the Internet provides, the board authorizes the creation of school and/or district web pages on the Internet. Only those web pages maintained in accordance with board policy and established procedures shall be recognized as official representations of the district or individual schools. All information on a school or district web page must accurately reflect the mission, goals, policies, programs and activities of the school and district. The web page must have a purpose which falls within at least one of three categories:

1. Support of curriculum and instruction--intended to provide links to Internet resources for students, parents, and staff in the district;
2. Public information--intended to communicate information about the schools and district to students, staff, parents, community, and the world at large; and
3. District technology support--intended to provide and respond to instructional and administrative technology needs of students and staff.

As with any instructional materials or publication used by or representing the school or district, the building principal or director of schools, respectively, is ultimately responsible for accuracy and appropriateness of the information made available on the website. Concern about the content of any page(s) created by students or staff should be directed to the building principal or the director of school's office when related to the district website. If the concern is not resolved, persons who wish to file a formal complaint shall submit a written request for reconsideration of instructional material. Websites developed under contract for the school district or within the scope of employment by district employees are the property of the school district.

Special Education Class Size

The policy of the Fayetteville City School Board of Education is to provide a free appropriate public education (FAPE) to all students with disabilities ages 3-21 who are entitled to special education and related services. It is the system's intent to assure that the instructional needs of all students receiving services pursuant to the Individual with Disabilities Education Act (IDEA) are being met. The Basic Education Program (BEP) formula was used as guidance for special education class size in determining class size policy for all special education classes in the district.

To the maximum extent appropriate, students with disabilities eligible for special education services shall be educated with students who are not disabled. However, special classes, separate schooling, or other removal of students with disabilities from the regular educational environment shall occur only if the nature or the severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary materials and services.

A continuum of services shall be available to meet the needs of students with disabilities who are eligible for special education and related services. Monitoring class size will occur periodically to ensure compliance with the district's policy.

Equal Educational Opportunities

All students shall have the same educational opportunities regardless of race, color, creed, religion, ethnic origin, sex, or disabilities.

Class Size Policy

The policy of the Fayetteville City School Board of Education is to ensure that students with disabilities are placed in the general education classroom in accordance with FAPE. It is our intent to assure that the instructional needs of all students are met. This policy is to establish equitable and educationally sound placement of all students with disabilities in every classroom. Our school district will utilize the state's BEP formula in determining class size for all classrooms.

To ensure the provisions of FAPE and IDEA according to state law are being met, our school district proposes the following:

1. Education placement decisions for all students including students with disabilities shall be made based on the instructional needs of the student;
2. Provide joint staff development and training for general education and special education teachers (models, strategies, and interventions) for maintaining an inclusive classroom;
3. Facilitate interactive planning sessions with special education and general education teachers as well as paraprofessionals regarding each student's individualized education program (IEP);
4. Training for general education teachers on modifications and accommodations to the IEP;
5. All students in the general education classroom should have access to the standard textbooks and instructional materials used in the class with alternative or supplemental materials provided as needed;
6. Provide resources and supplemental materials for students to progress in the general curriculum and be successful in the general education classroom. (e.g. Assistive technology devices and services, paraprofessional support, adaptations in the classroom);
7. Provide the technical assistance needed to general education teachers in order to address the needs of individual students; and
8. Provide training for paraprofessionals to ensure that they acquire the knowledge and skills necessary to assist students in the general education classroom.

English Second Language Students

The Fayetteville City School System ensures age-appropriate grade level placement and prohibits retention based solely on the lack of English language skills. Identified English Language Learner (ELL) students are entitled to other services such as Title I, special education, and vocational programs based on need and eligibility as it applies to all students in the system. Language proficiency will not be criteria for exclusion from any program.

Homeless Students

In order to ensure that homeless students, individuals who lack a fixed, regular, and adequate nighttime residence, have equal access to the same free appropriate public education as provided to other students, the following shall apply:

1. Students who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Students who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory students who meet one of the above described circumstances.

Enrollment/Placement

The district with parental involvement will consider the best interest of the homeless student in determining whether the student should be enrolled in the school of origin or the school that non-homeless students are eligible to attend.

Services

Each homeless student shall be provided services comparable to services offered to other students in the district.

Transportation

Transportation services will be determined by the director of schools.

Records

Any records ordinarily kept by the school including immunization records, academic records, birth certificates, guardianship records, and evaluations for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student. If services are necessary, referrals can be made and so that records may be transferred in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents in accordance with the Family Educational Rights and Privacy Act.

Coordinator

The board designates the following individual to act as the district's homeless coordinator:
Attendance Supervisor 110A South Elk Avenue, Fayetteville, Tennessee 37334 Phone: (931) 433-5542
Fax: (931) 433-7499

The district shall inform school personnel, service providers, and advocates working with homeless families of the duties of the district homeless coordinator. The homeless coordinator shall ensure that:

1. Homeless students are identified by the school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students receive educational services for which such families and students are eligible including Headstart, Even Start, and preschool programs administered by the district and referrals to health care services, dental services, mental health services, and other appropriate services.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice is given of the educational rights of homeless students, if disseminated, where such students receive services such as schools, family shelters, and soup kitchens.
6. Enrollment disputes are mediated in accordance with law.
7. The parents or guardians of a homeless student and any unaccompanied youth are fully informed of all transportation services.
8. Unaccompanied youths will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.
9. Students who need to obtain immunizations or medical records will receive assistance.

Procedural Due Process

All students shall be treated with fairness. Before school authorities shall administer disciplinary measures, inquiry shall be made to determine the truth of what happened. The nature of this inquiry will vary in degree with the seriousness of the offense and the consequences attached thereto. In the event the principal determines that the offense is of such nature that expulsion of the student is necessary, he/she shall refer the case to the system's Disciplinary Hearing Authority. School board policy addresses due process according to state and federal law.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for

Fayetteville Intermediate School

school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:

Highly Functional

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Highly Functional

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Highly Functional

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Highly Functional

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Highly Functional

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

3.7 Provides for articulation and alignment between and among all levels of schools:

Highly Functional

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Highly Functional

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Highly Functional

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

- 3.1 Develops and implements curriculum based on clearly-defined expectations for student learning.
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices.
- 3.7 Provides for articulation and alignment between and among all level of schools.

The Fayetteville Intermediate School curriculum is based on Tennessee Curriculum Standards that are correlated to national standards. Each teacher uses [A Blueprint for Learning: A Teacher's Guide to the Tennessee Curriculum](#). This book includes the state standards and benchmarks for each grade level and subject area. Teachers are given information for the grade level above and below to help track the standards that are being taught at each grade level. Other programs that are used to align the curriculum include Tennessee's Student Performance Indicators, Title I guidelines, and No Child Left Behind Act. STAR reading, STAR math, and Accelerated Reading are used to track individual student growth and are used to determine the level on which each student should be working.

Textbooks and teachers' daily lesson plans identify and implement the state standards. Textbook committees ensure that the textbook chosen is appropriately aligned with the state standards. All teachers use the teacher performance indicators and student performance indicators from the previous, current, and future grade to plan their lessons throughout the year. To ensure there are no gaps or redundancy, teachers collaborate during allotted professional development days to map curriculum. Teachers turn in lesson plans weekly which record the standards addressed for that week. Each

student in the school has an agenda. Teachers require daily objectives to be copied down in order to inform parents of the standards being taught. These agendas are to be signed by parents each night to ensure communication is intact.

The curriculum is assessed through EduSoft Benchmark testing, Tennessee Comprehensive Assessment Program (TCAP) testing, informal assessments, observations, projects, and teacher evaluations. Benchmark testing is administered three times a year. With the completion of each test, teachers are able to view a student's progress and areas of weakness to ensure mastery in the subject area. TCAP assessment occurs once a year. Student strengths and weaknesses are analyzed to plan for the next year's goals. Teacher evaluations ensure standards based teaching and the quality of their instruction.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning.
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.
- 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.
- 3.8 Implements interventions to help students meet expectations for student learning.

Fayetteville Intermediate School ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students. Seven professional days and one administrative day are included in the school calendar for teachers . The appointed days are used for teachers to learn about and plan the use of the latest researched-based practices devoted to the enhancement of teaching and learning strategies. The staff of Fayetteville Intermediate School has had instruction on Dr. Marcia Tate's twenty instructional strategies from Worksheets Don't Grow Dendrites and Dr. Robert J. Marzano's instructional strategies from Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. All teachers have been trained on the latest instructional strategies of differentiated instruction. This particular strategy has been essential in challenging the above-average student and at the same time giving confidence to those below-average struggling students.

Various methods of instruction and strategies are utilized by the school to facilitate learning. Some of these include whole-group instruction, individualized instruction, small-group instruction, hands-on learning, peer tutoring, reading buddies, and parent volunteers. Instruction is delivered in several modalities to accommodate all learning styles of all students. Higher-order thinking skills are embedded within each day's instruction in all grade levels to prepare the students with the skills and tools necessary to exhibit diversified learning. Grade level field trips and community speakers are provided each year to relate learning in the classroom to real-world experiences.

Modern technology is used in classrooms to enhance learning. Every classroom is equipped with at least three computers, a smart board, and a projector. The school also has a state-of-the-art computer lab with twenty-five internet accessible computers. Web-based instruction is used throughout the school. BrainPop is an online educational video program that includes quizzes to help reinforce standards being taught. United Streaming is a digital video-on-demand service provided by Discover Education aligned with the state standards to help improve students' retention and test scores. Other types of computer based learning activities used in the school include Internet4Classrooms and Nettracker.

Fayetteville Intermediate School teachers serve on various textbook committees to ensure the latest research-based materials are available. A committee of teachers reviews the upcoming textbooks of the

year and reports to the faculty the results of their findings. The faculty then reviews the proposed textbooks, and each teacher votes on the textbook that is best aligned with the state standards.

Reading and math programs at Fayetteville Intermediate School facilitate achievement for all different leveled students. The teachers assess the students using STAR math and STAR reading tests which level the students for individualized instruction. Fifth- and sixth-grade math classes offer independent study programs for their high-achieving students.

An after-school homework assistance program is provided through extended contracts with several faculty members. Based on teacher recommendations and test scores, students attend the program four days a week for additional instruction in math. A remediation program is also offered to targeted students during the first week of the two-week fall and spring break with instruction in both math and reading. Title I Reading classes are provided for students to enhance reading skills.

Fayetteville Intermediate School offers many activities which benefit students socially and academically. Physical education, art, and music are provided weekly to all students. Guidance and library classes are provided bi-weekly. The school offers a chorus class one day a week for those who are interested. The sixth grade students have the opportunity to take beginning band which will prepare them for junior high and high school band. Additionally, all students also have the opportunity to try out for the school play. The students learn the fundamentals of acting and stage direction. All students participate in the county 4-H program which meets at the school on a monthly basis.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices.
- 3.6 Allocates and protects instructional time to support student learning.
- 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to learning.

All of the teachers at Fayetteville Intermediate School are highly qualified. Professional development days are devoted to preparing teachers in effectively implementing standards-based strategies, research-based strategies, and test score interpretation. One day of in-service is devoted to curriculum mapping and alignment. At the beginning of each school year the administration distributes the previous year's Tennessee Comprehensive Assessment Program (TCAP) scores to each teacher. The scores are categorized so that the teachers may determine the strengths and weaknesses for each upcoming student.

New teachers are assigned two mentors for guidance through out the year. All teachers are evaluated formally by the administration every five years. Informal observations are done yearly for the entire staff. Teachers are given planning time daily to plan standards- and researched-based lessons and to collaborate with grade level teachers. Lesson plans are turned in weekly by all members of the staff.

The staff and faculty are given support by the administration that allows teachers to optimize all teaching and learning time. There is a consistent discipline plan that is followed by the teachers and principal. Through the student handbook all stakeholders are made aware of the high expectations for instruction, learning, and discipline at Fayetteville Intermediate School. Schedules are created by the administration that ensure sufficient time in every content subject area. Instructional time is guarded by all faculty and staff with no unnecessary interruptions. Teachers follow recommended time schedules but use their professional judgment to adjust for student need. Lesson plan books are evidence of time spent in subject areas.

Fayetteville Intermediate School has a full-time school counselor that provides lessons to all classes bi-weekly. The counselor is available for counseling daily. Crisis plans are made, implemented, and practiced by the entire student body in case of emergencies. Basic education program (BEP) money is given to each teacher yearly to provide for materials that will enrich instruction. The central office is

willing to provide any other materials that are needed to enhance instruction.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

- 3.10 Provides comprehensive information and media services that support the curricular and instructional programs.
- 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.

Fayetteville Intermediate School integrates several types of technology into the instructional plan. The teachers are required to attend training sessions throughout the course of the year with the two system-hired technology coordinators to learn how to infuse technology into their daily instruction and curriculum. Computers and internet access are widely available throughout the school for adult and student use. The school's computer lab provides an area for individual computer-assisted instruction, research, preparation of classroom presentations, and professional development workshops. Two technology coordinators are provided in the system for technology support. All classrooms are equipped with a TV/VCR, smart board, and digital projector. The projectors are mounted from the ceiling for easier use and added space. The smart board is mobile so that it allows the teacher to move around the room. Students are also allowed to use the smart boards to actively engage them in learning.

The school webpage is www.fcsboe.org/intermediate/index.html. It includes the school handbook, calendar, awards, events going on in the school, and teacher web pages. Each teacher has a class web page which includes objectives, homework assignments, extra credit opportunities, and any other pertinent information which is assessable to all students, parents, and community members. The Fayetteville Intermediate School's newspaper, The Roaring Times, is distributed to all students every nine weeks. The paper is written by a committee of sixth-grade students and provides students with a voice in the school. It includes school news and upcoming events which benefit all stakeholders.

Web-based instruction is used throughout the school. BrainPop is an online educational video program that includes quizzes to help reinforce standards being taught. United Streaming is a digital video-on-demand service provided by Discover Education aligned with the state standards to help improve students' retention and test scores. Other types of computer-based learning activities used in the school include Internet4Classrooms, Edusoft Benchmark Tests, and Nettracker.

Our media center is located in the center of the school and is equipped with 5 computers, 2 televisions, and one VHS/DVD player. It includes approximately 10,023 books on various levels to meet the needs of all students. It has 774 videos, 20 magazine subscriptions, one newspaper, and 148 professional materials. Every homeroom class comes as a whole group once every two weeks for library class. It is open all day for individual students to come as needed.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently

provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Highly Functional

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Highly Functional

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Highly Functional

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Highly Functional

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Highly Functional

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Highly Functional

4.7 Demonstrates verifiable growth in student performance:

Highly Functional

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

- 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free.
- 4.4 Conducts a systemic analysis of instructional and organizational effectiveness and uses the results to improve student performance.
- 4.7 Demonstrates verifiable growth in student performance.

The administrators and teachers at Fayetteville Intermediate School use the assessment system in our school to analyze changes in student performance. Currently, Fayetteville Intermediate School uses the Tennessee Comprehensive Assessment Program (TCAP) results to analyze student performance at the beginning of the school year. Teachers use the results to target growth and identify areas for improvement from the previous year. Disaggregated data breaks this information into smaller categories making it easier to analyze. The TCAP Writing Assessment is also used to show progress in writing in the fifth grade.

Benchmark testing, purchased from Edusoft, is administered each nine-week period to assess student performance in the areas of math, language arts, and science. These tests allow the teacher to monitor the progress of his/her students. If a standard is not mastered by a group of children, it can be retaught as whole class instruction. If only a few students did not master the skill, teachers can incorporate small group instruction into the day for remediation. These tests allow for immediate feedback and remediation.

The STAR Reading test is used in correlation with our Accelerated Reader program to pre-assess comprehension levels. Teachers then use these results to assign students a reading level. Star Math is used to determine a student's ability level at the beginning of the year. Both the STAR Reading and Math tests track progress throughout the year as they are given as pre-, mid-, and post-tests.

Accelerated Reader (AR) is the foundation to our reading program here at Fayetteville Intermediate School. The AR tests are used to determine book comprehension. As a child progresses through the program, his or her reading range is increased based on the assessment of STAR Reading and AR testing.

The Title I Reading teacher at Fayetteville Intermediate School uses a diagnostic assessment to identify areas of need in students qualifying for the Title I Reading program. This assessment is one

that comes along with the reading series the school recently adopted, *Treasures* by McGraw-Hill.

Many of our textbook series including reading provide pre- and post-tests. These tests are usually standardized and on grade level. Teachers can assess what students know at the beginning of the year and then assess how much they have progressed throughout the year.

Teachers at Fayetteville Intermediate School also use teacher-made tests to analyze change in student performance. This enables teachers to make changes on a weekly or monthly basis. Teachers are able to see areas of mastery and non-mastery.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

- 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning.
- 4.5 Communicates the results of student performance and school effectiveness to all stakeholders.

The variety of assessment instruments used at Fayetteville Intermediate School provide data that is timely and relevant. This information is examined and communicated to teachers, students, parents, and external stakeholders in a variety of ways depending on the nature of the assessment itself. This is done to enhance the chances of success and improve performance of individual students.

Examples would include the following:

- Pre-testing and post-testing that allow teachers to assess needs and students to see the results of instruction time spent on a specific learning goal
- STAR testing for reading and math (done at the beginning, middle, and end of the school year) allows students, teachers, and parents an accurate idea of current performance levels. This is then used to structure a program more suited to the individual's specific needs.
- Accelerated Reader (AR) testing is an ongoing process based on students' needs, and the results are shared with parents.
- Title I placement tests are administered to students who have demonstrated a need for more individual attention in reading.
- When indicated, more extensive testing is done to determine qualification for special needs.
- Teacher tests (and sometime quizzes) are normally sent home to be signed by a parent or guardian.
- Grades are often listed in the daily agenda, and a student is required to show them to a parent for signature.
- Parent conferences are frequently held for students performing below expectations or abilities.
- Teacher observations in both academic and non-academic settings are communicated to parents as deemed necessary to help improve chances of success for individual students.
- Annual 5th grade Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment is done each February. Indicator 4.2
- Yearly TCAP testing is done, and those results are presented to the general public (as stakeholders) in local and regional newspapers. Websites are given to the public for access to information about the current performance of our school.
- EduSoft Benchmark testing is done periodically (3 times a year) to assess continuing progress.
- Individual progress reports are sent home with students every three weeks to apprise parents of their child's progress.
- Award ceremonies are open to the public to share and celebrate the success of students who have performed well or made significant improvements for the current nine-week grading period. These encourage students to maintain or improve performance.
- Each teacher has a homework/agenda site, and students' agendas are used to inform parents on a daily basis the homework requirements and when tests will be given.

Fayetteville Intermediate School's system of assessment is comprehensive. It is based on clearly

defined performance measures that yield functionally reliable results. The assessment system allows the evaluation of student performance and the effectiveness of instructional methods. It also produces current and accurate guidelines for modifications that can improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

3. How are data used to understand and improve overall school effectiveness?

- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes.
- 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.

At Fayetteville Intermediate School data is used to understand and improve overall school effectiveness. This includes both academic and non-academic data. Data such as Tennessee Value Added Assessment System (TVAAS) reports and Tennessee Comprehensive Assessment Program (TCAP) reports are analyzed as a faculty to determine downward trends and areas that need improvement. Administrators use this information to make decisions about staff realignment, placement of teachers, and future training needs. Teachers also use this information to target the individual needs of the students in the classroom. This information is used to place students in the remediation and after-school programs.

Non-academic data in the form of surveys are used to improve the overall effectiveness of Fayetteville Intermediate School. Each student fills out a survey about the climate of this school. Questions such as “Do you feel that your teacher cares about you?” and “Do you feel safe at school?” help the faculty determine the quality of each student’s experience here at school. This enables the faculty and staff to make changes in the environment when deemed necessary. In addition to the student survey, a parent survey is also sent home to receive feedback from parents. The teachers also fill out a survey about the environment and leadership in the building.

All of this information allows constant changes to be made if necessary. The administration is able to determine what is effective and what needs to be revised.

4. How are teachers trained to understand and use data in the classroom?

- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes.
- 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.

Teachers are trained to understand and use data in the classroom by a variety of ways. All student performance data is assessed, reviewed, and evaluated by the school system’s curriculum supervisor, principal, testing coordinator, and classroom teachers. This process allows teachers the opportunity to evaluate the data independently as well as with supervisors to ensure complete comprehension of the data.

Upon receiving test results, teachers and administrators meet to analyze test scores and make recommendations for improvements as needed. Monthly faculty meetings are held to discuss changes in instructional practices based on gathered data.

Programs and processes for analyzing and supporting the instructional process include professional development and in-service training programs that are aligned with the state curriculum standards. Currently there are seven in-service training days throughout the school year that provide strategies for

optimal learning experiences for all students. These strategies also incorporate brain-compatible teaching, differentiated learning, and higher-order thinking techniques. Staff development sessions have included A Practical Guide to Reciprocal Teaching; differentiated instruction; Succeeding with Standards-Linking Curriculum, Assessment, and Action Planning; developing instructional blueprints; Edusoft Training-Benchmark testing and using assessment results; and Show Me Solutions: Grouping Students for Differentiations.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Highly Functional

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

5.10 Provides appropriate support for students with special needs:

Highly Functional

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

- 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities.
- 5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).
- 5.3 Ensures that all staff participate in a continuous program of professional development.
- 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.

Fayetteville Intermediate School uses various support systems to ensure that all students' needs are addressed and adequately met. These resources impact a student's learning by providing him/her multiple and varied opportunities for services to attend to his/her needs.

Recruitment

Positions are posted in the schools, at the central office, and on the system website. Advertisements of professional positions are sent to the teacher education departments of universities in both Tennessee and Alabama. An effort has been made to recruit minority teachers with minimal results.

Induction

All new teachers are assigned two mentors, and documentation of interactions is required by the principal. Classroom Instruction That Works is purchased for each new teacher and is used as a book study. Videos of the Harry Wong series The Effective Teacher are also used in the induction process. Each teacher is given a procedures handbook to inform him/her of policy and procedures.

Placement

The director of schools, supervisor of instruction, and principals collaborate on the best placement of professional personnel. Identified strengths and areas of need are taken into consideration when deciding upon the placement of each teacher. Past experience, content knowledge, and licensure are all evaluated to ensure the best placement possible.

Development

Staff development of teachers is an ongoing process. All certificated staff is required to attend a minimum of seven staff development days and one administrative day each school year. A needs assessment is conducted to determine the consensus of the areas in which the faculty feels staff development is needed. Strengths and areas of need are determined through the evaluation process and are prioritized.

Evaluation

The Framework for Evaluation and Professional Growth is used throughout the system. Tenured teachers are designated to have a formal evaluation once every five years and a performance assessment every year that they do not have a formal evaluation. The Tennessee Teacher Performance Assessment is used. Non-tenured teachers are evaluated formally each year until they receive tenure with the system. During their non-tenured years teachers receive three evaluations per year. Each evaluation is conducted by a different administrator. The principal, the assistant principal, and the supervisor of instruction each evaluate non-tenured teachers. All teachers are subject to "drop-in" visits by administrators. Principals, assistant principals, and supervisors have all been trained extensively in using the evaluation instruments.

Retention

Retention of teachers has not been a problem for the system; however, the Fayetteville City School Board of Education believes in supporting teachers especially at the apprentice level. Since the system has a better pay scale than the local county system, it is able to maintain a high retention rate. The combined experience of the faculty of Fayetteville Intermediate School has an average of 20 years.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

- 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.
- 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement.
- 5.6 Monitors all financial transactions through a recognized, regularly audited accounting system.
- 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.
- 5.10 Provides appropriate support for students with special needs.

The teachers of the Fayetteville City School System are paid competitively; therefore, we are able to recruit and retain highly qualified teachers. Extended contract opportunities are offered to teachers in order to provide enrichment and remediation programs for students during the fall and spring intersessions as well as an after-school program Monday through Thursday during the school year. In 2007-08 the Fayetteville City School Board approved monies to be allocated for the hiring of both a Title I reading teacher and a full-time school counselor to better help meet the needs of the students we serve.

Current technology is provided to students and teachers to enhance instruction. Fayetteville Intermediate School teachers attend training sessions periodically with the technology coordinator to learn how to better infuse technology into their daily instruction and curriculum.

Financial decisions are based on student and teacher needs and in accordance with our school improvement goals. If a teacher can justify a request, it is rarely denied. Current textbooks, supplemental materials, and software programs are provided for each child and teacher.

Fund-raising is not allowed in the system. The Fayetteville City School System provides all instructional materials without asking students to raise funds. The board provides each teacher with \$200 to spend on their choice of a staff development activity or extra materials.

Fayetteville Intermediate School does benefit from several federal and state grants:

- **TITLE I-A IMPROVING BASIC PROGRAMS SUPPORTED BY THE LEA:** A portion of this grant is used to supply a Title I Reading teacher at Fayetteville Intermediate School to target below proficient students in reading to improve achievement.
- **TITLE II-D ENHANCING EDUCATION THROUGH TECHNOLOGY:** This money is set aside to provide smart board training, to purchase United Streaming Software, and to send the director of technology to the Tennessee Educational Technology Association (TETA) Conference for professional development.
- **TITLE III ESL SERVICES:** This money provides a portion of an educational assistant's salary to help provide instruction to LEP students.
- **TITLE IV SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES:** This funding is used to target the following: a decrease in classroom disruptive behavior and fostering a safe and supportive learning environment. A portion of this money is being used to send the guidance counselors to the Yes 2 Kids conference.
- **SAFE SCHOOLS ACT GRANT:** This grant is providing digital recorders for the buses to replace the old VHS recorders that were not dependable.

Fayetteville Intermediate School has an in-house bookkeeper who uses the QuickBooks software program to maintain accounting records. An annual year-end audit is conducted around June 30th of each year by Putman and Hancock, certified public accountants.

3. How does the leadership ensure a safe and orderly environment for students and staff?

- 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.
- 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants.
- 5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders.

The leadership at Fayetteville Intermediate School ensures a safe and orderly environment for students and staff with several procedures currently in place. Teachers are assigned early duty, starting at 7:00 AM, to supervise students who arrive to school before the official start of the school day. Students are kept in the gym area until 7:40 when homeroom teachers come to the gym and pick up their students. At the end of each school day teachers assigned to late duty remain at school until 4:00 p.m. or until the last student is picked-up. This procedure ensures that students are supervised from 7:00AM until 4:00 PM.

Hallways and outside entrances are equipped with video surveillance that allows monitoring and recording of activity in the school especially in the hallways and gym at one time from a central location. Central office staffs as well as school administrators have video monitors located in their offices. This

security feature encourages appropriate behavior. Teachers also help to ensure that class changes are orderly by accompanying students into the hallways during this time.

It is required for all visitors to sign in at the front office upon entering the building. Visitors must then wear a visitor's badge while on school property and must sign out upon their departure. This policy ensures safety by providing accountability for each person in the building.

Administration, faculty, and staff are equipped with two-way radios for communication during the school day when away from the classroom or office. A two-way radio with a designated code for emergency situations is located in the main office to establish contact with the Fayetteville Police Department.

Fayetteville Intermediate School has emergency procedures in place for all potential emergencies. Emergency procedures are practiced, drilled, and rehearsed in the event there is a real threat to students, faculty, and staff. A written crisis manual is provided to each teacher and central office staff with a master copy located in the school's office. The manual designates specific staff members of each grade level to an assigned area in the case of an emergency.

During extra-curricular school functions members of the Lincoln County Sheriff Department's Auxiliary are hired to provide security services. The known presence of local law enforcement members on site helps to deter misbehavior and violence.

Class sizes aligned with or below the state mandate assure that the students are able to learn in an orderly environment.

The school counselor is available to deter possible problems/conflicts that may arise during a school day. The classroom guidance classes take a proactive approach in teaching safety through anti-bullying and character education lessons.

Fayetteville Intermediate School currently has three staff members who are cardiopulmonary resuscitation (CPR) certified. We also have a centrally located automatic external defibrillator (AED) with three staff members certified to operate.

Safety and cleanliness are of utmost importance at Fayetteville Intermediate School. To obtain/maintain a state of cleanliness, Fayetteville Intermediate School employs one full-time and one part-time building level custodian. Maintenance issues are addressed by the system level maintenance department. Each teacher has online access to submit a maintenance request. Fayetteville Intermediate School contracts to an outside agency, Lincoln County Exterminating, to provide pest control.

It is evident that the leadership of Fayetteville Intermediate School ensures a safe and orderly environment for students and staff.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

- 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school.
- 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.
- 5.10 Provides appropriate support for students with special needs.

Fayetteville Intermediate School has a comprehensive, developmental guidance program and a system of support services which focuses on the educational development and well-being of every student. The school employs a highly qualified, licensed guidance counselor. The guidance counselor conducts scheduled classes and is available to provide individual and small-group counseling to students. Guidance class topics cover the state standards as they are set forth for guidance services and relate to the domains of academic development, personal/social development, and career/vocational counseling.

Students are the number one priority at Fayetteville Intermediate School; therefore, guidance services include securing the assistance of other agencies for students and their families whose needs cannot be met by the school. The guidance counselor maintains relationships with the local police, the Department of Human and Child Services, Junior's House Child Advocacy Center, Centerstone Behavioral Services as well as a number of other helpful agencies.

Students have access to guidance services in a variety of ways. The student can self refer, parents can request services, and teachers and staff may refer. Parents also have access to the counselor via phone, email, website, and parent meetings.

The guidance counselor works with the special education teachers to ensure that students with special needs are served in the best possible manner to provide a quality education to each of them. Students with multiple disabilities participate in guidance classes with their peers. The guidance counselor is a regular participant in special education meetings.

Fayetteville Intermediate School adequately provides support for students with special needs. We provide a fully functioning Comprehensive Development Class (CDC) classroom with highly qualified staff and inclusion opportunities. Individualized Education Program (IEP) and Section 504 plans are designed and implemented for those students in need of mental, physical or academic assistance.

Fayetteville City School System provides additional assistance for limited English proficient (LEP) students. Fayetteville Intermediate School shares a school nurse and cafeteria with Fayetteville Junior High School. The nurse is always available to serve the needs of the students. The cafeteria is well managed, and all meals meet all nutritional guidelines.

The physical building is safe, very clean, and comfortable. The building meets American Disabilities Act's guidelines for handicap accessibility. Students who live in the city limits are provided school bus transportation to and from school as well as a shuttle service to the system's after-school program. Fayetteville Intermediate School makes every effort to provide students with a wide range of support services to enrich their educational experiences.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:
Highly Functional

6.2 Has formal channels to listen to and communicate with stakeholders:
Highly Functional

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:
Highly Functional

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:
Highly Functional

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:
Highly Functional

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

- 6.1 Fosters collaboration with community stakeholders to support student learning.
- 6.2 Has formal channels to listen to and communicate with stakeholders.
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school.
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders.
- 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

Fayetteville Intermediate School's relationship with our community and stakeholders is vital to our school's continued improvement. The leadership of our school has utilized various methods in an effort to fulfill expectations of the community and ensure the satisfactions of stakeholders. The school is responsive to the expectations of the community and continually strives to satisfy its stakeholders. The school's leadership ensures continued improvement in this area through the utilization of a multi-faceted approach.

In order to identify and clarify shared beliefs, Fayetteville Intermediate School conducted a survey of beliefs based on the National Survey of School Evaluation (NSSE) Indicators of School Quality. Questionnaires were mailed to a random selection of parents and community leaders. Forty-one parents and 17 community leaders responded. Fayetteville Intermediate School staff participated in the survey of beliefs. From this information a determination was made, and beliefs were identified. To target strengths and limitations of Fayetteville Intermediate School's instructional and organizational effectiveness, a school climate survey was administered to all students. Stakeholders were asked for input on the mission of Fayetteville Intermediate School. From these valuable inquiries the school system was able to foster meaningful collaboration and communicate expectations to all stakeholders.

Students recite the school mission statement each morning. The mission statement reinforces the goals and learning expectations for students. The mission statement is displayed on the bulletin board inside the main entrance of the school and in classrooms throughout the school.

Parent orientation night is scheduled just before the beginning of the school year. Parent orientation provides parents with the opportunity to meet teachers and to learn about teacher expectations for the upcoming school year. During parent orientation teachers communicate student learning expectations and goals to parents. Parents are encouraged and welcome to volunteer at Fayetteville Intermediate School. Parents are asked to participate on the Tennessee School Improvement Planning Process (TSIPP) and Southern Association of Colleges and Schools (SACS) accreditation committees.

Parent-teacher conferences are scheduled twice each school year and as necessary. The conferences provide parents and teachers the opportunity to discuss student learning and goals on an individual basis.

Each student is provided with a copy of the student handbook at the beginning of each school year. The handbook communicates school board policy on a number of items including attendance, dress, and appropriate behavior. Parents are asked to read and/or review the handbook with their child. After reviewing the handbook, parents sign and return the last page acknowledging that they have read and understand the handbook.

Student agendas are provided to ensure that each student has a way of communicating daily objectives, assignments, and information to parents on a daily basis. The agenda also facilitates written communication between parents and teachers.

Report cards are distributed at the end of each nine-week grading period with progress reports sent

home at three-week intervals. At the end of each grading period an honor roll list is published in the Elk Valley Times, a local newspaper. Student of the week is also published in the same newspaper on a weekly basis. The school newspaper also communicates student learning goals and expectations. The paper is published once each quarter.

Tennessee Comprehensive Assessment Program (TCAP) scores are published annually for stakeholders to view in the Elk Valley Times, the Tennessean, the school report card, and on the Fayetteville Intermediate School website. The internet is also used to communicate with stakeholders. There are school-wide and individual classroom web pages as well as school e-mail and a system-wide communication program.

The local Lions Club screens hearing and sight once each school year. The results of the screening process are communicated to teachers and parents with a small card given to the students with the results indicated. A follow-up letter is also issued.

2. How does the school's leadership foster a learning community?

- 6.1 Fosters collaboration with community stakeholders to support student learning.
- 6.2 Has formal channels to listen to and communicate with stakeholders.
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school.
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders.
- 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

Fayetteville Intermediate School ensures a learning community through various avenues of communication. The school's leadership fosters a learning community through actively promoting and providing systematic learning opportunities.

Fayetteville Intermediate School fosters collaboration with community stakeholders through parent-teacher conferences, parent orientations, community and civic organizations, and Leadership Lincoln County. The school also sponsors career day and encourages involvement in Junior Achievement.

The following channels are utilized to listen to and communicate with stakeholders: The Roaring Times (published quarterly), student and school report cards, progress reports, student agendas, The Elk Valley Times, student handbook, teacher and school web pages, and e-mail. Each student is provided with a copy of the student handbook at the beginning of each school year. The handbook communicates school board policy on a number of items including attendance, dress, and appropriate behavior. Student agendas are provided to ensure that each student has a way of communicating daily objectives and assignments to parents. The agenda is another tool of communication.

During parent orientation at the beginning of the school year, teachers communicate student learning expectations and goals to parents. Parent-teacher conferences are scheduled twice each school year and as necessary. The conferences provide teachers and parents the opportunity to discuss their student's progress on an individual basis.

Progress reports are sent home at three-week intervals, and report cards are sent home at the end of the nine-week grading period. At the end of each grading period an honor roll list is published in the Elk Valley Times, a local newspaper. The school newspaper also communicates student learning goals and expectations. The paper is published once each quarter.

Students receive a newsletter monthly from the school health coordinator. This newsletter offers advice to students and parents about living a healthier lifestyle and communicates the goal of healthier living for the students.

Tennessee Comprehensive Assessment Program (TCAP) scores are published in the Elk Valley Times, the Tennessean, and on the school's website. A home report is sent to parents indicating student achievement. Through all of these diversified efforts it is evident that Fayetteville Intermediate School is successful in fostering effective communications and relationships with and among its

stakeholders. The school's leadership considers the task of seeking opportunities among stakeholders to improve student learning an ongoing process.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

- 6.1 Fosters collaboration with community stakeholders to support student learning.
- 6.2 Has formal channels to listen to and communicate with stakeholders.
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders.
- 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders.

Fayetteville Intermediate School uses several avenues to communicate information to stakeholders about student performance and participation. The school's effectiveness is also related to all stakeholders. Parent-teacher conferences are scheduled twice a year and when deemed necessary by either party. Parent orientation is at the beginning of each new school year. At this time parents are given the opportunity to inquire about expectations for student learning.

In addition, Fayetteville Intermediate School uses the following channels to communicate with stakeholders:

- student and school report cards
- progress reports
- student handbooks
- teacher and school web pages
- e-mail
- student agendas
- school and local newspapers

(Refer to TSIPP for more detailed information)

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Highly Functional

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

7.4 Provides professional development for school personnel to help them implement improvement

interventions to achieve improvement goals:

Highly Functional

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Highly Functional

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

- 7.1 Engages in a continuous process of improvement which documents and uses the result to inform what happens next.
- 7.6 Evaluates and documents the effectiveness and impact of the continuous improvement plan.

Many components comprise the continuous improvement plan. Benchmark tests are given three times each year, and results are analyzed to note strengths and weaknesses which are addressed by the classroom teacher. Tennessee Comprehensive Assessment Program (TCAP) test results are also analyzed, and areas of weakness addressed. As part of the ongoing improvement plan, struggling students receive remediation in after-school programs and during school fall and spring breaks. Teachers in grade level meetings discuss opportunities for improvement in instruction, scheduling, and discipline. Monthly staff meetings also allow time for teachers and administrators to discuss areas of improvement. In addition, researched based in-services and other staff development opportunities enable teachers to learn about and implement the best practices for instruction.

Teachers and administrators analyze all test data to make continuous changes and improvements. According to TCAP and Tennessee Value Added Assessment System (TVAAS) data, the remediation and after-school program have been beneficial to those students needing extra help with math and reading/ language arts. In fourth and fifth grade math and reading/language arts are areas of strength. Sixth grade teachers responsible for math and reading/language arts are still working diligently to improve overall proficiency. The faculty and administrators at Fayetteville Intermediate School recognize that growth in science and social studies are areas that need to be improved as stated in the system consolidated plan. Faculty realignment and research based in-services have been provided to meet this need.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

- 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning.
- 7.6 Evaluates and documents the effectiveness and impact for its continuous process of improvement.

The teachers and administrators continually review the school's Tennessee Comprehensive Assessment Program (TCAP) scores to find areas of greatest need. State standards are included in weekly lesson plans that are monitored by the administration. Curriculum mapping ensures that state standards are covered. Benchmark testing is an additional tool which identifies needs.

In-service days are utilized to evaluate test scores and identify area of weakness. In addition,

administration provides training in effective methods of teaching such as differentiated learning to ensure that targeted goals are addressed. New concepts are incorporated into lessons to help meet improvement goals.

After-school tutoring programs are offered daily to reinforce the skills for students who are scoring below proficiency. Remediation programs are offered during the fall and spring intersessions. Teacher input and test scores determine which students attend. Both programs insure that students receive assistance in their areas of greatest need.

Regular education and special education teachers work with each other to correlate lesson plans and share teaching methods. Inclusion programs are designed to include students with special needs.

Formal and informal evaluations, teacher meetings, and grade level meetings are used to continually discuss school goals and develop strategies to achieve improvement. Continued efforts in improvement enable students to become productive, cooperative, and responsible citizens who have acquired the knowledge, skills, and attitudes necessary for success.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

- 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

The Fayetteville City School Board of Education recognizes the importance of providing professional development and technology training opportunities for all teachers. Therefore, the supervisor of instruction and technology coordinator plan and implement in-services for the teachers with the input of a needs assessment.

The board of education budgets monies to cover the cost of the training. Extra resources are available for teachers' requesting additional professional training.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

- 7.2 Engages stakeholders in the processes of continuous improvement.
- 7.5 Monitors and communicates the results of improvement efforts to stakeholders.

The school leadership ensures that diverse groups of stakeholders are involved in the development and implementation of the school improvement plan. Stakeholders are encouraged to provide feedback through surveys, personal meetings, and school functions. Stakeholders are also encouraged to attend school board meetings. They are informed of school plans and progress through parent orientation night, parent-teacher conferences, student agendas, school newspaper, progress reports, report cards, school website, and various press releases.

The leadership team monitors the implementation of the improvement plan through weekly teacher lesson plans, formal and informal classroom observations, and staff meetings. To ensure further implementation, leadership provides professional development opportunities for all staff members. Collaboration between administration and staff occurs regularly to examine achieved goals within the improvement plan. Action steps are updated as needed.

(Refer to TSIPP for more detailed information)

Overall Assessment:

Fayetteville Intermediate School

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

The school's leadership responds to community expectations and stakeholder satisfaction. Administration employs and mentors qualified professional staff. We strive to ensure that each student receives a challenging education in a safe, caring environment. Fayetteville Intermediate School's curriculum is based on Tennessee's curriculum based standards. Instruction is based on differentiating in order to ensure success for all students.

Data is gathered and analyzed on a continuous basis. A variety of strategies are incorporated to report analyzed data. Technology is continually updated to support all staff in this endeavor. It is evident throughout the responses to the seven standards that the administration, faculty, staff, and all stakeholders are committed to the goal of continuing to provide a safe learning environment and to promote lifelong learners.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

The administration and faculty at Fayetteville Intermediate School believe that we incorporate an excellent environment for our students. We focus on giving each student a quality education. In order for Fayetteville Intermediate School to prepare our students with knowledge, skills, and attitudes necessary for success, we continually strive to identify strengths and weaknesses. We expound on our strengths and address our weaknesses.

The administration, faculty, staff, and all stakeholders are extremely cognizant of and understand the many aspects involved in our school's continuous plan for improvement. Fayetteville Intermediate School takes pride in its many accomplishments and will continue to maintain and strive for success on every level.

What would you consider to be your school's greatest challenges?

Although Fayetteville Intermediate School communicates to stakeholders through numerous venues, we believe that there should be more involvement. We should provide additional opportunities to listen to and communicate with each other. This communication will open the door for numerous and productive outcomes.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The self-assessment is an important and effective tool which initiates reflections and adjustments from all stakeholders. This assessment promotes a continuous awareness that we at Fayetteville Intermediate School must work diligently to maintain our beliefs, mission, vision, and goals.

