

Final Activity

Submitted by 

The beginning phase for developing a shared school vision, mission, and goals should be entirely based on the data from the school. The determination should be a compilation of several aspects of the data sources. The school climate survey, high quality assessment data, district goals, needs assessment for the students, teachers, and community, TVAAS data, and attendance information should all be taken into consideration when developing functioning goals. The idea that the school vision is shared and promoted by all stakeholders is the most important part; therefore, they should be reflective of the individual schools and outline what the expectations are for that set of students.

The first phase should consist of developing your committee that is representative of the demographics in your school and community. In the School Improvement Planning process and writing this is addressed in component 2, which dictates that you should have a representative from ~~faculty member~~, teachers, administrative staff, community, and parents. Allowing this many people to be involved in the process will make sure that the vision is looked at by many and addresses the needs of all that are part of the school. The school mission, vision, and goals statements should be done over a period of time after there has been enough analyzing of the data that is needed. In our school, this was done over a period of 6 weeks. The committee met 4 times and kept accurate minutes of the data that they were using and the comments that were made by all participants.

The first piece of data that they looked at was the school climate survey which is a survey that is taken at the end of the previous year that includes respondent information from parents, teachers, and community members about the overall feeling of the school. The questions range from safety to environmental concerns and academic rigor. This data is

compiled and we are issued the results at the beginning of the following school year, so that we can use that data to make any necessary changes in programs offered at the school to addressing any safety and overall appearance of the school to your community partners. This data has also helped in the way that our staff relates to parents and community visitors. What about emphasizing learning for all students and consistency with the district's vision, mission and goals?

Administration, Faculty, and Staff Demographics

The school's leadership team consists of one pPrincipal, one Professional Development School Compliance Coach (PDSCC), one Literacy Leader, and oOne pProfessional sSchool cCounselor. The school has twenty regular education teachers that serve grades Pre K through fifth. There is one full-time resource teacher. This teacher works with students that have been identified and have active IEP's. All students receive instruction in reading, math, language arts, social studies, and science. The staff also consists of one technology coordinator, one part-time psychologist, one part-time social worker, one ORFF music teacher, one lLibrarian, one pPhysical eEducation tTeacher, one part-time nNurse, two paraprofessionals, two general office secretaries, one financial secretary, one building engineer, two full-time custodians, four part-time custodians, one full-time Nutrition Services Manager, and 5 full-time Nutrition Services workers. What does this have to do with the school's demographic data?

A part-time speech pathologist serves our school two days per week. Services are provided for approximately 24 students. The number of hours needed and provided to each student is based on his or her current IEP. Same.

All teaching staff and paraprofessionals are Highly Qualified. The faculty ranges in years of experience from 7-37 years. All teachers are certified by the State of Tennessee.

100% of the teaching staff holds Bachelor's degrees and 62% of the staff hold Master's degrees or higher. The faculty is 88% African American and 12% Caucasian.

Community Demographics and Characteristics

The Florida-Kansas Elementary School community includes the zip codes 38106 and 38109. The immediate community consists of several low- income housing complexes and some moderately priced homes. According to surveys administered, we found that 75% of the parents are single, 21% are married, 2% are divorced, and 1% are widowed. Approximately 46.4 % of the students live in a home where the grandparent is the primary caregiver.

According to census data, in the 38106 and 38109 area codes, there are approximately 32,552 households and 85,806 people in the area. The racial make-up consists of 2,336 Caucasian, 82,992 African American, 57 American Indian, and 33 Asian American. The average household income is \$21,273. The housing occupancy rate is 84%.

According to surveys, 28% of our parents are non-high school graduates, 43% possess a high school diploma or GED, 18% have some college experience without a degree, 5% have an Associate's Degree, 3% have a Bachelor's Degree, and 3% have a Graduate Degree or higher.

Approximately 45% of the people in the Florida-Kansas community are employed; 28.8% of the workforce consists of professional positions, 16.3% are in sales, and 24.6% are in transportation or material moving fields.

The Florida-Kansas Elementary School community is involved in many educational as well as recreational activities. The community participates in school-sponsored activities (Field Day, Curriculum Night, Pastries for Parents), PTA, Site-based Decision

Making Council, Leadership Council, Adopter sponsored field trips, and Junior BETA Club.

Florida Kansas Elementary offers a strong academic curriculum aligned with state standards. Emphasis is put on student-centered classrooms with on-hands instruction using scientifically research-based best practices. In addition to the core curriculum of rReading/ lLanguage aArts, mMath, sScience, and sSocial sStudies, we also offer physical education, Orff music, and technology classes.

Other programs at our school include the C.L.U.E. gifted and talented, Voyager Intervention, and Responsive Classroom. Supplemental programs include Stanford Math, Accelerated Reader, Reading First, and Junior Achievement.

Extrac-Curricular programs include Chorus, Recorder, Strings Orchestra, and special interest clubs.

School Leadership opportunities are available to students through participation in Junior Achievement, Peer Mediation, and BETA Club.

Special activities and programs include Read Across America, Black History, Science Fair, Spelling Bee, Math/ Science Curriculum Night, Fall Festival, Field Day, Six Weeks Honors, Healthy Choices Week, Red Ribbon Drug Free Week, Kindergarten promotional activities, and Fifth Grade Class Day. But what is the significance of this data to the instructional program?

Specific actions/behaviors that a new administrator would be wise to consider are the actions and relationships that exist within the school between teachers, students, and parents. These relationships or lack thereof can make or break the school. Building effective relationships with the stakeholders is the first part to effectively run and managed learning environments. The most important piece to functioning as a whole is making sure that the school is consistently monitored by the leadership staff and change is implemented as necessary.

Collaboration is the key to school improvement. Administrators, teachers, parents, community members and all stakeholders effectively communicate expectations, goals, and outcomes in a way that is beneficial and effective to student learning. The collaborative process should be led by the school leader and should bring together all decision making bodies in the school. Methods of formal and informal communication will be continuously used to assess, monitor, and adjust all components under the school improvement plan.

Another important behavior is to understand the culture and climate of the school. All aspects must be taken into account that includes school and community demographics. This piece of the puzzle for a new administrator is the key to becoming a part of the community and the parents feeling enough trust in you that you have the good of the school in your mind when making decisions.

References

Woods, R. (2009, August). *Tennessee State Department of Education*. Retrieved from

<http://www.state.tn.us/education/reportcard/>

TDOE: Report Card. (2009, September). Retrieved from

<http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:907356276467354::NO::>

Ferris, C. (1994). A Program of building trust between teachers and administrators to enhance the supervision/evaluation process . Retrieved from

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/a5/97.pdf

Insufficient number of references.

Although you have included some very good information in your first two responses, you have failed to address it as indicated in the directions concerning the final paper.