

**TENNESSEE COMPREHENSIVE
SYSTEMWIDE PLANNING PROCESS
(TCSPP)**

**Components 1-6
Submission Templates for
SCHOOL SYSTEM:
Obion County Schools**

Submit On or Before May 15, 2008
High Priority Systems: Submit On or Before November 1, 2007



**Tennessee Department of Education
Commissioner Lana C. Seivers**

**TDOE MISSION:
HELPING TEACHERS TEACH AND CHILDREN LEARN**

Document Version, August, 2007

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

I certify that _____ School System has utilized the data and other requirements requested from each department, as shown in the Compliance Matrix 5.1 found in the Framework/Guide, in the development of our TCSPP. The school system will operate its programs in accordance with all of the required assurances and certifications for each program area.

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

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
David Huss	Superintendent
James Faulkner	Assistant Superintendent, <i>Vocational Director</i>
Nancy Hamilton	9-12 Supervisor of Instruction
<i>Vikki Stevenson</i>	<i>PreK-4 Supervisor of Instruction</i>
Mary Lynn Dodson	Special Education Supervisor
<i>Pam Barbour</i>	Parent
<i>Lesla Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
Darbin Ousley	Technology Coordinator
<i>Russ Davis</i>	<i>Assistant Vocational Director</i>
Lisa Vancleave	Parent
<i>Pam Kangelos</i>	Teacher, <i>President of OCEA</i>
Adam Stephens	Principal
Marina Greer	Parent
<i>Kathy Patterson</i>	Parent
Linda Darnall	Teacher
Letha Reavis	Parent
Jason Kendall	Parent
Elise Braswell	<i>Principal</i>
Jimmy Smith	Community Stakeholder
Dennis Buckelew	Principal
<i>Sheila Stone</i>	<i>Principal</i>
Victoria Stevenson	Student
Una Baker	Community Stakeholder
Benita Giffin	Community Stakeholder
Heather Kendall	School Health Coordinator
Jo McKinnis	Community Stakeholder
<i>Melinda McCullough</i>	<i>Principal</i>
<i>Robert Powell</i>	<i>Supervisor of Student Activities</i>
<i>Dale Hollowell</i>	<i>Supervisor of Attendance</i>

<i>Randy Pitts</i>	<i>Principal</i>
<i>Linda Short</i>	<i>Principal</i>
<i>Tammy Snead</i>	<i>Paraprofessional</i>

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Nancy Hamilton	Chair, 9-12 Supervisor of Instruction
Mary Lynn Dodson	Special Education Supervisor
James Faulkner	Assistant Superintendent
<i>Lesa Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
<i>Russ Davis</i>	<i>Assistant Vocational Director</i>
<i>Kathy Patterson</i>	Parent
Adam Stephens	Principal
Component 2 Member	Role
<i>Lesa Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
Lisa Vancleave	Parent
<i>Vikki Stevenson</i>	<i>PreK-4 Supervisor of Instruction</i>
Linda Darnall	Teacher
Letha Reavis	Parent
Jimmy Smith	Community Stakeholder
Benita Giffin	Community Stakeholder
<i>Tammy Snead</i>	<i>Paraprofessional</i>
Component 3 Member	Role
James Faulkner	Assistant Superintendent
Mary Lynn Dodson	Special Education Supervisor
<i>Pam Barbour</i>	Parent
<i>Lesa Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
<i>Russ Davis</i>	<i>Assistant Vocational Director</i>
Elise Braswell	<i>Principal</i>
Jamie Clark	School Resource Officer
Keith Frazier	Assistant Principal
Jo McKinnis	Community Stakeholder

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
<i>Vikki Stevenson</i>	<i>Chair, PreK-4 Supervisor of Instruction</i>
Nancy Hamilton	9-12 Supervisor of Instruction
James Faulkner	Assistant Superintendent
Darbin Ousley	Technology Coordinator
<i>Pam Kangelos</i>	Teacher
Adam Stephens	Principal
Dennis Buckelew	Principal
Heather Kendall	School Health Coordinator
<i>Dale Hollowell</i>	<i>Supervisor of Attendance</i>
Component 5 Member	Role
Nancy Hamilton	Chair, 9-12 Supervisor of Instruction
<i>Lesa Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
James Faulkner	Assistant Superintendent
<i>Vikki Stevenson</i>	<i>PreK-4 Supervisor of Instruction</i>
David Huss	Superintendent
Mary Lynn Dodson	Special Education Director
Victoria Stevenson	Student
Lisa Vancleave	Parent
<i>Robert Powell</i>	<i>Supervisor of Student Activities</i>
Component 6 Member	Role
Nancy Hamilton	Chair, 9-12 Supervisor of Instruction
<i>Lesa Scillion</i>	<i>Federal Projects Director/5-8 Supervisor</i>
James Faulkner	Assistant Superintendent
Vikki Stevenson	<i>PreK-4 Supervisor of Instruction</i>
Marina Greer	Parent
Mary Lynn Dodson	Special Education Director
<i>Kathy Patterson</i>	Parent
Una Baker	Community Stakeholder

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

The entire collaborative team reviewed the 2007 Report Card examining both academic scores and non-academic information for the following: suspension rates, achievement scores, value-added scores, graduation rate, promotion rates; **and we reviewed parent/guardian demographics and community characteristics data from the US Census Bureau (Addendum A)**. The team also analyzed the system's perceptual surveys: **cyclical performance review for local education agency, Pre-K family survey, Title I Parent Involvement Survey, and teacher evaluation of school counseling program survey (Addendum B)**. The team perused the professional staff's degrees, highly qualified status, and years of experience. EIS was used to collect attendance, suspensions, expulsions, disciplinary referrals, ethnicity, disabilities, and economically disadvantaged status. Vocational information collected included the following: curriculum offerings, number of completers, and graduate demographics. Federal projects and technology information was gathered to assess the inventory and needs. School improvement plans were reviewed to determine the following needs: extended contract, professional development, and extended school programs. The above data were organized into areas of strength and need. Crisis management plans were reviewed in order to determine school safety strengths and areas of needs.

Use of Data - Narrative Response Required

How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?

The perceptual information was used to validate the mission, beliefs, and vision of the system. Strategies were developed to implement goals and objectives based on the perceptual data derived from the stakeholder surveys and community forum.

Collection of Student Performance Data - Narrative Response Required

What types of student performance data are included in your profile?

Achievement (Academic)

Attainment (Value-added)

Attendance

Graduation Rate

Technical Competency Indicators

Expulsions

Suspensions

Promotion Rate

Cohort Drop-out Rate

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Use of School Processes Data - Narrative Response Required

How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

- 1) We have an equitable balance of pupil/teacher ratio in all schools which is lower than the state's required minimum.

Our central office staff consists of a curriculum/instructional department head, a PreK-4 supervisor, a 5-8 supervisor of instruction, a 9-12 supervisor of instruction, federal projects supervisor, two technology coordinators, a special education supervisor, a student activities director, and a school health coordinator who provide support on a regular basis to all schools. These personnel regularly visit all schools and provide targeted assistance as needed. For example, budget hearings were held with each principal, the director of schools, the assistant superintendent for teaching and learning, and the supervisor of instruction. Items discussed during the meetings included personnel requests, instructional resources, support services, and budget needs for the upcoming school year. For example, because OCCHS was targeted in 2006 for its graduation rate, personnel are implementing a freshman academy utilizing BEP 2.0 funds. The at-risk English I teacher at OCCHS continues to work with students who are in danger of failing and thus dropping out of school. Furthermore, new at-risk funds provided by the State enabled the system to hire a fully-certified teacher to tutor any high school student in need of help in math; this teacher works with students at both high schools in the system. All schools offer after school tutoring. Both high schools have peer-tutoring grants through the Workforce Development Board. All of our elementary schools are participating in the TFAP program this year. At Black Oak Elementary School we have an at-risk transitional kindergarten. All personnel and other resources, including the central office's support, are distributed based on individual school needs (Addendum C).

Delivery of Services - Narrative Response Required

What insights have we gained as to our delivery of services to schools?

While one insight that our team gained was that there was no duplication of services, a need that arose was that each “department” did not fully realize the intricacies of multiple plans and their implementation. **Budget hearings revealed overstaffing and understaffing at schools prompting redistribution of personnel and services based on individual school needs.**

Evaluation of the Collaborative Process- Narrative Response Required

What are the strengths and needs of the collaborative process used in the TCSPP?

Two strengths of the collaborative process are getting all of the data in a centralized location and having all of the stakeholders to review strengths and needs and allocate resources in order to avoid the duplication of services.

A need of this collaborative process is the amount of time necessary to complete this process in light of all other responsibilities of each stakeholder. *Insufficient time continues to be a problem.*

(Collaboration should be a major focus in the development of each component. Revisit after completing the work of all 6 components.)

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS:

1. All students can *learn*, reach their full potential, and become responsible citizens.
2. Factors that contribute to students' reaching their full potential and becoming responsible citizens are highly qualified personnel who are passionate about their work, *appropriate curricula*, and a safe environment which maximizes learning.
3. *A child's academic success is directly correlated to the level of parental involvement and utilization of community resources.*
4. *All personnel must engage in continuous growth opportunities.*
5. *Curricula and instruction should be aligned with the State's standards, driven by data, and based on research.*
6. *A quality public education is the result of a collaborative effort of all stakeholders to offer our children the best educational opportunities possible.*

MISSION STATEMENT:

The mission of the Obion County School System is to provide a safe learning environment that fosters academic, *emotional, physical, and social* success; promotes good character; and contributes to the community by preparing its students to meet the challenges of tomorrow.

(Our beliefs, mission statement, and shared vision statement are posted and, therefore, communicated via our website. Handbooks, which also contain the beliefs, mission, and vision, are disseminated as hard copies and posted on our website. www.obioncountyschools.com Parents are required to sign that they have received and read the handbooks. Handbooks are available in Spanish for our Hispanic students and parents.)

SHARED VISION STATEMENT:

The Obion County School System strives to maximize academic success by offering a diverse curricula taught by highly qualified educators, utilizing technology, collaborating with all stakeholders, and offering students opportunities for the development of life skills that will enable them to become productive, successful citizens.

COMPONENT 3

ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The following summary questions address the use of various data in Component 3. They are designed as a culminating activity to help you assimilate the work of Component 3. This information comprises Component 3 of the TCSPP to be turned in to the Tennessee Department of Education.

Evaluation of Aggregated Data - Narrative Response Required

What are the strengths and needs of your system based on the aggregated data?

Strengths include the following areas:

- K-8 Attendance
- 9-12 Attendance and Drop-out rate
- K-8 Achievement—**specifically all content areas**
- K-8 Writing
- Gateway Science and English
- End-of-Course English I and **Physical Science**
- K-8 Value Added—all content areas
- 9-12 Value Added—Gateway Science and English, End-of-Course English I, *physical science, 11th writing, and ACT Composite*
- AYP K-8 and 9-12
- Percentage of Highly Qualified Teachers—**100%**
- Welcoming Environment
- Available Technology
- 100 percent compliance of SACS Standards at all schools
- **Career and Technical Concentrators**
- **Career and Technical Competency Mastery**
- *1S2 Skill Proficiencies, 4S1 Participation of Non-traditional Students, 4S2 Completion of Non-traditional Students*

Needs include the following areas:

- K-8 Promotion Rate
- *End-of-Course U.S. History*
- 9-12 Value Added—Gateway Algebra, End-of-Course Math Foundations *and U.S. History, ACT slightly below state average*
- Incorporating Technology into instruction
- *1S1 Academic Attainment, 2S1 Completion, 3S1 Placement (Post-Secondary)*

What evidence/sources support your response?

- 2007 Report Card
- **Perceptual Surveys**
- School Improvement Plans
- Technology Needs Assessment Inventory
- *CTE 2007 Report Card*
- *Special Education Federal Tables*
- *Turnleaf Reports*
- *Rigby Benchmark Assessments*
- *Rigby Reads Assessments*
- *Observation Survey of Early Literacy Achievement*

Evaluation of Disaggregated Data - Narrative Response Required

What are the strengths and needs of your system based on the disaggregated data?

Please note that we have disaggregated all information based upon our population (above the *n*-count of 45) which consists of White, African-American, and Hispanic as well as male/female, economically disadvantaged, limited English proficient, and students with disabilities.

Strengths include the following areas:

- K-8 Math: All Students, White, Hispanic, and Economically Disadvantaged
- K-8 Reading: All Students, White, African-American, and Economically Disadvantaged
- 9-12 Gateway English: All Students, White, African-American, Economically Disadvantaged, and Students with Disabilities
- K-8 Value Added: Reading/Language Arts 4th, 5th, 6th and 8th grades; Math 4th, 7th, and 8th grades; Science 4th, 7th, and 8th grades; Social Studies 4th, 5th, and 7th grades
- **9-12 Reading/Language Arts, Writing: All Students, White, African-American, Economically Disadvantaged**
- **Comparison of males/females in K-8 Reading and Math shows proficiency of no more than a 5% variance. The proficiency ranges in Math are 91-94%, and in Reading the ranges are 90-95%.**
- **Comparison of males/females in 9-12 Reading/Language Arts/Writing and Math show proficiency of no more than a 3% variance. The proficiency ranges in Math are 77-80% and in Reading/Language Arts/Writing are 97-97%.**
- **Of the 55 senior technical program concentrators, 55, or 100%, mastered 75% or more of the required competencies. (Addendum D)**

Needs include the following areas:

- **K-8 Reading/Language Arts: Hispanic, Students with Disabilities, and Limited**

English Proficient

- **K-8 Math: Students with Disabilities**
- K-8 Value Added: Math 5th and 6th grades, Science 5th and 6th grades, **Reading 7th grade**, *Social Studies 6th*
- Suspensions: African-American
- 9th grade success rate in core courses
- **9-12 Math: African-American, White, Students with Disabilities, Economically Disadvantaged, All Students**
- *9-12 Reading/Language plus Writing: Students with Disabilities*
- **Gateway Math Disaggregated: African-Americans, Economically Disadvantaged**
- *Gateway and End-of-Course scores for Hispanic subgroup*

What evidence/sources support your response?

- 2007 Report Card
- **Perceptual Surveys**
- School Improvement Plans
- Technology Needs Assessment Inventory
- **Career Technical Concentrators**
- **Career Technical Competency Mastery**
- **US Census Bureau Student/Parent Demographic Data**
- **Cyclical Performance Review for Local Education Agencies**
- **Pre-K Family Survey**
- **Title I Parent Survey**
- **Teacher Evaluation of a School Counseling Program**
- Disaggregated High School Data
- *Turnleaf Reports*
- *Rigby Benchmark Assessments*
- *Rigby Reads Assessments*
- *Observation Survey of Early Literacy Achievement*

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

What are the strengths and needs of your system based on the non-academic data?

The strengths of our system are as follows:

- K-8 Attendance
- 9-12 Attendance, Drop-out/**Cohort Rates**
- **100% Highly Qualified**
- Available Technology

The needs of our system are as follows:

- K-8 Promotion Rate
- *Graduation Rate*
- Incorporating Technology into instruction
- Suspensions: African-American
- **Per pupil expenditure**
- *Disproportionality of White Speech/Language Students*

What evidence/sources support your response?

- 2007 Report Card
- **Perceptual Surveys**
- School Improvement Plans
- Technology Needs Assessment Inventory
- **Career Technical Concentrators**
- **Career Technical Competency Mastery**
- **US Census Bureau Student/Parent Demographic Data**
- **Cyclical Performance Review for Local Education Agencies**
- **Pre-K Family Survey**
- **Title I Parent Survey**
- **Teacher Evaluation of a School Counseling Program**
- Disaggregated High School Data
- *Special Education December 1 Census Report*

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of the System's Current Approach in Meeting the Needs of All Students - Narrative Response Required

What are the strengths and needs of your system in meeting the needs of all students?

The strengths of our system are as follows:

- **One hundred** percent Highly Qualified teachers
- Inclusion of students with disabilities at the high school level, *as well as students at the elementary level*
- Research-based Focus Collaboration
- Mapped curriculum with common assessments
- Standards-based curriculum
- Blueprint for Learning
- Grade-level instruction for students with disabilities
- K-12 ELL programs
- Professional development directed toward identified needs
- **Career/Technical** programs
- Programs for gifted students
- Challenge program for high school students
- *Tennessee Scholars Program*
- Up-to-date textbooks for all students in all subjects
- Pupil/teacher ratio below state allowance
- After-school childcare
- Free tutoring
- Alternative and Saturday school
- Title I services for all elementary schools
- Organized extra-curricular activities at all schools
- STEPS program for high school freshmen
- **Teacher Mentoring Program**
- **Peer Tutoring Program**
- **At-risk English teacher**
- **Math tutor (AYP Grant)**
- **TFAP (Tennessee Formative Assessment Program)**
- *Expansion of Pre-K Program*
- *ThinkLink Assessment in math*
- *Eleventh month contracts for all assistant principals/twelfth month for principals*
- *Salary improvements to retain highly-qualified staff*
- *Reading Recovery/Balanced Literacy*
- *Freshman Transition Program*
- *Director of Student Activities*

- *Addition of academic supervisory staff to include 5-8 supervisor*

The needs of our system are as follows:

- Professional development for incorporating technology into instruction
- Credit recovery program for high school students, *in development*
- K-8 promotion rate
- Continue to pursue more funding for K-12 education
- Continue professional development for standards-based instruction
- More involvement of parents in the academic and decision-making processes
- 9-12 Value Added—Gateway Algebra, End-of-Course Math Foundations, *and U.S. History*
- **Graduation Rate**
- K-8 Reading: Hispanic **and Limited English Proficient**
- K-8 Value Added: Math 5th and 6th grades, Science 5th **and** 6th grades, *Reading/Language Arts 7th, Social Studies 6th*
- Suspensions: African-American
- **9-12 Math: African-American, Economically Disadvantaged**
- **Per pupil expenditure**
- *ACT mean scores*
- *ISI Academic Attainment, 2SI Completion, 3SI Placement*
- *K-8 Reading/Language Arts: Hispanic, Limited English Proficient, Students with Disabilities*
- *9-12 Reading/Language/Writing: Students with Disabilities*
- *9-12 Math: White, Students with Disabilities, Economically Disadvantaged, All Students*
- *9-12 Gateway math and End-of-Course Foundations II*

What evidence/sources support your response?

- 2007 Report Card
- **Perceptual Surveys**
- School Improvement Plans
- Technology Needs Assessment Inventory
- **Career Technical Concentrators**
- **Career Technical Competency Mastery**
- **US Census Bureau Student/Parent Demographic Data**
- **Cyclical Performance Review for Local Education Agencies**
- **Pre-K Family Survey**
- **Title I Parent Survey**
- **Teacher Evaluation of a School Counseling Program**
- Disaggregated High School Data
- *Turnleaf Reports*
- *Rigby Benchmark Assessments*
- *Rigby Reads Assessments*

- *Observation Survey of Early Literacy Achievement*
- *Special Education December 1 Census Report*

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

- **Increase graduation rate**
- To improve the percent of proficient and advanced scores on Gateway math **among all sub groups**
- To improve 5th and 6th grade math value-added scores **among all sub groups**
- To improve percent of proficient and advanced scores on End-of-Course Math Foundations **among all sub groups**
- *To improve value added 6th grade social studies and high school U.S. History*
- To improve 5th and 6th grade science **among all sub groups**
- **To improve 7th grade reading among all sub groups**
- To increase K-8 promotion rate
- To reduce the failure rate in core high school courses (particularly English I)
- To improve reading success of Hispanic/**Limited English Proficient** students
- To improve per pupil expenditure
- To decrease the suspensions of African-American students
- To improve parent participation in the academic and decision-making processes
- To improve professional development for standards-based instruction and *data analysis to improve instruction and assessment*
- In-depth Communication (i.e., stakeholder notification prior to establishing policy and instructive communication for assisting student improvement)
- Incorporating Technology into instruction

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Mapped Curriculum <small>(identify practice)</small>	Textbook Driven Instruction <small>(identify practice)</small>	Standards Driven Instruction <small>(identify practice)</small>	Focused Collaboration <small>(identify practice)</small>	Curriculum-based Assessments <small>(identify practice)</small>	Career Technical Instruction <small>(identify practice)</small>	High School Curriculum-based Placement Exams <small>(identify practice)</small>	<i>Formative Assessment</i> <small>(identify practice)</small>
Evidence of Practice	100% of core courses have mapped curriculum	100% of students have been provided textbooks in all courses.	100% have standards/ BluePrint for Learning for the courses they teach	100% of teachers in core courses are required to meet on a regular basis for collaboration	All core courses have common 9-week, teacher-made assessments	71.62% of all HS students take CTE classes	8th graders are tested in English and Math for high school placement; 7th graders are tested in math also.	<i>3rd-8th grade students use TFAP assessment; Algebra I students use ThinkLink formative assessment.</i>
Is the current practice research-based?	Yes	No	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Is it a principle & practice of high-performing school systems?	Yes	No	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Has the current practice been effective or ineffective?	Effective	Ineffective	Effective	Effective	Effective	Effective	Effective	<i>Effective</i>
What data source(s) do you have that support your answer? <small>(identify all applicable sources)</small>	TCAP, Gateway, IEP, End-	TCAP, Gateway, IEP, End-	TCAP, Gateway, IEP, End-	TCAP, Gateway, IEP, End-	TCAP, Gateway, IEP, End-	2007 Report Card,	Gateway, IEP, End-of- Course,	<i>TFAP and ThinkLink reports, TCA</i>

	of- Course, Local Evaluations	of- Course, Local Evaluations	of- Course, Local Evaluations	of- Course, Local Evaluations	of- Course, Local Evaluations	of- Course, Local Evaluations	Competency Mastery 100%	Local Evaluations	<i>P, Gateway, IEP, End-of-Course, Local Evaluations</i>
Evidence of effectiveness or ineffectiveness	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. HS value added <i>scores have not improved with the exception of English I scores.</i>	Increased % of students enrolled in CTE classes and mastery of competencies, 25.77% of non-traditional participation in CTE classes	The number of failures in English I decreased by 2%.	<i>All K-8 Value Added Mean Gain Scores improved; all scores are <u>A</u>s. 84% of students with disabilities passed Gateway math.</i>
Evidence of equitable system support for this practice	Professional Development, Writing Across Curriculum, Focused Collaboration Meetings/L	Funds are equitably distributed among schools and professional development in using textbooks is	Professional Development, Writing Across Curriculum, Focused Collaboration Meetings/L	Professional Development, Writing Across Curriculum, Focused Collaboration Meetings/L	Professional Development, Writing Across Curriculum, Focused Collaboration Meetings/L	Professional Development, Writing Across Curriculum, Focused Collaboration Meetings/L	Professional Development, Focused Collaboration Meetings/Log sheets/Time	All 8 th grade students are tested; 7 th grade students are tested for data to determine placement	<i>All elementary/middle school students use TFAP; all high school Algebra I students use</i>

	og sheets/Time for teachers to meet	provided to all schools	og sheets/Time for teachers to meet	og sheets/Time for teachers to meet	og sheets/Time for teachers to meet	og sheets/Time for teachers to meet	for teachers to meet; <i>expanded curricular offerings in CTE classes</i>	<i>of Algebra I in the middle school setting</i>	<i>ThinkLink.</i>
Next Step (changes or continuations)	Continue	Emphasize standards-based instruction	Continue	Continue	Continue	Continue	Continue	Continue	<i>Continue ThinkLink, but not TFAP</i>

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

The following are related to **Curriculum**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)

One of the ways we are allocating our time is with Focused Skill Collaboration. Before we began the process, we built into our calendar seven professional development days, spread throughout the year, in order to have continued professional development for Focused Skill Collaboration. Then we conducted system-wide training for each school’s leadership team followed by training school staff members on-site at each individual school. As teams meet and record logs of their meeting and focused skills, we examine notebooks kept at the local school of the departmental/grade meetings to ensure that staff members are focusing on benchmark goals. We also provide substitute teachers through Title II when grade/group level meetings need to occur during the school day. Focused collaboration meetings are held every three weeks during which teachers identify strengths and challenges. During these meetings strategies are planned for attacking the weak areas and common assessments and dates of assessing the weak areas are established. Following the three week assessments, the process is repeated.

In conjunction with Focused Skill Collaboration, we use professional development time to correlate the curriculum (**including Career Technical Education**) we had the teachers map. Now we have moved toward common system-wide benchmark assessments (**including CTE competency mastery**) so that student performance indicators are tested similar to the TCAP and teachers are covering the curriculum in a timely and effective manner. We are providing the time, training, and resources to implement this process. To help with this process, we have provided each teacher with a copy of the **Blueprint for Learning and CTE instructors with a list of required competencies for their courses**. By doing this, we are helping our teachers plan the curriculum around the state’s standards.

Five supervisors are trained in the Framework for Professional Growth and Evaluation and observe all non-tenured personnel and participate in the evaluation process for 10-year licensure renewals. *We have added a 5-8 supervisor to our Central Office staff to evaluate staff and coordinate curriculum between the middle school and the high school. Likewise we have added a supervisor to coordinate activities in order to offer students opportunities to keep them interested in school.*

Our implementation of the Reading Recovery program has required additional time from our PreK-4 supervisor and our assistant director of teaching and learning to train teachers in balanced literacy and to provide instructional materials for the program at two schools. We

will begin a similar process in an additional school during the summer of 2008.

Both principals and assistant principals now have extended time on their contracts (eleven month contracts for assistant principals and twelve month contracts for principals) to evaluate data and adjust curriculum as needed.

We have extended our agriculture curriculum at one of our high schools by adding an additional teacher. We have also added a freshman studies program to help our ninth graders be more successful as they transition into high school

We will implement a web-based credit recovery program—information to be used for credit recovery, homebound instruction, and alternative school instruction.

In order to build capacity, we have established leadership teams in each of the schools. These teams are trained to facilitate the continuation of the professional development training in focused skill collaboration, curriculum training, common assessment, highly qualified status, and other best practices.

Another way we allocate our time is budgeting financial, instructional, and human resources as determined by need.

“What Ought to Be” – How Should we be Using Our: TIME

While we feel we use our time wisely, we need to be in the classroom observing and affecting a move toward higher quality instruction, developing nine-week and mid-nine week assessments, and spending less time on ever-increasing paperwork.

Curriculum MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

One of the ways we are allocating our **money** is with Focused Skill Collaboration. Before we began the process, we built into our calendar seven professional development days, spread throughout the year, in order to have continued professional development for Focused Skill Collaboration. Then we conducted system-wide training for each schools’ leadership team. Then we conducted training on-site at each individual school. As teams meet and record logs of their meeting and focused skills, we examine notebooks kept at the local school of the departmental/grade meetings. We also provide substitute teachers through Title II when grade/group level meetings need to occur during the school day.

In conjunction with Focused Skill Collaboration, we use professional development **funds** to correlate the curricula that the teachers mapped. Now we have moved toward common system-wide assessments so that student performance indicators are tested similar to the TCAP and teachers are covering the curriculum in a timely and effective manner. We are providing the time, training, and resources to implement this process **which includes TFAP grants and support at four elementary schools**. To help with this process, we have providing each teacher with a copy of the Blueprint for Learning. By doing this, we are helping our teachers plan the curriculum around the state’s standards.

Other ways we are pooling are resources to improve curriculum and, therefore, student performance, are by using the following funds/grants/resources: G.I.F.T.S. grants, AYP math tutoring grant (since we do not qualify for the AYP grant, this service is funded locally now), Coordinated School Health grant, CTE Business Partners donations, Pre-K grant (expanded 06-07, 07-08, and 08-09), peer tutoring grants, and LEAP grants.

Our system has added supervisory personnel to help in grades 5-8 where students begin transitioning to the middle grades and high school level, increased administrators' contracts to give them more time to analyze data and implement instructional changes, implemented the Reading Recovery/Balanced Literacy program in two elementary schools with plans to expand it in those two schools and add it to another school in the fall.

The addition of an activities director is an effort to enhance curriculum in order to keep students in school.

We will use BEP 2.0 money to fund a credit recovery program.

In order to build capacity, we have established leadership teams in each of the schools. These teams are trained to facilitate the continuation of the professional development training in focused skill collaboration, curriculum training, common assessment, highly qualified status and other best practices.

“What Ought to Be” – How Should we be Using Our: MONEY

Since time is money and while we feel we use our money wisely, we need to be in the classroom observing and effecting a move toward higher quality instruction, developing nine-week and mid-nine week assessments, and spending less time on ever-increasing paperwork.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS**Curriculum PERSONNEL Gap Analysis - Narrative Response Required****“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

In addition to the answers in sections 4.1b Time and Money Gap Analyses, we created full-time elementary administrative positions in order to have a curricula and data analyses expert to assist each principal. This person will help to ensure high quality curriculum practices.

An example of how we have reallocated personnel is to have teachers for identified low socio-economic and at-risk students in core courses. **We added two mentoring teachers in order to assist the development of beginning personnel. We provide Title I assistants, Special Education assistants, and Pre-K assistants in order to assist in delivery of curriculum.**

Our system has increased the number of central office supervisory personnel in the area of grades 5-8 where students are leaving the lower elementary grades and transitioning into the middle grades and high school level and in the area of student activities. We have expanded the vocational curriculum at the high school level to include an additional teacher and have added a freshman studies program with the addition of two teachers. We have implemented Reading Recovery/Balanced Literacy at the elementary level to give students a better foundation for success with the hiring of a Reading Recovery specialist and a consultant.

We have hired an ESL aide to help students with limited English proficiency at the high school level. We have also added a math tutor at both high schools in an effort to increase proficiency on state assessments.

“What Ought to Be” – How Should we be Using Our: PERSONNEL

Since test scores significantly improved last year, we feel we are using our personnel in an efficient manner. When we receive this year’s test results, we will analyze the data and reallocate our personnel resources as necessary.

Because we feel our scores are not at an acceptable level, staff have been reassigned in an effort to improve achievement.

Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

See above answers. Specific examples include Coach booklets, mentors, audio-visual equipment, technology, kindergarten learning rugs, workbooks, software, training, **tutors, after-school programs, peer tutors, Saturday School, parent/teacher resources links via our website, credit recovery, summer remediation, CTE advisory committees**

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

Again, we feel confident that we are effectively budgeting and allocating our resources to benefit the instructional process by implementing high quality curriculum practices.

Our system should consider using more extended contract money to fund credit recovery initiatives.

TCSPP TEMPLATE 4.1c

CURRICULUM REFLECTIVE QUESTIONS

The completed **Curriculum** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to curriculum practices.

Curriculum Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

Since we provide resources on a student population basis and a needs assessment basis, yes, we are providing equity and adequacy to all our schools. Our test scores reflect the effectiveness of this equity and adequacy. After all, each school made AYP; **however, per** disaggregated area **Obion County Central High School** was targeted in **students with disabilities in math**. *We have improved our scores for this subgroup at the high school through tutoring and through an emphasis on state-assessed standard objectives.* One specific way we provided equity and adequacy was to **apply for an AYP grant to offer math tutoring to this group of students.** *(This AYP grant is no longer available to us; however, our system is paying to provide a math tutor at both of the high schools now.)* **Also Lake Road Elementary was targeted for percentage tested. To combat we have opted to have portfolio assessment instead of out-of-level testing for students with disabilities and still be within the 1% allowed for alternate assessment.** *(Although we are no longer targeted for this subgroup, we have continued to use portfolio assessment instead of out-of-level testing as an alternative assessment for our students with disabilities.)* Another way we provide equity and adequacy to all of our schools is in assuring that each school has highly qualified staff members. **Our director instituted collaborative needs assessments with each building principal. The objective of these meetings is to ensure that each school is equitably and adequately staffed in order to provide input as to overall curricular needs of each individual school.** *We have continued with this process.*

Curriculum Reflective Questions - Narrative Response Required

Are we targeting funds and resources effectively to meet the needs of our schools?

Yes, see above answer.

Curriculum Reflective Questions - Narrative Response Required

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

For the most part we are meeting the needs of our students. However, curricular needs that exist are as follows: LEP/Hispanic reading improvement, high school graduation rate improvement, and grades 9-12 math improvement. To address these we offer math tutoring at the high school, summer remediation, credit recovery, and classes for at-risk English students. ~~Our plans include beginning~~ We are continuing a freshman academy at the high school which has a low graduation rate. We are adjusting the curriculum in that program. In order to combat the LEP reading improvement, we have hired two educational assistants who are fluent in Spanish to assist with the reading instruction. Currently our LEP home language is only Spanish. The elementary school that houses the LEP students has added software packages for tutorial services which address reading deficiency for Hispanic students. Because of new state guidelines, we have added another ESL teacher at that elementary school. Extended time is being offered for reading instruction with these students. Additional vocational/technical classes are being offered in order to enhance curricular offerings and to encourage nontraditional students to become completers.

TCSPP TEMPLATE 4.1d

CURRICULUM SUMMARY QUESTIONS

The following summary questions are related to **Curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our strengths include standards-based instruction; focused skill collaboration; a variety of **technical career instruction**, and mapped curricula, including common, curriculum-based assessments, all of which are driven by data analysis.

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Our major challenges include the following:

- All teachers need to use standards-based *Blueprint for Learning, particularly in math, reading/language arts, science, and social studies.*
- We, as central office staff, need to provide professional development to instruct teachers in how to use technology in the classroom **and how to analyze assessment data in order to make curricular and instructional decisions based on disaggregated information.**
- **Offer professional development to general education teachers on instructing students with disabilities in the regular classroom.**
- We need to encourage in-depth communication by administrators/teachers to stakeholders to explain what the state standards for instruction are, where they can be found, and how parents can help their children achieve their fullest potential.
- *We need to continue to offer quality technical/vocational classes to entice our students to stay in school, emphasis on 1SI, 2SI, and 3SI.*
- We need to provide stakeholder notification prior to establishing policy related to curriculum.
- *Since TFAP will no longer be provided by the State Department, we will provide a formative assessment program.*

How We Know

- 2007 Report Card, *including CTE data*

- **Perceptual Surveys**
- **Cyclical Performance Review for Local Education Agencies**
- **Pre-K Family Survey**
- **Title I Parent Survey**
- *Formative assessment scores*
- **Teacher Evaluation of a School Counseling Program**
- School Improvement Plans
- Technology Needs Assessment Inventory
- Classroom observations

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Provide professional development for incorporating technology into instruction
- **Provide** a credit recovery program for high school students
- Continue professional development for standards-based instruction
- Increase involvement of parents in the academic and decision-making processes
- Improve 9-12 Value Added—Gateway Algebra, End-of-Course Math Foundations, ~~11th Grade Writing~~ *U. S. history* through focused collaboration, provide Coach books, ~~and scoring training for the writing assessment~~ *and utilize formative assessment.*
- Improve in-depth communication (i.e., stakeholder notification prior to establishing policy and instructive communication for assisting student improvement)
- Improve K-8 Value Added: math 5th **and 6th** grade, science 5th **and 6th** grade, **reading 7th grade, social studies 6th grade through focused-skill collaboration**, data analysis, *formative assessment*, and curriculum standards-based instruction.

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	CTE	Graphic Organizers	Academic Vocabulary	Focused Skill Instruction	Discovery	Class Discussion	AR Math	<i>Balanced Literacy</i>
Evidence of Practice	71.62% of 9-12 student body are enrolled in CTE courses	Yes	Yes	100% of teachers are required to submit documentation of meeting, tests, and results.	Yes	Yes	Yes	<i>K-1 teachers in two elementary schools have been trained in balanced literacy, and the program is currently being implemented.</i>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	<i>Effective</i>

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>TCAP, Gateway, IEP, End-of-course exams, CTE competency assessment, local evaluations</p>	<p>TCAP, Gateway, IEP, End-of-course exams, local evaluations</p>	<p>TCAP, Gateway, IEP, End-of-course exams, local evaluations</p>	<p>TCAP, Gateway, IEP, End-of-course exams, local evaluations</p>	<p>TCAP, Gateway, IEP, End-of-course exams, local evaluations</p>	<p>TCAP, Gateway, IEP, End-of-course exams, local evaluations</p>	<p>Gateway, TCAP, IEP, End-of-course exams, local evaluations</p>	<p><i>Rigby by Design assessments</i></p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p><i>IS1 Reading/ Language Arts: CTE students scored at 91.77% IS2 Math: students scored at 97.74%</i></p>	<p>Improved Value Added Scores in 6th grade reading/language arts from 1.6 in 05-06 to +4.7 in 06-07</p>	<p>Overall ACT composite improved to 20.59 from 20.36</p>	<p>96 % of all 9-12 students were proficient and advanced in reading/language arts and writing.</p>	<p>97 percent of students scored advanced or proficient on Gateway Science</p>	<p><i>98 percent of students scored proficient/ advanced in Gateway English</i></p>	<p>Increased Math Achievement Scores K-8 from 58 to 62, a B to an A</p>	<p><i>K-1 students are more proficient in reading and writing in their 7th month than students in previous years.</i></p>
<p>Evidence of equitable system support for this practice</p>	<p>Funds are equitably distributed among schools for professional development among teachers who teach CTE</p>	<p>Funds are equitably distributed among schools for professional development in using varied teaching strategies.</p>	<p>Funds are equitably distributed among schools for professional development in using varied teaching strategies.</p>	<p>Professional development in the process of focused skill collaboration was provided to train trainers for each school.</p>	<p>Professional development in the process of the discovery/ research method of instruction was provided to all staff at</p>	<p>Professional development in the process of questioning techniques/ class discussions was provided to all staff at all schools.</p>	<p>Professional development in incorporating technology into the instructional process was provided to all staff at all schools.</p>	<p><i>The program has not been implemented in all elementary schools at this time; however, future plans include implementa-</i></p>

	courses.				all schools.			<i>tion at all elementary schools.</i>
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue	<i>Expand balanced literacy to 2nd grade at existing sites and K-1 at an additional school.</i>

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

The following are related to **Instruction**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Instructional TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

Over the last **three** years central office supervisory employees have participated in several training sessions dealing with researched based practices such as Mike Schmoker’s *The Key to Continuous School Improvement*, focused collaboration, data analysis, ~~the High School Summit~~, **differentiated instruction, CTE professional development, classroom management techniques, academic vocabulary, teaching strategies, the Middle School Summit, and Family Friendly Schools Training**. We have not only involved our school staff members in these trainings, but we are also continuously training school personnel and monitoring the use of these research-based practices at the school level. Also over the past few years, we are building capacity at the school level for better understanding and use of these research-based practices by ensuring that the principal, assistant principal, and key staff leaders are directly involved in the initial training and implementation of these practices. We have a mapped curriculum aligned to the State Standards, and our system has established benchmark goals at each grade level and subject area level. We are stressing responsible ownership of these goals/benchmarks at the school level. *We will continue to use formative assessment in the elementary schools and in high school math.* ~~We have provided professional development in the area of understanding highly qualified status and how each staff member can reach this level. We have also adjusted our school calendar in order to have more ongoing professional days available during the school year for continuous training, reflection, and adjustments in the instructional process based on data analysis information and system benchmark attainment.~~ **Furthermore, we have AYP tutoring (students with disabilities—math), LEAP grants (after school tutoring programs including LEP students), Family Math and Reading Nights which provide students with multiple opportunities to receive additional assistance to improve their learning. We have also established tutoring for CTE students who have not passed the Gateway exams, as well as math tutoring during the school day for any students who are struggling. We have also added an ESL aide at the high school level to help LEP students become more successful. We offer before-school and after-school tutoring for all students in core courses. We have added a 5-8 supervisor of instruction to assist middle school teachers in instructional strategies and standards-based curriculum. In addition extended employment for administrators will allow more time for instructional planning and adjustments of curriculum practices driven by data analysis. We make every effort to allow for common planning time so that our teachers can collaborate.**

“What Ought to Be” – How Should we be Using Our: TIME

As central office employees in a small school system, we have multiple responsibilities and are, therefore, constantly pulled away from spending time assisting our schools to complete reports, plans, and other paperwork. We should continue to allocate more **staff development** to assist schools in implementing research-based instruction and monitoring to ensure that instructors are adhering to the mapped curriculum, following established best practices, and analyzing data for benchmark status on a regular basis.

Instructional MONEY Gap Analysis - Narrative Response Required**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

Currently we feel that we are allocating our funds in a fair and equitable manner by involving all schools in understanding and implementing research-based instructional practices. In cases where we have schools with more spending needs, we analyze that need and allocate more funding in order to address that need. *The implementation of the balanced literacy/Reading Recovery Program is tiered by necessity. The training is costly and time consuming, thus we are implementing the program first at two schools, then at another, and last at the two remaining schools. The balanced literacy program is instituted in K-1 first, then 2nd, then 3rd, etc.* In one particular case, we had a school on the State “Target” list, and we chose to add an instructional staff member to target the areas of need. In one year that school was off the “Target” list. We also allocate flexible staff members to schools with higher pupil teacher ratio in order to lower their ratio more in line with other schools of similar demographics. We are building capacity with all of our schools by training them to be more alert as to using data to identify their needs and then working with central office personnel to address those areas of need. **Furthermore, we have a math tutor at the high schools ~~have AYP tutoring (students with disabilities—math)~~, LEAP grants (after school tutoring programs including LEP students), Family Math and Reading Nights which provide students with multiple opportunities to receive additional assistance to improve their learning. We have also established tutoring for CTE students who have not passed the Gateway exams. We provide an additional ESL tutor at the high school. The freshman studies program requires two additional teachers at one of our high schools. The expansion of the CTE program requires an additional teacher at one of the high schools. Extension of administrator contracts provides time for instructional and data analysis. The addition of a 5-8 supervisor of instruction allows for more help for middle school teachers. Formative assessment for algebra at the high school and eighth grade level enhanced instruction.**

“What Ought to Be” – How Should we be Using Our: MONEY

Even though we feel that we are doing a better job of allocating funds to our schools on a need basis, we should continue to improve the process of identifying needs and addressing those needs in a timelier manner.

TCSPP TEMPLATE 4.2b (continued)

INSTRUCTIONAL GAP ANALYSIS

Instructional PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

Our school system currently has *three (additional 5-8 supervisory position was added in January 2008.)* supervisors of instruction to provide training, consulting, mentoring, and monitoring assistance to schools in our system. We also have three other central office personnel who provide these same support services on a limited basis (attendance officer, Title I Director, Special Education Supervisor, and Assistant Director). As already mentioned, these central office personnel train and mentor principals, assistant principals, and key staff members in understanding and implementing the latest and most effective research-based instructional practices as an ongoing process. **This year we used Title II funds to hire two system-wide mentoring teachers to assist with the professional development of first-, second-, and third-year teachers. However, these mentoring teachers worked predominantly with first-year teachers.**

“What Ought to Be” – How Should we be Using Our: PERSONNEL

As system personnel we should continue to find ways to spend more time assisting our school staff members in becoming more involved in understanding and implementing sound research-based instructional practices and emphasizing the importance of this becoming standard operating procedure at the school level. We should continue our emphasis of using assistant administrators (who are now full-time supervisory staff) as key people in ensuring that sound research-based instructional practices are in place at the school level.

Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

As new teachers are hired, not only are they assigned a building mentor, but every effort is made to outfit their rooms to their specifications: for example, computer, printer, overhead projector, letter people, posters, and dictionaries. New teachers are also supplied with *Blueprint for Learning*, content standards, textbooks, teacher’s editions, and other media and supplies as needed. *The technology plan is to equip teachers through a locally-funded grant process with state-of-the-art technology. This is a five-year plan to enhance teacher effectiveness through the use of technology.* **(We reinstated our system-wide mentoring program. We provide Title II funds for teachers on Alternative licenses to return to school for professional development course work. We also provide tuition waivers for teachers wanting to return to UTM for professional development course work. We have used Title III funds for**

professional development of ESL teachers, administrators, *balanced literacy teachers* and assistants. We recently completed a new high school building program in which we equipped all classrooms with a teacher station and LCD projector. Since Reelfoot Lake is so close, many classes have made use of UTM's Reelfoot Lake Educational and Research Center.

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

Currently we are using all the available resources we have identified. However, we will research ways to incorporate community resources into the classroom. *As money becomes available, we will continue the grant-based technology updates at each school. As time and resources become available, we will further implement the balanced literacy/Reading Recovery Program at all elementary schools. An additional system-wide supervisor of the reading program will be added to our staff.*

TCSPP TEMPLATE 4.2c

INSTRUCTIONAL REFLECTIVE QUESTIONS

The completed **Instructional** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Instructional Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

We provide qualified and certified teachers at every grade level, textbooks for every child, and supplementary materials as requested and as needed. As stated earlier, our pupil-teacher ratio is below the state average, which allows for more adequate instruction. Locally our general purpose budget provides twenty-seven teachers above the number required by the state. This is 10% of our total instructional faculty. Before finalizing faculty assignments to schools, we look at student numbers and academic needs for the first month of school to determine greatest need in instructional staff assignments. **Currently our highly qualified percentage is 100.**

Instructional Reflective Questions - Narrative Response Required

Are we targeting funds and resources effectively to meet the needs of our schools?

By providing the equity and adequacy mentioned above, we are effectively targeting funds and resources to meet the instructional needs of our schools. In providing a low teacher-pupil ratio, supplementary materials, etc., funds and resources naturally follow the identified instructional needs.

Instructional Reflective Questions - Narrative Response Required

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

Academically all of our schools met AYP, and we are above state average in all TCAP areas. However, there are areas which still need improvement which are identified in section 4.2d.

TCSPP TEMPLATE 4.2d

INSTRUCTIONAL SUMMARY QUESTIONS

The following summary questions are related to **Instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

We have a curriculum which was mapped by grade-level teachers from across the system. The mapped curriculum is correlated with state standards, especially student performance indicators. Up-to-date textbooks are provided along with supplementary materials in order to cover the mapped curricula. While pupil-teacher ratios may seem to be an organizational strength, our low ratios improve the ability to meet the needs of students instructionally. Through professional development training, we emphasize best instructional practices such as focused skill collaboration and data-driven instruction. We know this because of markedly improved test scores. *Balanced literacy/Reading Recovery is our effort to improve achievement in reading/writing in the lower grades, thus giving students a solid foundation for future academic success. Another of our strengths is our highly-qualified teachers. All of our elementary schools have pre-k classes; we intend to add another pre-k class at each elementary school if state funding becomes available.*

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Based on academic analyses, our challenges are as follows:

- Improve the percent of proficient and advanced scores on Gateway math, end-of-course Math Foundations II, and *U.S. history*.
- Improve 5th **and** 6th grade math value-added scores.
- ~~Improve 11th grade writing assessment scores~~
- Improve 5th **and** 6th grade science and 7th **grade reading** scores
- *Improve 6th grade social studies scores*
- *Improve ACT scores*
- *Continue to reduce the failure rate in core high school courses*
- Improve reading success of **LEP/Hispanic** students

We know these areas are our major challenges because of our 2007 Tennessee Report card and disaggregation of local data.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

To address these challenges, we are going to provide the following:

- Provide professional development so that teachers emphasize state standards, particularly the assessed standards
- **Continue to develop** common formative assessments which align system-wide, subject benchmarks
- Offer credit recovery, summer remediation, **peer tutoring, before and after school tutoring,** and *focused math* tutoring *during the school day*
- Offer intensive reading support to ESL students in small class settings as well as provide specialized professional development to ESL teachers **and educational assistants**
- Continue focused skill collaboration which addresses identified needs at each school, grade level
- Provide full-time administrative assistants at each school in order to monitor instructional practices and the quality of the curriculum on a regular basis
- Continue curriculum mapping process so that teaching and learning materials are continually correlated to the state standards and distributed to the instructional staff
- *Institute balanced literacy/Reading Recovery Program.*
- *Provide formative assessment for 3-8 and algebra.*
- *Continue expanded contract time for administrators.*
- *Provide adequate supervision by central office staff.*

TCSPP TEMPLATE 4.3a ASSESSMENT PRACTICES

Current Assessment Practices	TCAP	K-2 Terra Nova	CTE Assessment	TFAP	End-of-term Assessments	Psychological Evaluations	Computerized Testing (AR, CCC, etc.)	<i>Rigby by Design assessments</i>
Evidence of Practice	>95% of all students, all categories tested in grades 3-8	>95% of all students, all categories tested in grades K-2	100% of students enrolled in CTE courses were given exit competency assessments	100% of all elementary schools participate in the TFAP	100% of high school courses are required to give end-of-term assessments	100% of students recommended for special education services are given psychological assessments	100% of all elementary schools have labs available for tutoring and remediation for test preparation.	<i>K-1 students are more proficient in reading and writing in their 7th month than students in previous years</i>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<i>Yes</i>
Has the current practice been effective or ineffective?	E	E	E	E	E	E	E	<i>E</i>

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>TCAP Reports</p>	<p>Terra Nova Reports</p>	<p>CTE Assessment Data Summary from the SDE vocational plan/Skill Proficiencies from Report Card</p>	<p>Teacher Data</p>	<p>Mid-term and final exam grades</p>	<p>Psychological Reports</p>	<p>Computer Generated Reports</p>	<p><i>K-1 students are more proficient in reading and writing in their 7th month than students in previous years</i></p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p>K-8 social studies improved from C to a B in achievement; in grades 9-12 English II Gateway 98% scored advanced and proficient</p>	<p>Baseline data last year established that all K-2 students score at 50 or above on NCE</p>	<p><i>IS1 Reading/ Language Arts: CTE students scored at 91.77% IS2 Math: students scored at 97.74%</i></p>	<p>Individual skill assessments are analyzed for instructional adjustments.</p>	<p>Because of students' experience with comprehensive exams, ACT composite scores improved from 20.36 to 20.59</p>	<p>100% of students qualifying for special education are being served.</p>	<p>Student Comparative Reports are used in school improvement plans</p>	<p><i>K-1 students are more proficient in reading and writing in their 7th month than students in previous years</i></p>
<p>Evidence of equitable system support for this practice</p>	<p>At all schools</p>	<p>At all schools</p>	<p>At all schools offering CTE courses</p>	<p>At 100% elementary schools</p>	<p>At all 9-12 schools</p>	<p>At all schools</p>	<p>At all elementary schools</p>	<p><i>5-year plan for implementation in school system</i></p>

<p>Next Step (changes or continuations)</p>	<p>Continue</p>	<p>Continue</p>	<p>Continue</p>	<p>Expand to the other elementary schools—We will provide a different formative assessment for all elementary schools.</p>	<p>Developing system-wide common assessments</p>	<p>Continue</p>	<p>Continue</p>	<p><i>Implementation in additional school for K-1 and expansion to grade 2 in current schools</i></p>
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TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

The following are related to **Assessment**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Assessment **TIME** Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

We provided assessment analysis training during the summer for our central office employees, principals, and assistant principals. Mike Winstead facilitated this evaluation training by teaching each principal to manipulate, interpret, and apply data from the TVAAS restricted website. During professional development at the schools, we provided time for the principals and assistant principals to train the teachers in this same process. Professional development was also used to develop grade and subject level system-wide assessments aligned with Tennessee Department of Education standards. We trained teachers at each school in focused skill collaboration to identify individual needs of their students and address and assess these identified needs. At principals’ meetings, central office staff review learning logs (as proof of focused skill collaboration meetings) completed by K-12 teachers at each school. Our current practices of focused collaboration, data review, professional development, and system-wide assessments are aligned to the principles and practices of high performing schools. Comparative analysis of data before and after implementation of these practices showed an overall increase of system-wide scores in all disaggregated areas. **Each principal is required to keep a log of focused collaboration meetings held by his faculty. Furthermore, we have begun implementing TFAP in our elementary schools. Even though the program is funded through a grant, we have provided time for teachers to attend this assessment training.** *All students in CTE classes are given competency assessments throughout the year and before exiting the course. Because TFAP will not be provided by the State Department for the 2008-2009 school year, we will purchase another formative assessment for our 3-8 grades. We will continue to use ThinkLink formative assessment for the high school Algebra I and for our eighth grade Algebra I classes, using BEP 2.0 funds. The addition of one month on each principal and assistant principal’s contract will allow administrators time to use assessment data to drive instruction. We have added a 5-8 supervisor of instruction to the Central Office staff to assist middle school teachers in the use of data to drive instruction. The implementation of balanced literacy in K-1 at two elementary schools during the 07-08 school year with the addition of another school K-1 in 08-09 and grade 2 at the original two schools allows for a foundation for the Reading Recovery Program in the elementary schools with complete implementation during the next five years.*

“What Ought to Be” – How Should we be Using Our: TIME

Our challenges regarding time and assessment are as follows:

- Continued development of system-wide grade and subject level assessments
- Implementation of system-wide grade and subject level assessments
- Emphasis on the continuance of focused skill collaboration and its positive effect on student performance outcome
- *Continuation of formative assessment for grades 3-8 and at the high school level*
- *Complete implementation of the balanced literacy/Reading Recovery Program*
- *Development of data-driven, web-based curricula for core high school courses to be used for credit recovery/alternative school placement/homebound instruction.*

Assessment MONEY Gap Analysis - Narrative Response Required**“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

Money follows the assessment strengths and challenges listed under the “Time Gap Analysis” section 4.3b. We provide supplemental assessment materials, *such as Coach books*, as requested. We are also providing funds to give the Terra Nova to grades K-2. **Each principal has been provided with a notebook in order to keep a log of focused collaboration meetings held by his faculty. Teachers who need substitutes for those meetings are provided with substitutes. Furthermore, we have begun implementing TFAP in our elementary schools. Even though the program is funded through a grant, we have provided money for substitutes so that teachers may attend this assessment training. We have provided money for ThinkLink assessment for students with disabilities at OCCHS.** At the Career Technology Center we have provided a tutor as a result of assessment analysis in regard to CTE students’ performance on Gateway. We provided staff development regarding differentiated instruction at one elementary school. *We have provided ThinkLink formative assessment for high school Algebra I and for eighth grade Algebra I students. Balanced Literacy/Reading Recovery is an expensive program which requires much training and materials. The Reading Recovery Program is designed to assess and improve the reading skills of first graders in an attempt to attain grade level achievement for all students. The addition of one month on each principal and assistant principal’s contract will allow administrators time to use assessment data to drive instruction. We have added a 5-8 supervisor of instruction to the Central Office staff to assist middle school teachers in the use of data to drive instruction.*

“What Ought to Be” – How Should we be Using Our MONEY

Continue to train teachers in the further development and implementation of formative assessments which incorporate state standards. ~~Add the remaining elementary schools to TFAP.~~ **Provide staff development regarding differentiated instruction at one elementary school.** *We will purchase a formative assessment program for grades 3-8 since TFAP will not be provided by the State Department for the 08-09 school year. We will continue the implementation of the balanced literacy/Reading Recovery in additional elementary schools.*

We will continue principal/assistant principal contract extension to allow time for data analysis and curriculum development. We will provide professional development on differentiated instruction for middle school teachers at all schools.

TCSPS TEMPLATE 4.3b

(continued)

ASSESSMENT GAP ANALYSIS

Assessment PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

Central office personnel develop and provide training in order to build teacher competency in the implementing and understanding research-based assessment practices through data analysis of formative and summative assessments and creation of grade and subject level system-wide assessments. **We’ve added mentoring teachers to provide assistance to beginning teachers in understanding and implementing research-based assessment practices.** *We have added a 5-8 supervisor of instruction to assist middle school teachers with data-driven, research-based instructional practices. We have hired a consultant to assist in the implementation of the balanced literacy/Reading Recovery Program. We have, during the 07-08 school year, provided training for a Reading/Recovery coordinator who will oversee the program during the 5-year implementation plan.*

“What Ought to Be” – How Should we be Using Our PERSONNEL

In addition to what we are developing and providing in the way of assessment training, we need to be in schools more in order to assist building level administrators in monitoring assessment practices. **We are going to use the personnel who have been trained in differentiated instruction and assessment to train the other faculties.** *We will add two Reading Recovery teachers to our staff.*

Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

Each school is provided a computer lab for networked assessments: STAR, AR Math, AR Reading, CCC, and Renaissance Reading as well as stand-alone Lightspan labs. ~~4 of 5 elementary schools have TFAP grants.~~

Rigby by Design assessments are used to identify the lowest 20% of all first graders in each elementary school in order to enroll them in the Reading Recovery Program.

“What Ought to Be” – How Should we be Using Our OTHER RESOURCES

~~We are extending TFAP to 100% of all elementary schools.~~—*We will purchase a formative assessment program for 3-8 students to replace the TFAP assessment which was provided by the State Department. We will continue implementation of the balanced literacy/Reading Recovery Program.*

TCSPP TEMPLATE 4.3c

ASSESSMENT REFLECTIVE QUESTIONS

The completed **Assessment** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Assessment Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

We offer equity and adequacy to all our schools by providing the following:

- full-time administrative assistants *on eleven-month contracts* at each school whose duties include test coordination and analysis,
- funds to test all K-2 students; this is in addition to state-mandated testing,
- data to identify strengths and areas of need in order to focus curriculum and instructional practices in areas which will provide the greatest benefit to our students,
- development of system-wide curriculum assessments in order to establish benchmarks in core courses,
- computerized testing in addition to TCAP and Terra Nova in order to assess the individual needs for on-going Title I services, which are correlated to current texts and standards,
- academic and psychological evaluations in order to determine Special Education services,
- portfolio assessments and acceptable testing accommodations for special needs children,
- STAR reading and math testing in order to determine the current levels of student achievement and to individualize instructional materials to address areas of need.
- *ThinkLink formative assessment to all Algebra I students,*
- *Rigby by Design assessment to determine reading level of lower elementary children (this is being implemented on a graduated scale as funding becomes available),*
- *5-8 supervisor of instruction, and*
- *additional month to principals' contracts for time to assess instruction.*
- ~~TFAP in 4 of 5 elementary schools.~~

Assessment Reflective Questions - Narrative Response Required

Are we targeting funds and resources effectively to meet the needs of our schools?

We target funds and resources effectively meeting the needs of our schools in the following ways:

- full-time administrative assistants *on eleven-month contracts* at each school whose duties include test coordination and analysis,
- funds to test all K-2 students; this is in addition to state mandated testing,
- data to identify strengths and areas of need in order to focus curriculum and instructional

practices in areas which will provide the greatest benefit to our students,

- development of system-wide curriculum assessments in order to establish benchmarks in core courses,
- computerized testing in addition to TCAP and Terra Nova in order to assess the individual needs for on-going Title I services, which are correlated to current texts and standards,
- academic and psychological evaluations in order to determine Special Education services,
- portfolio assessments and acceptable testing accommodations for special needs children,
- STAR reading and math testing in order to determine the current levels of student achievement and to individualize instructional materials to address areas of need,
- *ThinkLink formative assessment to all Algebra I students,*
- *Rigby by Design assessment to determine reading level of lower elementary children (this is being implemented on a graduated scale as funding becomes available),*
- *5-8 supervisor of instruction, and*
- *additional month to principals' contracts for time to assess instruction.*
- ~~TFAP in 4 of 5 elementary schools.~~

Assessment Reflective Questions - Narrative Response Required

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

Yes, we are adequately meeting the assessment needs of our students as evidenced by increased achievement scores.

TCSPP TEMPLATE 4.3d

ASSESSMENT SUMMARY QUESTIONS

The following summary questions are related to **Assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions and findings regarding this area.

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The following are major assessment strengths:

- full-time administrative assistants *on eleven-month contracts* at each school whose duties include test coordination and analysis,
- funds to test all K-2 students; this is in addition to state mandated testing,
- data to identify strengths and areas of need in order to focus curriculum and instructional practices in areas which will provide the greatest benefit to our students,
- development of system-wide curriculum assessments in order to establish benchmarks in core courses,
- computerized testing in addition to TCAP and Terra Nova in order to assess the individual needs for on-going Title I services, which are correlated to current texts and standards,
- academic and psychological evaluations in order to determine Special Education services,
- portfolio assessments and acceptable testing accommodations for special needs children,
- STAR reading and math testing in order to determine the current levels of student achievement and to individualize instructional materials to address areas of need,
- *ThinkLink formative assessment to all Algebra I students,*
- *Rigby by Design assessment to determine reading level of lower elementary children (this is being implemented on a graduated scale as funding becomes available),*
- *5-8 supervisor of instruction, and*
- *additional month to principals' contracts for time to assess instruction.*
- ~~TFAP in 4 of 5 elementary schools.~~

We know these are our assessment strengths because of a substantial increase in student academic performance.

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Our major academic challenges as a result of data analyses are as follows:

- K-8 Promotion Rate
- K-8 Value-added (5th and 6th grade math, 5th and 6th grade science, 7th grade **reading/language arts, and 6th grade social studies**)
- ~~K-8 Reading: Hispanic/LEP~~
- 9-12 Value-added: Gateway Math, End-of-course Math Foundations II, ~~11th grade writing, and U.S. history~~
- **Providing technology professional development in order to incorporate technology into instruction**
- *ACT mean scores*
- *1SI Academic Attainment, 2SI Completion, 3SI Placement*
- *K-8 Reading/Language Arts: Hispanic, Limited English Proficient, Students with Disabilities*
- *9-12 Reading/Language/Writing: Students with Disabilities*
- *9-12 Math: White, Students with Disabilities, Economically Disadvantaged, All Students*
- *9-12 Gateway math and End-of-Course Foundations II*

How We Know:

- 2007 Report Card
- *CTE Report Card 2007*
- **Perceptual Surveys**
- **Pre-K Family Survey**
- ~~Kindergarten Parent Survey~~
- **Title I Parent Survey**
- **Cyclical Performance Review for LEAs**
- **Teacher Evaluation of a School Counseling Program**
- School Improvement Plans
- Technology Needs Assessment Inventory

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

As we establish a system-wide formative assessment initiative, which is both frequent and consistent, we intend to develop instructional practices which address identified current student needs. The resulting analysis of those formative assessments will allow us to focus on a standards-based mapped curriculum which will improve our major challenges listed above. Reports will be monitored by the central office staff.

We will continue requiring teachers to personally invite parents of low-performing students to attend parent/teacher conferences. In addition, we have moved our second parent/teacher conference to mid-February to allow more time for intervention, therefore, improving student success.

TCSPP TEMPLATE 4.4a ORGANIZATIONAL PRACTICES

Current Organizational Practices	Teacher Teams	Common Planning	Transition Programs	Mentors for Teachers	Discipline Practices	Parent Communication	Diversity Awareness Training	<i>Balanced Literacy in Elementary Classes</i>
Evidence of Practice	100% of all teachers of core courses are required to meet in focused collaboration.	100% of all teachers of core courses are provided with a common plan time or a substitute in order to meet for common plan time.	High schools have a STEPS program to transition students and parents from elementary school to high school. All students moving from one school to another are provided orientation. Pre-K parents are provided with	Two mentors were hired to assist all beginning teachers (1st through 3rd year teachers).	System-wide discipline procedures are included in the students' handbooks, which require parent signature, and are posted on each school's website.	In addition to our website and newspaper articles, we instituted an annual newsletter regarding achievement status. In addition each school will publish a quarterly newsletter to keep the community informed of children's accomplishments and upcoming	General education, special education, and ESL teachers and assistants are trained in instructional practices for LEP students and differentiated instruction. The Olweus Bullying Program has been implemente	<i>K-1 teachers in two schools have been trained in balanced literacy with the expectation of adding Reading Recovery during the next school year. These teacher groups meet regularly to coordinate the program.</i>

			<p>transitional training. <i>Some schools offer “transition” orientation for fifth graders, who are moving to the junior high “wing” of the building, and for kindergartners, who are entering school for the first time.</i></p>			<p><i>events on campus. A system organizational flow-chart is posted on our website so that parents will know the proper individual to contact.</i></p>	<p><i>d in two schools and will be introduced in the other three elementary schools in the fall of '08.</i></p>	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	E	E	E	E	E	E	E	Yes
What data source(s) do you have that support your answer? (identify all applicable sources)	Achievement and	Achievement and	Achievement and	Teacher Attrition	Horizon Discipline	Progress reports,	Achievement and	Rigby reading assessments

	anecdotal	anecdotal	anecdotal	Rate	Reports	<i>newspaper articles, newsletters</i>	anecdotal	
Evidence of effectiveness or ineffectiveness	In 2007 value-added scores increased in 4 of 4 academic areas by a minimum of .1 NCE	In 2007 value-added scores increased in 4 of 4 academic areas by a minimum of .1 NCE	Fewer disciplinary hearings have occurred with entering freshmen.	All of our mentored teachers are remaining in the profession.	There have been no expulsions this year.	4½-week & 9-week progress reports, and alternative scheduling of P/T conferences, articles in newspaper, letter home regarding TCAP performance, newsletters home to give parents/community stakeholders information concerning activities at school	At Ridgemont where diversity awareness training and differentiated instruction training have occurred, teacher satisfaction with their instructional performance has improved.	<i>K-1 students are more proficient in reading and writing in their 7th month than students in previous years.</i>
Evidence of equitable system support for this practice	Provided professional development time for	Provided full-time assistant principals to assist in	Provided staff development for high school	Assigned beginning teachers an experienced mentoring	Reconfigured alternative school guidelines: included	Established system-wide calendar which provides for	Encouraged attendance and provided	<i>Following a five-year implementation plan, all five</i>

	collaboration meetings	scheduling teachers as well as utilized music, guidance, PE, and library classes at each school to allow for common planning time	teachers in freshmen transition courses, 11-month high school counselors and counselor secretarial support to increase contacts with incoming freshmen & their parents	teacher as well as a system-wide mentoring teacher.	Saturday school, instituted mandatory tutoring, and provided an alternative to suspensions and expulsions	longer P/T conferences and alternated elementary and high school conference times to accommodate parents with children at more than one campus, advertised conferences times, initiated child care and translation services as needed	resources for attendance	<i>elementary schools will have balanced literacy/Reading Recovery Program.</i>
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue	<i>Continue</i>

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

The following are related to **Organization**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

Over the last two years we have spent our time as central office supervisory employees participating in several training sessions dealing with research-based practices such as Mike Schmoker’s *The Key to Continuous School Improvement*, focused collaboration, data analysis, the High School Summit, differentiated instruction, Family Friendly Schools Training, **and those identified in the organizational chart 4.4a**. We have not only involved our school staff members in these trainings, but we are also continuously training school personnel and monitoring the use of these research-based practices at the school level. Also over the past few years, we have spent time building capacity at the school level for better understanding and use of these research-based practices by ensuring that the principal, assistant principal, and key staff leaders are directly involved in the initial training and implementation of these practices. We have a mapped curriculum aligned to the State Standards, and our system has established benchmark goals at each grade level and subject area level. We are stressing responsible ownership of these goals/benchmarks at the school level. We have also adjusted our school calendar in order to have more ongoing professional days available during the school year for continuous training, reflection, and adjustments in the instructional process based on data analysis information and system benchmark attainment. All of these research-based practices are characteristic of high-performing schools. *We have added a 5-8 supervisor to assist middle school teachers in implementing research-based instructional practices. We have added an activities director in an effort to offer students numerous opportunities to participate in a variety of extra-curricular activities so that some who would otherwise drop out might remain in school. Our balanced literacy/Reading Recovery Program requires an administrator who is attending training during the 07-08 school year and who will work with our teachers full time in the 08-09 school year. In addition we have hired a balanced literacy consultant to work with our newly-trained teachers.*

“What Ought to Be” – How Should we be Using Our TIME

As central office employees in a small school system, we have multiple responsibilities and are, therefore, constantly pulled away from spending time assisting our schools to complete reports, plans, and other paperwork. We should continue to allocate more time to assist schools in implementing research-based instruction and monitoring to ensure that instructors are adhering

to the mapped curriculum, following established best practices, and analyzing data for benchmark status on a regular basis **as well as the implementation of those areas identified in the organizational chart 4.4a.** *We will expand the Olweus Bullying Program to the other three elementary schools. We will publish and disseminate newsletters quarterly at each school. We will implement a student mentoring program at each elementary school. One school, which already has such a program, will serve as the model for the other schools. We are considering adding a mentor for our newly-hired middle school teachers for the 08-09 school year. The organization of the balanced literacy/Reading Recovery Program involves a 5-year implementation plan.*

Organizational MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of MONEY?

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

Money follows the time spent training and providing staff with research-based practices in order to improve student achievement. *We purchased the Olweus Bullying Program and provided staff development for implementation of the program. We initiated the balanced literacy program and provided training for our teachers through a consultant. We added to our supervisory staff a 5-8 instructional supervisor and an activities director.*

“What Ought to Be” – How Should we be Using Our MONEY

Currently we feel there is no gap in how we should be spending our organizational money. However, the state should provide increased funding for professional development of in-depth, research-based, high-performing **organizational** practices which will further enhance student achievement. *The addition of supervisory staff for middle school teachers, for coordination of extra-curricular activities, for the anti-bullying program, and for the balanced literacy/Reading Recovery Program will be maintained for the coming year.*

TCSPS TEMPLATE 4.4b
(continued)

ORGANIZATIONAL GAP ANALYSIS

Organizational PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

We use personnel to staff alternative school; Saturday school; mandatory tutoring; music, guidance, PE, and library classes; full-time assistant principals; eleven-month high school counselors; secretarial support for high school counselors; **system-wide mentoring teachers**; and twenty-seven teachers funded 100% locally. **As a result of test score analysis training for principals and assistant principals, schedules were adjusted for reading and math instruction based on need.** *Additions to our system-wide personnel include an activities director, a 5-8 supervisor, and a consultant for the balanced literacy/Reading Recovery Program. A month's addition to the contracts of both principals and assistant principals also increases the availability of personnel. On the school level, we have added three teachers at the larger of our high schools to increase vocational offerings and to institute the freshman studies program. Also we have added an ESL aide to the staff of the high school which houses our LEP population and a full-time math tutor at the high school level.*

“What Ought to Be” – How Should we be Using Our PERSONNEL

We feel that our current use of personnel is adequate, equitable, and effective. More state funds would improve these practices by further reducing class size system wide. *We should maintain the position of activities director and 5-8 supervisor. We will add a coordinator of our balanced literacy/Reading Recovery Program in addition to the consultant for the program. We will maintain the full-time math tutor position at the high school level as well as the ESL aide. We will add two Reading Recovery teachers for the 08-09 school year as part of the 5-year implementation plan for balanced literacy/Reading Recovery Program.*

Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

We have brought in professionals who have experienced success in our areas of need to share their accomplishments, strategies, and expertise. **We have provided substitutes and release time for beginning teachers to observe veteran teachers and their effective practices.** *We have a mentoring program to assist new teachers in instructional practices, assessment, and classroom management.*

“What Ought to Be” – How Should we be Using Our OTHER RESOURCES

Again we feel confident that we are effectively budgeting and allocating our resources to benefit the organization and its implementation of high-quality curriculum practices.

TCSPS TEMPLATE 4.4c

ORGANIZATIONAL REFLECTIVE QUESTIONS

The completed **Organizational** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Organizational Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

We are providing equity and adequacy to all schools in the following ways:

- Providing support to administrators and school leaders to restructure instructional staff in order to match teacher strengths to school needs.
- Developing a redesigned system-wide school calendar which allows on-going professional development opportunities for staff members and school leaders to improve organizational and instructional skills.
- Restructuring the system-wide curriculum in order to align our instruction to the state SPI's and student identified needs.
- Providing support and training to all schools in the use of Focused Collaboration for identifying strengths/challenges in order to develop strategies which address the challenges.
- **Providing system-wide mentoring teachers.**
- **Providing training in differentiated instruction.**
- *Implementing the balanced literacy/Reading Recovery Program over a 5-year period.*
- *Restructuring of activities throughout the school system in an effort to encourage students to stay in school.*
- *Adding a 5-8 supervisor of instruction to aide middle school teachers in the improvement of research-based instructional strategies, use of assessment, and standards-based curriculum.*

Organizational Reflective Questions - Narrative Response Required

Are we targeting funds and resources effectively to meet the needs of our schools?

Funds and resources are effectively distributed to schools based upon their identified individual needs. However, we could target funds and resources in a more effective way by focusing more on system-wide alignment of assessment practices. *We will add formative assessment at all elementary schools in the 08-09 school year since the State will no longer provide TFAP.*

Organizational Reflective Questions - Narrative Response Required

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

Based on our most recent data, we are continuously showing improvement in student achievement. However, we need to continue to emphasize system-wide standardized local assessments, the use of instructional practices which support a diverse learning community, and practices which are aligned with high-performing school systems. *Our instructional and organizational practices have proven effective in that our K-8 achievement level scores continue to improve overall. Our achievement level in grades 9-12, for the most part, continues to show improvement, but we have a few areas where efforts need to be made.*

TCSPP TEMPLATE 4.4d

ORGANIZATIONAL SUMMARY QUESTIONS

The following summary questions are related to **Organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Organizational Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our major strengths are

- Teacher collaborative teams
- Common planning time
- Skill building through curriculum collaboration
- **Diversity Awareness Training**
- **Differentiated Instruction Training**
- **System-wide Mentoring Teachers**
- Mapped curriculum
- *Balanced literacy/Reading Recovery Program*
- *Freshman studies*
- *Peer tutoring*
- *Full-time assistant principals in all schools*

How do we know?

The above mentioned strengths have resulted in improved student achievement, improved teacher collaboration, increased knowledge in areas of best practices through professional development, **improved job satisfaction of beginning teachers**, and increased teacher ownership of curriculum goals and benchmarks.

Organizational Summary Questions- Narrative Response Required

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Our major challenges are

- K-8 Value Added: math 5th **and** 6th grade, science 5th **and** 6th grade, **reading/language arts** 7th grade, *social studies* 6th grade
- 9-12 Value Added: Gateway algebra, End-of-Course Math Foundations II, ~~11th grade writing~~ *U.S. history*

- *ACT mean scores*
- *ISI Academic Attainment, 2SI Completion, 3SI Placement*
- *K-8 Reading/Language Arts: Hispanic LEP and Students with Disabilities*
- *9-12 Math: White, SWD, ED, all students*
- *9-12 Gateway math and end-of-course Foundations II*
- Decrease suspension rate of African American students
- Improve communication to all stakeholders
- Improve the use of technology in classroom instruction

How do we know?

- 2007 Report Card
- **Perceptual Survey**
- **Title I Parent Survey**
- **Pre-K Family Survey**
- ~~Kindergarten Parent Survey~~
- **Cyclical Performance Review for LEAs**
- **Teacher Evaluation of a School Counseling Program**
- School Improvement/SACS Plans
- *2007 CTE Report Card*
- *2007 Special Education Report Card*

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

We will address our challenges by

- Providing professional development for teachers in matching instruction to specific data identified needs
- Continuing to improve focused collaboration and teacher team meetings in order to address benchmark goals
- Institute a credit recovery program for high school students
- Providing professional development in the area of incorporating technology into the classroom instruction
- Improving communication with stakeholders prior to establishing policies and communicate student expectations to all parents/guardians
- Reduce suspensions by expanding our mentoring program and emphasizing participation of minority representation in this program
- *Add a 5-8 supervisor to assist middle school teachers in implementing research-based instructional practices*
- *Add an activities director in an effort to offer students numerous opportunities to*

participate in a variety of extra-curricular activities so that some who would otherwise drop out might remain in school.

- *Employ an administrator of the balanced literacy/Reading Recovery Program in the '08 school year who will work with our teachers full time in the 08-09 school year*
- *Hire a balanced literacy consultant to work with our newly-trained teachers.*

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal

Improve graduation rate by 1% per year to reach 90% by 2015, as specified by the 2007 Tenn. AYP Graduation/Drop Out Report

Which need(s) does this Goal address?

Student success in reading, core courses in high school, and state-mandated testing; k-8 promotion rate; improved graduation rate; and CTE completion rate

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

The system’s 5-year goal is to improve the **graduation rate to 90%**.

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 08-May 09	Reading/ language arts teachers as well as other teachers who can reinforce reading skills; all administrators and supervisors who collect and monitor	No extra cost incurred; time included in school calendar (regular staff development days)	General purpose funds	Compare 2008 and 2009 Report Card Scores	

Action Step

Continue focused skill collaboration. [Professional Development Plan: Train newly hired teachers and reinforce existing staff in the process of focused skill collaboration.]

			collaboration logs				
Action Step	Incorporate technology into instruction, practice, and review activities for all students especially LEP students [Technology Plan: Provide training to address areas of identified instructional needs; match remediation and enrichment software to identified academic needs; and ThinkLink.]	Aug 08-May 09	Reading/language arts teachers as well as other teachers who can reinforce reading skills ; all administrators and supervisors who collect and monitor collaboration logs	\$5000	General purpose funds for substitutes for ThinkLink training,	Compare ThinkLink Reports to determine students' progress	
Action Step	Communicate curriculum, testing requirements, <i>and test results</i> to all parents. [Communication Plan: Publicize standards/expectations to parents (parent meetings), staff (professional development), and students (emphasis in class on state assessed curriculum objectives).] [Parent & Community Member Involvement Plan: Parent meetings]	Aug 08, Oct 08, Feb 08, May 09	administrators/supervisors and faculty	\$2,000 printing and advertising	General Purpose funds	Actual communication documents	
Action Step	Provide further professional development to administrators in conducting parent training [Professional Development Plan]	July 08	Central Office staff/consultants	\$1,000	General Purpose funds, IDEA and Title II	Cyclical Performance Review for LEAs	
Action Step	Provide professional development in research-based best practice teaching strategies and classroom management. [Professional	Aug 7, 8, 13, 2008	Supervisors, administrators,	\$3,000	General Purpose funds, Title II	Administrator observation/evaluation	

	Development Plan]		consultants				
Action Step	<i>Continue transitional freshman program to facilitate freshmen success in high school and additional CTE course work (salaries and materials for freshman studies course and extra CTE teacher)</i>	August 08-May 09	Supervisors, administrators, consultants, and core teachers	\$219,239.47	2.0 BEP Funds	Increase the number of freshmen completing core courses successfully	
Action Step	Provide professional development on safe and healthy school environment (PreK-12)	August 08	Supervisors, administrators, consultants, CSH director	\$1,000 \$1,500	Federal funds CSH funds	Perceptual Survey	
Action Step	<i>Depending upon the availability of funds, provide additional pay increases to retain our highly qualified teachers.</i>	August 07-June 08 and future years	Director of Schools and Supervisory/Administrative staff	\$741,423.90 <i>(This figure reflects a 3 percent raise.)</i>	2.0 BEP Funds	Maintenance of highly qualified staff members	
Action Step	<i>Maintain a supervisory position, Director of Student Activities.</i>	July 08 – June 09	Director of Schools and Supervisory Staff	\$92,053 [\$85,053 (salary and benefits), \$7,000 (supplies)]	BEP 2.0 Funds	Graduation Rate	
Action Step	<i>Expand the Reading Recovery/Balanced Literacy Program</i>	July 08 – June 09	Central Office Supervisory/Administrative /Principals /Teachers	\$271,844.49 [\$84,991 (supervisor), \$52,500 (training), \$30,000 (consultant),	BEP 2.0 Funds	K-2 TCAP Results	

				\$30,000 (training) \$74,353.49 (materials)]			
Action Step	<i>Institute Credit Recovery for students who have fallen behind their class</i>	<i>June/July 2008 to continue throughout school year</i>	<i>Central Office Supervisors, Credit Recovery Administrators, teachers of individual courses</i>	\$20,000	<i>BEP 2.0 Funds</i>	<i>Graduation Rate</i>	
Action Step	<i>Maintain extension of all principal contracts to 12 months and all assistant principals contracts to 11 months in order to give administrators time to analyze data and adjust instructional plans for the improvement of student success and graduation rate.</i>	<i>July 08-June 09</i>	<i>Director of Schools, central office supervisors</i>	\$52,787	<i>BEP 2.0 Funds</i>	<i>TCAP, Gateway, End of Course, Graduation Rate, and 08 Report Card</i>	
Action Step	<i>Provide counseling services for at-risk students.</i>	<i>July 08-June 09</i>	<i>Director of Schools, central office supervisors, CSH director</i>	\$52,787 \$6,917 (CSH)	<i>BEP 2.0 Funds, CSH grant</i>	<i>TCAP, Gateway, End of Course, Graduation Rate, and 08 Report Card, discipline referrals</i>	

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal Improve 3-12 math assessment scores **for all students, all subcategories including CTE academic achievement**

Which need(s) does this Goal address? Gateway/end-of-course Math and 5th and 6th grade math

How is this Goal linked to the system’s Five-Year Plan? The system’s 5-year goal is to improve 3-8 math scores by .5 points and to meet or exceed the state’s proficient and advanced percentages in state assessed high school math.

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Continue focused skill collaboration [Professional Development Plan: Train newly hired teachers and reinforce existing staff in the process of focused skill collaboration].	August 08-May 09	Math teachers as well as other teachers who can reinforce math skills; all administrators/supervisors who collect and monitor collaboration logs	No extra cost incurred; time included in school calendar (regular staff development and stockpiled staff development days)	General purpose funds	Periodic teacher-made tests and state-mandated assessments
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Action Step	Incorporate technology into instruction, practice, and review activities especially for CTE students,	Aug 08-May 09	Math teachers as well as	\$1,000 A+ Consultant	General purpose funds; Title II,	Administration observation, periodic teacher-
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	economically disadvantaged students, and LEP students who may be without those technology opportunities at home. [Technology Plan: Provide training to address areas of identified instructional needs; match remediation and enrichment software to identified academic needs.]		other Title I teachers who can reinforce math skills; all administrators/supervisors		Part D funds; Title I,	made tests, and state-mandated assessments	
Action Step	Communicate curriculum and testing requirements to parents [Communication Plan: Publicize standards/expectations to parents (parent meetings), staff (professional development), and students (emphasis in class on state assessed curriculum objectives).] [Parent & Community Member Involvement Plan: Parent meetings]	Aug 08-May 09	administrators/supervisors and faculty	\$2,000 printing and advertising, \$1,000 <i>ESL translation service</i>	General Purpose funds	Actual communication documents	
Action Step	Provide professional development in research-based best practice teaching strategies. [Professional Development Plan]	Aug 08-May 09	Supervisors, administrators, consultants	\$3,000	Title II	Administrator observation/evaluation	
Action Step	Continue tutoring in core subjects to CTE students and economically disadvantage, students with disabilities, and LEP students.	Aug 08-May 09	Federal Project Director, Extended School Director, Building principals, extended contract supervisor	\$25,000	LEAP grants, extended contracts, Titles II and V	Compare students 2008 scores to their 2009 scores in tutored areas	
	<i>Provide math tutoring to all high school subgroups during the school day</i>	Sept. 08 – May	<i>Central office</i>	\$69,004.74	<i>2.0 BEP Funds</i>	<i>Gateway/End of Course</i>	

		09	supervisor s/admini- strators, high school administra tors, high school counse- lors			assessments	
	Provide assistance to Hispanic students in core courses and in their English Language skill development.	Aug. 08 – May 09	Central office admini- strators, school admini- strators & faculty	\$13,568.40	2.0 BEP Funds	Academic success of Hispanic students via successful course completion	
	Assess high school and eighth grade students in math to determine proficiency before state tests	Oct. 08- April 09	5-8, 9-12 supervi- sors, school administra tors, teachers	\$10,000.00 Assessment and Materials	2.0 BEP Funds	Gateway/End of Course assessments	

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal *Improve social studies assessment scores, all reporting categories including CTE academic achievement*

Which need(s) does this Goal address? *End-of-course (high school) and 6th grade social studies value added scores*

How is this Goal linked to the system’s Five-Year Plan? *The system's 5-year goal is to increase value added scores by .15 points each year and to meet the state's proficient and advanced percentages in U.S. history.*

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
<i>Sept. 08-May 09</i>	<i>Instructional supervisors, school administrators, and teachers</i>	<i>General purpose funds, federal funds</i>	<i>\$5,000 for substitute teachers</i>	<i>Focused assessments, teacher-made test scores, state mandated test scores</i>	
<i>July 08</i>	<i>Textbook supervisor</i>	<i>General purpose funds</i>	<i>\$39,000</i>	<i>Delivery of new textbooks</i>	
<i>August 08</i>	<i>Instructional supervisors</i>	<i>Title funds and general purpose funds</i>	<i>\$7,200</i>	<i>Delivery of Coach books</i>	
<i>July 08</i>	<i>Instructional supervisors and school</i>	<i>None</i>	<i>No additional cost</i>	<i>Observe/evaluate assigned staff for effectiveness</i>	

			<i>principals</i>				
Action Step	<i>Maintain after-school tutoring in core courses, including social studies.</i>	<i>Sept. 08-May 09</i>	<i>Extended Contract coordinator</i>	<i>Extended contract funds</i>	<i>\$25,000</i>	<i>Schedule available tutoring</i>	<i>of of</i>
Action Step	<i>Communicate progress to parents after every 4 1/2 week period. (Communication Plan).</i>	<i>Sept. 08-May 09</i>	<i>Instructional supervisors, classroom teachers</i>	<i>None</i>	<i>No additional cost</i>	<i>Signed progress reports from parents</i>	
Action Step	<i>Provide staff development for teachers of social studies to review new textbooks and ancillary material.</i>	<i>August 08</i>	<i>Instructional supervisors, textbook consultant</i>	<i>None</i>	<i>No additional cost</i>	<i>Completion of in-service session</i>	

TCSPP TEMPLATE 5.1

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)							
		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step							
Action Step							
Action Step							
Action Step							
Action Step							

TCSPP TEMPLATE 5.1

GOAL 5 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal

Which need(s) does this Goal address?

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

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+			+			F S A
	<i>F-Plan: page 22 (H.Q.) and 11, 12, 15 (P.D.)</i> <i>S-Plan: End of the year report, table 2 special education personnel report</i> <i>A-Individual Schools' SIP Plans</i>							
Include a description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+					+	+	F T
	<i>F – Plan page 13</i> <i>T – Plan page 3</i> <i>Template 5.1, Goals 1, 2, 3, pages 73, 77, 85</i>							
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+		+			+	+	F C T
	<i>F – Plan page 13, 14 (pages 1-5); C-Plan page 07.11-07.12</i> <i>T-Plan page 3</i> <i>Template 5.1, Goals 1, 2, 3, pages 73, 77, 85</i>							
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+					+	+	F T
	<i>F – Plan page 12</i> <i>Template 5.1, Goals 1, 2, 3, pages 73, 77, 85</i> <i>T-Plan page 7</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+					+		F
	<i>F-Plan pp. 12-13, 14 (page 3)</i> <i>T-Plan p. 4</i>							T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+					+	+	F
	<i>F-Plan pp. 12-13, 14 (page 3)</i> <i>T-Plan p. 3</i> <i>Template 5.1, Goal 1, Action 2, p. 74, Action 11, p. 76; Goal 3, Action 2, p. 80, Action 7, p. 81</i>							T
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	+					+		F
	<i>F-Plan p. 12</i> <i>T-Plan p. 3</i>							T
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+					+		F
	Family and Community Engagement Plan, Part 1, # 2, p. 8 <i>F-Plan p. 12</i> <i>T-Plan p. 10</i>							T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+					+		F
	<i>F-Plan p. 12</i> <i>T-Plan p. 10</i>							T
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+					+		F
	<i>F-Plan pp. 12-13</i> <i>T-Plan pp. 8-9</i>							T
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.	N/A	N/A			N/A			F
	We have no high priority schools.							S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+						+	F
	<i>F-Plan p. 15</i> <i>Template 5.1, Goal 1, Action 10, p. 75; Goal 2, Action 3, p. 78, Action 2, pp. 77-78, Action 5, p.78, Action 7, p. 79; Goal 3, Action 5, p. 81</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+	+					+	F S
	<i>F=Plan p. 15 S-Plan, End of the year report, Tables 1 and 3, EOY Frequency Report Template 5.1, Goal 1, Action 2, p. 74; Goal 2, Action 2, p. 77, Action 5, p. 78, Action 6, p. 79</i>							
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+							F
	<i>F-Plan pp. 11-12</i>							
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+							F
	<i>F-Plan p. 15</i>							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+					+	F S
	<i>F-Plan pp 22, 27 S-Plan, End of the year report, table 2 special education personnel report Template 3.1, p. 20</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
	<i>F-Plan pp. 12, 22</i>							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+					+	+	F T
	<i>F-Plan pp. 12, 22 T-Plan p. 10 Component 1, Template 1.1, pp. 11-12 Component 2, Template 2.1, p. 14</i>							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+						+	F
	<i>F-Plan pp. 12,22 Component 5, Goal 1, Actions 1, 2, 3, 4, 5, pp. 73-74; Goal 2, Actions 1, 2, 4, pp. 77-78; Goal 3, Action 7, p. 81</i>							
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+						+	F
	<i>F-Plan pp. 12, 22 Component 4, Template 4.1a, b, c, and d, pp. 25, 28, 33, 35</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)	+						+	F
	<i>F-Plan, pp. 12, 22</i> <i>Component 5, Goals 1, 2, 3, pp. 73-81</i>							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+					+	+	F T
	<i>F- Plan, pp. 12, 22</i> <i>T-Plan, p. 4</i> <i>Component 4, Template 4.1a, b, c, d, pp. 25-36</i>							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+					+	+	F T
	<i>F-Plan, pp. 12, 22</i> <i>T-Plan, p. 2</i> <i>Component 4, Template 4.1a, b, c, d, pp. 25-36; Component 5, Goals 1, 2, 3, pp. 73-81</i>							
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+					+	+	F T
	<i>F-Plan, pp. 12, 14 (p. 1)</i> <i>T-Plan, p. 2</i> <i>Component 4, Template 4.1b, p. 29; Component 5, Goals 1, 2, 3, pp. 73-81</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+						+	F
	<i>F-Plan, p. 15 Component 4, Template 4.1b, pp. 28-32</i>							
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	+						+	F
	<i>F-Plan, p. 22 Component 4, Template 4.4a, pp. 59-62</i>							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+						+	F
	<i>F-Plan, pp. 12,22 Component 4, Template 4.4a, pp. 59-62; Component 5, Goals 1, 2, 3, pp. 73-81</i>							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+						+	F
	<i>F-Plan, p. 13 Component 4, Template 4.1a, b, c, d, pp. 25-36; Component 3, Template 3.1, p. 23; Component 5, Goals 1, 2, 3, pp. 73-81</i>							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+						+	F
	<i>F-Plan, pp. 12, 22 Component 1, Template 1.1, p. 0</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+						+	F
	<i>F-Plan, pp. 17-18 Component 1, Template 1.1, pp. 5-8</i>							
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)	+							F
	<i>F-Plan, pp. 17-18</i>							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+							F
	<i>F-Plan, p. 17-18</i>							
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	+							F
	<i>F-Plan, p. 17-18</i>							
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+							F
	<i>F-Plan, p. 17-18</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+							F
	<i>F-Plan, p. 17-18</i>							
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+							F
	<i>F-Plan, p. 17-18</i>							
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+							F
	<i>F-Plan, p. 17-18</i>							
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)	+					+		F
	<i>F-Plan, p. 12-13</i> <i>T-Plan, p. 4</i>							
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)	+					+	+	F
	<i>F-Plan, p. 12-14 (pp. 1-5)</i> <i>T-Plan, pp. 4-5</i> <i>Component 4, Template 4.3b, pp. 50-52</i>							
								T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)							+	T
	<i>Component 4, Template 4.1a, pp. 25-27</i> <i>Component 4, Template 4.2a, pp. 37-39</i>							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				E
	<i>E-Plan, pp. 35-37</i>							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?				+			+	E
	<i>E-Plan pp. 35-37</i> <i>Component 5, Goals 1-3, pp. 73-81</i>							
Describe the process for evaluating the work you have done?				+			+	E
	<i>E-Plan, pp. 35-37</i> <i>Component 4, Template 4.4d, pp. 69-71</i>							
Include an extended contracts employment summary?				+				E
	<i>E-Plan, pp. 35-36, 37</i>							
Define your leadership team?	+	+	+		+		+	F S C A
	<i>Component 1, Template 1.1, pp. 5-6</i> <i>S Table 2, EOY Personnel Report, CPR for Lea, Introduction, Part C</i> <i>T-Plan, p. 1</i>							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	+	+	+	+	F S C A
	<i>Component 1, Template 1.1, pp. 5-6</i> <i>S Table 2, EOY Personnel Report, CPR for Lea, Introduction, Part C</i> <i>T-Plan, p. 1</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?	+		+	-	+		+	F S E A
	<i>Component 1, Template 1.1, pp. 7-8 F-Plan, p. 1 E-Plan, p. 33</i>							
Define significant system and common factors?							+	S A
	<i>Component 1, Template 1.1, pp. 9-12</i>							
Profile your system and community?				+			+	F S E A
	<i>Component 1, Template 1.1, pp. 9-12 E-Plan, p. 36</i>							
Use a collaborative process to develop your program goals/objectives?				+			+	F S C E A T
	<i>Component 3, Template 3.1, pp. 21-22 E-Plan, p. 33</i>							
Define your beliefs?							+	F S C A
	<i>Component 2, Template 2.1, p. 14</i>							
Define your mission?							+	F S C E A
	<i>Component 2, Template 2.1, p. 14</i>							
Define your vision?							+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
	<i>Component 2, Template 2.1, p. 15</i>							S C E A
Identify academic and non-academic assessment measures?	+						+	F S C E A
	<i>Component 4, Template 4.3a, pp. 47-49 S EOY, Table 7, section B and C</i>							
Define data collection and analysis processes?	+						+	F S C E A
	<i>Component 1, Template 1.1, pp. 9-12 S EOY, Table 3, sections 3 and 4, sections A, B, and C</i>							
Include report card results?	+	+					+	F S C E A
	<i>Component 3, Template 3.1, pp. 17-18 S EOY, Table 6, section B, CPR for LEA, Report Card CTE Report Card</i>							
Explain what you learned from all of the data?	+						+	F S C A
	<i>Component 3, Template 3.1, pp. 17-18 S EOY, Table 6, Section B, CPR for LEA</i>							
Prioritize your goals?							+	F S C E A T
	<i>Component 3, Template 3.1, p. 23</i>							
	+						+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.								S C
		+					+	
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.								F S C A
		+					+	
Identify strengths and weaknesses based on the data?								F S C A
			+					
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?								C
			+					
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?			+					C
	<i>C-Plan, 2007 CTE Report Card; 2007 System Report Card</i>							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?			+					C
	<i>C-Plan, 2007 CTE Report Card; 2007 System Report Card</i>							
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?			+					C
	<i>C-Plan, 2007 CTE Report Card; 2007 System Report Card</i>							
Determine the percentage of non-traditional students enrolled in a career-technical program?			+					C
	<i>C-Plan, 2007 CTE Report Card; 2007 System Report Card</i>							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?			+					C
	<i>C-Plan, 2007 CTE Report Card; 2007 System Report Card</i>							
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.							+	F S C A
	<i>Component 3, Template 3.1, pp. 17-23</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?							+	F S
	<i>Component 4, Template 4.3a, pp. 47-49</i>							
Analyze disaggregated high school graduation rates and define what was determined?							+	F S C
	<i>Component 3, Template 3.1, p. 20</i>							
Analyze disaggregated elementary/middle attendance rates and define what was determined?							+	F S
	<i>Component 3, Template 3.1, p. 17, 20; Addendum E (Report Card Summary)</i>							
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C
	<i>Family and Community Engagement Plan, pp. 5, 7, 8 Component 5, Goal 1, p. 74 CPR for LEA Parent Survey</i>							
Define the current reality of student learning?				+			+	
	<i>E Plan pp. 35-36 Addendum E (Report Card Summary)</i>							
Analyze faculty perception of your system?					+			S
	<i>SIP Plans: All Schools</i>							
Analyze parent perception of your system?					+			

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
								S E A
								S E A
Analyze community perception of your system?					+			S E A
								S E A
Analyze student perception of your system? (if applicable)					+			S E A
								S E A
Identify your Component 3 priorities of need?							+	F S C A
								S C E
Identify the strengths and weaknesses of your decision-making process?							+	S C E
								F S C E A
Define how material, human services, and funding sources are used to ensure school improvement?							+	F S C E A
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify what programs and processes are in place for curriculum analysis and support?	<i>Component 4, Template 4.1b, pp. 25-39</i>							S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?							+	F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?		+						S C
	<i>Special Education Plan, Assurance Pages; Disproportionality Response Review</i>							
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+						S E
	<i>Special Education Plan, Assurance Pages; Disproportionality Response Review</i>							
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?		+						S
	<i>Special Education Plan, Assurance Pages; Disproportionality Response Review</i>							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?			+					C
	<i>C-Plan, pp. 07.9-07.11, 07.15</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how you will assist career-technical students in mastering occupational skill competencies?			+					C
	<i>C-Plan, pp. 07.9-07.11</i>							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?			+					S C
	<i>C-Plan, pp. 07.16-07.17</i>							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?			+					S C
	<i>C-Plan, pp. 07.9-07.11</i>							
Determine how you will promote non-traditional enrollment in career-technical programs?			+					C
	<i>C-Plan, pp. 07.9-07.11</i>							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)		+	+				+	S C
	<i>Component 5, Template 5.1, Goal 1, Action 3, 6, 11, 13, pp. 73-76 Family and Community Engagement Plan, p. 5 S Plan, End of Year Report, Table 6</i>							
	+	+	+				+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA’s revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	<i>F-Plan, p. 6</i> <i>S-End of Year Report, Table 1</i> <i>Component 4, Template 4.2d, 4.3c, pp. 45-46, 54-55</i>							S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?				+	+		+	F S E A
	<i>E-Plan, p. 35; Individual School Improvement Plans; Board Policy 4.502</i> <i>Component 5, Template 5.1, Goal 1, pp. 73-76</i>							
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								F S
	<i>Board Policy 4.502</i>							
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+							F S
	<i>F-Plan, p. 6</i>							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?		+						F S
	<i>S Table 3, Section 2-4</i> <i>Pre-School Plan, p. 10</i>							
If applicable, describe the activities funded by the system which support preschool programs?		+						F S E
	<i>S Table 8, Section B</i> <i>Pre-School Plan, p.10</i>							
Describe the system strategy to implement the Parent							+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Involvement Policy found in NCLB 1118?	Family and Community Engagement Plan, pp. 1-9							E
If applicable, describe the system’s extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA’s revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.				+				F S E
	E-Plan, p. 35							
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?							+	F S C A
	Component 4, Templates 4.1a, pp 25-27.; 4.2a, pp. 37-39; 4.3a, pp. 47-49; 4.4a, pp. 59-62							
Determine to what degree you meet SACS standards?					+			A
	SACS Plans for all schools							
Determine to what degree the stakeholder perception matches your current reality?					+			S A
	Family and Community Engagement Plan, pp. 1-9 School Improvement Plans: All Schools							
Identify your Component 4 priority of needs?							+	F S C A
	Component 4, Template 4.1d, pp. 35-36; 4.2d, pp. 45-46; 4.3d, pp. 56-58; 4.4d, pp. 69-71							
Define your goals? (including professional development							+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	<i>Component 5, Template 5.1, pp. 73-81</i>							S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)							+	S C A T
	<i>Component 5, Template 5.1, pp. 73-81</i>							
Define your implementation plans?							+	S C E A
	<i>Component 5, Template 5.1, pp. 73-81</i>							
Address in your action plan the required clusters for your program area?			+					C
	<i>C-Plan, p. 7.17</i>							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+				+	C
	<i>Component 5, Template 5.1, pp. 75, 77, 78</i>							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		+	+					S C
	<i>C-Plan, pp. 7.9-7.11</i> <i>CPR for LEA Program Improvement Plans 1-6</i>							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?			+					C
	<i>C-Plan, p</i>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Define what summative assessment will be used?					+			S
	<i>School Improvement Plans for all schools</i>							A
Describe how you will evaluate the SIP process?					+			S
	<i>School Improvement Plans for all schools</i>							A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S
								C
Address in the action plan the evaluation process required for each question within each cluster area?								S
								C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.								F
								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your plans for implementation and evaluation of your action plan?							+	F S C A
	Component 5, Template 5.1, pp. 73-81							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))		+	+				+	S C
	Addendum E, 2007 Report Card S-Plan, End of the Year Report, Sections A, B, C							
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))		+						S
	S-Plan, End of the Year Report, Sections A, B, C							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))		+						S
	<i>S-Plan, CPR for LEA, FLRE #3</i>							
		+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))</p>	<i>S-Plan, End of Year Report</i>							S
<p>The number and percent of children with IEPs ages 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day</p> <p>B. Removed from regular class greater than 60% of the day</p> <p>C. Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>		+						S
		+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))								S-Plan, End of Year Report S
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))		+						S-Plan, End of Year Report S
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.		+						S-Plan, End of Year Report S
The percentage of schools identified by the LEA as		+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S-Plan, Comprehensive Plan S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S-Plan, Comprehensive Plan S
	S-Plan, Comprehensive Plan							
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))		+						S-Plan, End of Year Report S
	S-Plan, End of Year Report							
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))		+						S-Plan, End of Year Report S
	S-Plan, End of Year Report							
		+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))	S-Plan, End of Year Report							S
		+						
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP	S-Plan, End of Year Report							S

As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

COMPONENT 6

**PROCESS EVALUATION, IMPLEMENTATION, AND
MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS**

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop this systemwide improvement plan.

Evidence of Collaborative Process - Narrative Response Required

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

Meetings (with sign-in sheets) were held periodically. Representatives from all departments at the Central Office participated: director of schools, special education director, federal projects director, attendance supervisor, textbook coordinator, supervisors of instruction, principals, assistant principals, career technology coordinator (vocational director), technology coordinators, teachers, **students**, and parents. *We have used the same procedure for the current plan.*

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Our goals directly reflect the areas of need from our report card data. We chose areas for improvement **from** a summary analysis of Obion County Schools' report card. The report card and its analysis are included in our evidence file as well as being appendices in the TCSPP. See Component 3, Template 3.1. *We continue to use the same data.*

Evidence of Communication with All Stakeholders- Narrative Response Required

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

We gave copies to our principals and asked them to have faculty meetings for dissemination and discussion. We are posting the TCSPP to our website and publicizing its address to all stakeholders. A meeting with the school board will be held to give them copies of the TCSPP as well as explain its content. **Before approval we provided copies to all leadership team members, all principals, and all board members for input and changes.** *We will continue with the same process.*

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

We **will continue to broaden** our stakeholders to include paraprofessionals and students.

Regarding our data collection we will include an in-depth study of delivery of services to our schools, community characteristics, and parent/guardian demographics.

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

The following summary questions are related to **TCSPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 5 are implemented.

Evidence of Implementation - Narrative Response Required

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

We have begun implementation by educating personnel about the plan. We will continue implementation by providing the professional development included in each “Action Step” to bring about achievement of our three identified goals. The professional development committee will hire and schedule the consultants necessary to accomplish these steps and goals. *The goals, action steps and other pertinent TCSPP information will be disseminated to all stakeholders through school board meetings, parent/community meetings, and school personnel meetings. Professional development training will take place in the Fall of 2008, with implementation of all goals and action steps beginning in August of 2008.*

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

Comparative analysis of last year’s data with the data after implementation of the action steps will provide us with the knowledge of improved, or lack thereof, performance. Since our goals have specific numerical performance indicators, the comparative analysis of the data will determine degree of success. Adjustments will be made to the goals to continue to improve or to identify new goals. *We will continue to monitor data and make adjustments as needed.*

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

The following summary questions are related to **TCSPP Monitoring and Adjusting**. They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

Evidence of Monitoring Dates – Listing Required

What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process?

Identify the person(s) responsible for monitoring along with their position and the role they will play in the monitoring process.

The leadership team will meet in *July 2008, August 2008, February 2009, May 2009* ~~October 2007, February 2008, and May 2008~~ to discuss progress toward meeting our goals. Those responsible for monitoring are as follows:

James Faulkner, Assistant Superintendent; *Vikki Stevenson*, ~~Michael Poore~~, Supervisor of Instruction, PreK-4 ~~K-6~~; Nancy Hamilton, 9-12 Supervisor of Instruction, ~~7-12/Assistant Superintendent~~; Mary Lynn Dodson, Special Education Supervisor; ~~Vikki Stevenson, Supervisor of Pre-Kindergarten~~; *Lesla Scillion, 5-8 Supervisor and Tom Morris*, Federal Projects Director; Darbin Ousley, Technology Coordinator; *Russ Davis, Bill Wilder*, Vocational Director; and **Sheila Stone**, *Mary Coleman, Melinda McCullough*, Adam Stephens, Robert Orsborne, Dennis Buckelew, *Regina Patterson*, Tommy Victory, ~~Ray Wilson~~, Linda Short, *Craig Rogers*, Randy Pitts, *Laura Brimm, Lesla Scillion, Dale Hollowell*, Elise Braswell, Keith Frazier, School Administrators.

Central Office personnel will monitor equity and adequacy in resources, support, personnel, and delivery of services to schools. Building administrators will monitor the implementation of strategies and action steps.

Evidence of a Process for Monitoring Plan - Narrative Response Required

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

Once we have collected all the data (TCAP, Gateway, EOC, delivery of services, parental surveys, etc.), the Systemwide Leadership Team will do a comparative analysis to determine growth and next steps. If adjustments are necessary, we will set up meetings with representatives from the entire professional learning community to redirect our efforts. *We will continue with the same process.*

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TCSPP TEMPLATE 6.3 (continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

What will be the process that the Systemwide Leadership Team will use for adjusting our plan (person(s) responsible, timeline, action steps, resources, evaluation strategies) when needed?

Once we have collected all the data (TCAP, Gateway, EOC, delivery of services, parental surveys, etc.), the Systemwide Leadership Team will do a comparative analysis to determine growth and next steps. If adjustments are necessary, we will set up meetings with representatives from the entire professional learning community to redirect our efforts.

~~Those responsible for monitoring are as follows: James Faulkner, Assistant Superintendent; Michael Poore, Supervisor of Instruction, K-6; Nancy Hamilton, Supervisor of Instruction, 7-12/Assistant Superintendent; Mary Lynn Dodson, Special Education Supervisor; Vikki Stevenson, Supervisor of Pre-Kindergarten; Tom Morris, Federal Projects Director; Darbin Ousley, Technology Coordinator; Bill Wilder, Vocational Director; and Sheila Stone, Adam Stephens, Robert Orsborne, Dennis Buckelew, Tommy Victory, Ray Wilson, Linda Short, Randy Pitts, Lesa Seillion, Dale Hollowell, Elise Braswell, Keith Frazier, School Administrators.~~

~~Central Office personnel will monitor equity and adequacy in resources, support, personnel, and delivery of services to schools. Building administrators will monitor the implementation of strategies and action steps.~~

The leadership team will meet in *July 2008, August 2008, February 2009, May 2009* ~~October 2007, February 2008, and May 2008~~ to discuss progress toward meeting our goals. Those responsible for monitoring are as follows:

James Faulkner, Assistant Superintendent; *Vikki Stevenson, Michael Poore*, Supervisor of Instruction, PreK-4 ~~K-6~~; Nancy Hamilton, *9-12* Supervisor of Instruction, ~~7-12/Assistant Superintendent~~; Mary Lynn Dodson, Special Education Supervisor; ~~Vikki Stevenson,~~

~~Supervisor of Pre-Kindergarten; Lesa Scillion, 5-8 Supervisor and Tom Morris, Federal Projects Director; Darbin Ousley, Technology Coordinator; Russ Davis, Bill Wilder, Vocational Director; and Sheila Stone, Mary Coleman, Melinda McCullough, Adam Stephens, Robert Orsborne, Dennis Buckelew, Regina Patterson, Tommy Victory, Ray Wilson, Linda Short, Craig Rogers, Randy Pitts, Laura Brimm, Lesa Scillion, Dale Hollowell, Elise Braswell, Keith Frazier, School Administrators.~~

Central Office personnel will monitor equity and adequacy in resources, support, personnel, and delivery of services to schools. Building administrators will monitor the implementation of strategies and action steps.

Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required

How will the Systemwide Leadership Team communicate success/adjustments of the plan to stakeholders?

Success/adjustments will be communicated to stakeholders through meetings with stakeholders, board meetings, public announcements, principals meetings, faculty meetings, and the system's website. *We will continue with the same process.*

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

All systems will submit the following Executive Summary to the Tennessee Department of Education. (Note: High priority systems will submit the entire TCSPP.)

What's working?	Evidence
<ol style="list-style-type: none"> 1. Writing across the curriculum 2. Focused skill collaboration 3. <i>Yearly curriculum alignment</i> 4. <i>Freshman studies classes</i> 5. <i>Implementation of balanced literacy instruction at the elementary level</i> 	<ol style="list-style-type: none"> 1. Improved 5th, 8th, and 11th writing scores Improved achievement and value-added scores in science and social studies, grades K-8 2. <i>Writing goal reached for the system</i> 3. <i>Teachers on track and more common with instruction</i> 4. <i>Freshman study skills improvement</i> 5. <i>Kindergarten and first grade students are further advanced in reading and writing during the seventh month over past students' scores for the same time period.</i>

What deficiencies do we have? Why did we receive the deficiencies?	Evidence
<ol style="list-style-type: none"> 1. Students with disabilities in math at OCCHS 2. % tested at Lake Road Elementary School 3. Graduation Rate 4. <i>3-12 math</i> 5. <i>Social studies</i> 	<ol style="list-style-type: none"> 1. 50% scored below proficient 2. 88% tested per value added report Obion County's graduation rate of 78.1% did not meet the state's graduation rate goal of 90%. 3. <i>Graduation rate improved from 80.7 to 81.8, which is still below the State's goal of 90 percent.</i> 4. <i>Value Added scores in math are negative in two grade levels at the elementary level; observed scores for Math Foundations II and Algebra I are much lower than predicted scores.</i> 5. <i>Sixth grade social studies scores show negative gain; U.S. history observed scores are below than predicted scores.</i>

<p>How are we addressing the deficiencies? What changes are we making?</p>	<p>Evidence</p>
<ol style="list-style-type: none"> 1. Via an AYP grant we offered math tutoring to students with disabilities. Because the AYP grant is no longer available, the school system put into the budget funds for a full-time math tutor at the high schools. We also purchased ThinkLink[®] for math students at the high schools and at the one K-8 school where Algebra I is offered. students with disabilities as well as math kits for these students to use manipulatives in order to increase performance. For CTE student including students with disabilities, we offered on-site tutoring at the CTC in math and language arts. <i>The addition of an Hispanic tutor at the high school level is intended to help Spanish-speaking students to achieve mastery in their core courses.</i> 2. In order to increase the % tested at Lake Road, we began testing all CDC students with portfolios and stopped out-of-level testing. <i>This remains our policy.</i> 3. First of all we appealed the graduation rate because we discovered students who were considered drop-outs for Obion County were actually enrolled in other school systems. We have developed new procedures for documenting drop-outs as they occur. To prevent drop-outs and to increase students' success in high school, we are implementing the first steps of a freshman academy. We are also reassessing coursework for freshman, adding a freshman studies course for all entering and returning ninth graders. 4. <i>We have added Central Office staff</i> 	<ol style="list-style-type: none"> 1. Awarding of AYP grant, purchase orders for manipulatives and ThinkLink[®] and payroll for CTE tutoring are evidence of implementation. <i>School system budget includes salary for the math tutor and for the Hispanic tutor. Purchase orders show evidence of the use of ThinkLink formative assessment.</i> 2. Training for portfolio assessment for special education teachers was held on January 2, 2007. We submitted 7 portfolios from Lake Road and 19 portfolios from Obion County to the state for evaluation in lieu of out-of-level testing. 3. The graduation rate appeal is pending. Five educators attended professional development training at MTSU for freshman academy implementation. Discussions for implementation have occurred locally and staffing is in progress. <i>We have implemented the freshman studies program. School system budget includes salaries for two additional teachers to teach the classes. Invoices/purchase orders show evidence of materials bought to implement the program.</i> 4. <i>School system budget includes salaries for two additional supervisors.</i> 5. <i>School system budget includes salaries for a consultant, a coordinator, and two full-time Reading Recovery teachers. Invoices/purchase orders show evidence of the acquisition of materials for the program.</i>

<p><i>positions—5-8 supervisor of instruction and an activities director—to maximize our efforts to keep children in school and to help them be more proficient in their academic as well as their extra-curricular activities.</i></p> <p>5. <i>We have initiated the first phase of the balanced literacy/Reading Recovery Program.</i></p>	
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TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1	No	Yes	Yes	Per 2006 Report Card scores	We met the .1 improvement and are continuing steps in order to gain another .1 this year. Our ultimate goal is to gain .1 each year for five years in order to surpass the state average. See Goal 1 Action Steps.
Goal 2	No	Yes	No	Per 2006 Report Card scores	We met the .1 improvement and are continuing steps in order to gain another .1 this year. Our ultimate goal is to gain .1 each year for five years in order to surpass the state average. However, in high school Gateway math and end-of-course math, we are 1.8% and 11.7% below the state's proficient/advanced percentages, respectively. Our next step in high school math is to add a freshman academy math teacher for at-risk students. We are adding tutoring via AYP grant and ThinkLink® for students

					with disabilities and for CTE students having difficulty with math.
Goal 3	No	Yes	Yes	Per 2006 Report Cards	We met the .1 improvement and are continuing steps in order to gain another .1 this year. Our ultimate goal is to gain .1 each year for five years in order to surpass the state average. See Goal 3 Action Steps.