

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

**Components 1-6  
Submission Templates for  
SCHOOL SYSTEM:  
CLAY COUNTY SCHOOLS**

May 2010



**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 CLAY COUNTY  
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.

<b>Composition of the Systemwide Leadership Teams –Listing required</b>	
<b>Member</b>	<b>Role</b>
Donnie Cherry, Director of Schools	Organize, Communicate
Debbie Eads, Supervisor of Instruction PK-12	Gather Information, Analyze, Communicate
Betsy Holtam, Special Education Supervisor/ Federal Projects Director	Gather Information, Analyze, Communicate
Jerry Strong, CTE/Transportation/Maintenance Supervisor	Gather Information, Analyze, Communicate
Anna Locke, Grant Adm./Family Involvement	Gather Information, Analyze, Communicate
Lisa White, Technology Coordinator	Gather Information, Analyze, Communicate
Diana Monroe, Coordinated School Health	Gather Information, Analyze, Communicate
Jerry Collins, Prin./Teacher Maple Grove	Analyze, Communicate
Richard Roberts, School Board Member	Analyze, Communicate
Paula Boone, Administrator Clay County Manor	Analyze, Communicate
Debbie Johnson, Parent	Analyze, Communicate
Stephen Chitwood, Attendance Supervisor	Gather Information, Analyze, Communicate
Laura McLerran, Food Service Supervisor	Gather information, Analyze, Communicate
Carlene Browning, CTE Coordinator	Gather Information, Analyze, Communicate
Joann McLerran, Principal Celina K-8	Analyze, Communicate
Cherry Denton, Principal Hermitage Springs	Analyze, Communicate
John Denton, Principal Clay County High	Analyze, Communicate

**TCSPP TEMPLATE 1.1**

(Continued)

**Evaluation of Our Process for Developing Priorities for Improving Schools**

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 1 Member</b>	<b>Role</b>
Betsy Holtam, Special Education/Federal Prog.	Planning, Review, Surveys, Data
Anna Locke, Family Involvement	Planning, Review, Surveys, Data
Debbie Eads, Supervisor of Instruction PK-12	Planning, Review, Data
Jerry Strong, CTE	Review, Data
Lisa White, Technology	Planning, Review
<b>Component 2 Member</b>	<b>Role</b>
Anna Locke, Parent Involvement	Planning, Organization, Review
Betsy Holtam, Special Education/Federal Prog.	Planning, Organization, Review
Jerry Strong, CTE	Organization, Review
Diana Monroe, Coordinated School Health	Review, Suggestions
Debbie Johnson, PTA/parent Celina K-8	Review, Suggestions
Paula Boone, Administrator Clay County Manor	Review, Suggestions
Annette Davis, Teacher Assistant Hermitage Springs School	Review, Suggestions
Mattie Monroe, Student Clay Co. High School	Review, Suggestions
<b>Component 3 Member</b>	<b>Role</b>
Debbie Eads, Supervisor of Instruction PK-12	Planning, Organization, Analysis
Betsy Holtam, Special Education/Federal Prog.	Planning, Organization, Analysis
Lisa White, Technology Coordinator	Organization, Analysis
Carlene Browning, CTE Coordinator	Analysis
Jayne Donaldson, Guidance CCHS	Analysis
Richard Boswell, Data Analysis	Analysis

**TCSPP TEMPLATE 1.1**

(Continued)

**Evaluation of Our Process for Developing Priorities for Improving Schools**

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 4 Member</b>	<b>Role</b>
Debbie Eads, Supervisor of Instruction PK-12	Planning, Organization, Analysis
Anna Locke, Family Involvement	Planning, Organization, Analysis
Jerry Strong, CTE Director	Planning, Organization, Analysis
Betsy Holtam, Special Education/Federal Prog.	Planning, Organization, Analysis
Brooke Burchett, Guidance Celina K-8	Analysis, Review
John Denton, Principal Clay County High	Analysis, Review
<b>Component 5 Member</b>	<b>Role</b>
Betsy Holtam, Special Education/Federal Prog.	Planning, Organization, Compile Data
Debbie Eads, Supervisor of Instruction PK-12	Planning, Organization, Compile Data
Jerry Strong, CTE	Planning, Organization
Anna Locke, Family Involvement	Planning, Organization
Joann McLerran, Principal Celina K-8	Review
Leslie Smith, Guidance Hermitage Springs	Review
<b>Component 6 Member</b>	<b>Role</b>
Betsy Holtam, Special Education/Federal Prog.	Analysis, Evaluate
Debbie Eads, Supervisor of Instruction PK-12	Analysis, Evaluate
Anna Locke, Family Involvement	Analysis, Evaluate
Jerry Strong, CTE	Analysis, Evaluate
Cherry Denton, Principal Hermitage Springs	Analysis

## CSPP 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?

Clay County Schools used data collected from the U.S. Census to report the demographics for Clay County including the breakdown of the area's diverse population, work force, economic impact, and areas of growth. These areas of data helped bring about a better understanding of the demographics that impact the parents and guardians of Clay County's students. In addition, this data helped the committee members have a better understanding of the community characteristics that have an impact on the day-to-day lives of our families.

System and school report card data was examined to better acquaint the team with the quantitative data available. The Central Office Administrators used information from the aforementioned items in compiling the quantitative and qualitative data for the school system.

Qualitative information derived from school-community surveys helped in writing system goals. These surveys helped provide perceptions of our school system as seen by the community.

The Director of Schools provided financial data that help prioritize the goals and action steps in terms of available funding for the different areas of the plan.

#### **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?

Perceptual data gathered by our collaborative team helped to facilitate the TCSPP process and helped the team to formulate our goals and action steps. The data gathered will be used to evaluate the perception of our system. This information will ensure that the system's mission, vision, and beliefs are centered on the needs of the community, parents, and students.

Perceived areas of strength and areas of need will form the basis of discussion in collaboration with the Administrative Team, the Board of Education, and the Parent Advisory Council. These discussions will provide the basis for revisions that are deemed needed through the collaborative effort of the team.

<p><b>Collection of Student Performance Data - Narrative Response Required</b></p>
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What types of student performance data are included in your profile?

Our profile includes TCAP, Gateway, End of Course, Writing Assessment, ACT, Academic Achievement/Value Added, Career Technical Report Card, Perkins Plan, Perkins Budget, and demographic and sub-group information. Also considered are graduation rates, dropout rates, promotion rates, suspensions/expulsions, and other attendance information. This information is considered as an entire school system as well as at the school level and in each sub-group.

## TCSPP TEMPLATE 1.1

(Continued)

### Evaluation of Our Process for Developing Priorities for Improving Schools

<p><b>Use of School Processes Data - Narrative Response Required</b></p>
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How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

The Director of Schools and Central Office Supervisors have an open door policy to school administrators, teachers, parents, students, and community members. Phone calls, emails, or office visits are met with a willingness to give assistance when needed. The Director of Schools and Supervisors are physically present in the school buildings at various times throughout any given week. Clay County is relatively small thus making it possible for all school personnel and community stakeholders to have many opportunities to communicate either formally or informally on a routine basis.

A representative from the Central Office is assigned to each section of students including grades Pre-K–3, grades 4-8, grades 9-12, Career Technical Students, Title I Students, and Special Education Students. This staff member is responsible for providing guidance and supplying information to teachers of available resources to improve their instructional skills. This provides someone in addition to the building level administrator to offer support and provide needed resources for all students. If a specific problem or need arises, this close relationship allows the problem or need to be dealt with in a timely manner. Resources are made available to schools when a need is determined.

**Delivery of Services - Narrative Response Required**

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

The actual collection of data regarding our school and community needs has helped us become more aware of the need for better communication among all school and community partners. It is now apparent to all stakeholders that any barriers to learning need to be addressed in a timely and cost efficient manner. Our team is putting forth a collaborative effort to insure communication between programs to prevent duplication of expenses. We have found that when Career-Technical, Special Education, and Federal Programs use a collaborative approach to planning, a more effective use of funds can be developed because in our smaller system students are often served in more than one of these sub-groups.

**Evaluation of the Collaborative Process- Narrative Response Required**

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

The first strength for our system was that members of all stakeholder groups were involved in compiling the information to improve our system of work that would promote a positive climate among our schools and our leadership staff. Secondly, a better understanding of the need for all departments to participate responsibly was evidenced as we worked collaboratively through the TCSSP process.

The main concern about the process was time constraints. Central Office personnel, school administrators, teachers, community and parental stakeholders have trouble finding time in their schedules to meet to effectively work through and carry the TCSSP process forward. However, once these time constraints were worked out, the process proved very valuable.

## **COMPONENT 2**

### **BELIEFS, MISSION, AND SHARED VISION**

## TCSPP TEMPLATE 2.1

### BELIEFS, MISSION, and SHARED VISION

***BELIEFS:***

The Clay County School System believes:

- Children are Clay County’s most important resource.
- Academic success requires communication between home, school, and community to ensure that all parties are working as a team toward the same goal.
- Provisions must be made to provide rigorous, daily instruction in all areas of the curriculum and for all students that is grounded in scientifically based research.
- Student achievement is enhanced when decisions are made through the use of data driven processes that reflect best practices.
- Schools should provide risk-free learning environments that focus on the “whole child” while respecting the uniqueness of each individual thus affirming that all children can learn.
- All students should have obtainable expectations for themselves and be challenged to reach their fullest potential accepting responsibility for his/her own actions.

***MISSION STATEMENT:***

The mission of Clay County Schools is to provide a positive learning environment in which students develop to their fullest potential, achieve success, and are prepared to meet the challenges of an ever-changing world.

***SHARED VISION STATEMENT:***

The Clay County School System envisions that each student, regardless of their learning style, after having received data driven instruction, will be fully prepared to become productive citizens in a global society with a desire to excel and a realization of personal responsibility.

## **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:

K-8:

1. The writing assessment for grades 5 and 8 received a grade of A.
2. TVASS Gain by year by Grade was above the state average in the following grades:  
Reading/Language Arts: 4,7,8 Math: 6,7,8. Social Studies: 4,7

9-12:

1. TVASS data revealed that observed scores on English I and English II End of Course were above the predicted scores.
2. ACT scores in all areas improved in 2009.

AYP was met in all areas at the school and system level.

Needs:

K-8:

1. TVASS Gain by Year by Grade was below the state average in the following grades:  
Reading/LA: 4,6 Math: 4,5 Science: 4,5,6,7 Social Studies: 5,6
2. The percent of students scoring proficient and advanced in math was below the state.
3. Academic achievement in grades 3-8 was below the state average in all areas.

9-12

1. TVASS data revealed that observed scores on the Algebra I End of Course test were below the predicted scores.
2. The eleventh grade writing assessment scores were below the state average.
3. CTE students failed to reach the negotiated performance level in 1S1 academic attainment, 2S1 completion, and 1S2 skill proficiencies.

What evidence/sources support your response?

Clay County Report Card 2009

Perkins Report Card 2009

TCAP Achievement Performance Level Reports

TCAP Achievement Performance Index Reports

TCAP Achievement Reporting Category % Proficient

TCAP Achievement Reporting Category Performance Index Ratios Chart

TVASS Reports

Writing Assessment Reports

Gateway and End of Course Reports

AYP Report

Vocational MIS Report

Special Education Federal Tables

### **Evaluation of Disaggregated Data - Narrative Response Required**

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

Strengths:

K-8:

1. Economically Disadvantaged students scored above the state average for % proficient and advanced in math and reading.
2. Students with disabilities % below proficient declined from 36% to 28% in reading/language plus writing.

AYP was met in all subgroups, in all subjects, at all grade levels at the school and district level.

Needs:

K-8:

1. All students, White, Hispanic, and Students with Disabilities scored below the state average for percent proficient and advanced in math.
2. White and Students with Disabilities scored below the state average for percent proficient and advanced in reading/language plus writing.

9-12:

1. All students, White, Economically Disadvantaged, and Students with Disabilities scored below the state average for percent proficient and advanced in math and reading/language plus writing.

2. Students with disabilities had a higher % to score not proficient in math and reading/language plus writing than non disabled students.

What evidence/sources support your response?

Clay County Report Card for 2009  
TCAP Achievement Disaggregation Summary Reports  
AYP Report  
Gateway Demographic Summary Report

\*The Clay County School System does not have any other race/ethnicity/LEP groups to disaggregate except white, Hispanic, African American, Economically Disadvantaged, Students with Disabilities, male and female.

### 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?

Strengths:

1. As a system we are on Good Standing status.
2. Our attendance rate of 97.6 % for grades K-8 is above the state goal of 93%.
3. The drop-out rate has dropped from 5.4 % to 0.9 %, with the state goal being 10.0 %
4. The per pupil expenditure of \$8,884 exceeds the state average of \$8518.
5. The Graduation Rate of 97.7 % exceeds the state goal of 90%.

Needs:

1. An increase of parental and community involvement is needed in the schools.

What evidence/sources support your response?

- Clay County Schools Report Card 2009
- System Profile
- School/Parent Surveys
- School Improvement Plans
- Needs Assessments
- Advisory Council Meetings
- Parent/Teacher Conferences
- Discipline Referral Records

### 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?

Strengths:

1. School improvement plans are in place at each school to address their specific student needs.
2. Funding is adequate to meet the individual needs of students through coordination with Federal Programs and Special Education.
3. Technology is in place to help students to reinforce learning in the classroom.
4. The administrative staff is focused on improving outcomes for students through frequent contacts with teachers at the school level.
5. The Clay County Board of Education supports the administrative staff by providing guidance when needed.

Needs:

1. Intervention opportunities should be provided for students identified as at-risk in the primary grades.
2. Professional development opportunities for teachers should be provided in the use of research-based curriculum and strategies for instructional improvement.
3. Staff development activities should address identified needs at each school.
4. Academic assistance should be provided to CTE students to improve program completion rates and graduation rates.
5. Family and community involvement activities should be increased at each school.

What evidence/sources support your response?

- Clay County Report Card 2009
- Perkins Report Card 2009
- Needs Assessment
- Staff and Parent Surveys
- Annual Budgets

**Evaluation of the Prioritized Goals - Narrative Response Required**

What are your data driven prioritized goals?

1. Students in all subgroups will make AYP in the area of math by meeting the new target of 40% proficient and advanced in grades 3-8 and 9-12 Algebra I EOC, by the end of the 2010-2011 school year.
2. Students in all subgroups will make AYP in the area of reading/language arts plus writing by meeting the target of 49% proficient and advanced in grades 3-8 and grades 9-12 in English II EOC and 11<sup>th</sup> grade writing, by the end of the 2010-2011 school year.
3. ACT scores, composite and subject subtests, will exceed the state average by the end of the 2010-2011 school year.
4. CTE students will meet the agreed upon performance levels for academic attainment, completion, and skill proficiencies by the end of the 2010-2011 school year.
5. Schools will become more family friendly with increased parent engagement activities in the schools by the end of the 2010-2011 school year.

## **COMPONENT 4**

### **CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS**

## TCSPP TEMPLATE 4.1a CURRICULAR PRACTICES

<b>Current Curricular Practices</b>	<u>Data Analysis</u>	<u>Staff Development</u>	<u>Implementation of new state standards</u>	<u>Reading Mastery</u>	<u>Orchard Software</u>	<u>Corrective Reading</u>	<u>Plato Learning</u>
Evidence of Practice	Results on file in the Central Office	Topics on file in the central office	Use reviewed & documented by staff	Use reviewed & documented by staff	Use reviewed & documented by staff	Use reviewed & documented by staff	Use reviewed & documented by staff
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP Summaries, other test results	Teacher Evaluations	TCAP scores, Teacher lesson plans	Student grades, TCAP scores	Student grades, TCAP scores	Student reading levels	Gateway scores, Report Card
Evidence of effectiveness or ineffectiveness	Met AYP in all sub-groups	Met AYP in all sub-groups	Met AYP in all sub-groups	Improved grades, TCAP scores of participants	Met AYP in all sub-groups	Student reading levels improved for participants	Improvement in % proficient on Gateways
Evidence of equitable system support for this practice	All schools have used Data analysis	All schools participate	use is checked at each school	Celina K-8 serves most students	Used in all schools	Used with students with disabilities	Used in all 9-12 schools
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

## 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?)

We are currently using the following practices by the central office staff to provide assistance to schools:

1. Staff development opportunities
2. Teacher evaluations
3. Frequent school visits to offer assistance
4. Needs assessments
5. Sharing of information received at state and area meetings
6. Curriculum mapping opportunities provided to teachers during summer

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

This use could be improved by :

1. More time spent in the individual schools mentoring teachers
2. Implementation of new teaching strategies to address the individual needs of students
3. Organizing grade level teams at all schools

#### **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?)

Money is now used in the following ways:

1. Federal Program money (Title IA, Title VI) is used to implement new programs based on identified needs through a Response to Intervention program. Dibels assessment is used to identify at risk students in need of interventions in order to make adequate progress. Thinklink assessments are used to identify student weaknesses and to allow teachers to adjust their instruction to meet individual needs.

2. BEP money is used to purchase text and supplemental materials for all students.
4. Carl Perkins funds are used to meet the needs of students in the Career-Technical program through the use of the PLATO program for Gateway remediation and credit recovery in order to improve graduation rates.
5. IDEA-B funds are used to meet the individual needs of students with disabilities. The Corrective Reading program is used to improve reading levels of students with disabilities.

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

We should be using all available funds to best meet the individual needs of all our students based on identified deficiencies.

**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?)

Central office administrators are responsible for providing assistance to teachers as needed to ensure appropriate curriculum is being used in the classroom and to see that the new standards are being followed. All teachers are assigned to an administrator and the administrator is required to make frequent visits to each classroom to evaluate the things being taught. Supplementary materials are provided when needed or requested.

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

We should require all central office administrators to participate in professional development which will keep them up to date in the latest research based curriculum practices so that they can provide assistance to teachers in this area.

**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?)

We are using technology through our computer labs to provide opportunities for all students to improve basic skills in reading and math. These labs are provided through school wide Title I programs.

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

Although the school wide programs are good, resources should be available for at risk students to get more intensive interventions than can be offered in the computer labs. A Response to Intervention program that has been in operation will be expanded to include more grade levels and more research based programs to help students at-risk in reading and math.

**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?

All schools are visited on a regular schedule by central office staff. Teachers are given the opportunity to request any supplemental materials needed to enhance the curriculum they present to their students.

**Curriculum Reflective Questions - Narrative Response Required**

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

All available funds are used to meet the needs of students [BEP, Federal(Title IA, Title IIA, Title IID, Title VI), IDEA-B, Carl Perkins] as we are allowed to use them. We plan to commit more funds in the future to provide interventions for students experiencing difficulties in reading and math in the middle school grades.

### **Curriculum Reflective Questions - Narrative Response Required**

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

We would like to see more emphasis placed on students who could achieve the advanced level as well as those scoring not proficient. We are scoring below the state average in percent in the advanced category. We feel that grouping students so that the above average students can be challenged to a higher level would improve our value added scores.

## **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?

We are documenting use of the new state standards by all teachers. Special Education students have IEP's that use the standards as goals. We have conducted curriculum mapping sessions for teachers to plan when and how they will teach each skill tested in TCAP. Clay County is currently in good standing and has met AYP at all schools and on the system level in all sub-groups.

### **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.

Results from our data analysis suggest that we need to improve reading/language arts scores for the sub-groups Students with Disabilities, African American, Hispanic and White. Math scores need to improve for the sub-groups White, Hispanic and African American. Eleventh grade writing assessment scores are in need of improvement as well as ACT scores.

### **Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

We will implement the use of research based intervention programs with students who are experiencing difficulties in reading and math at the K-8 level. We will also improve professional development opportunities available to teachers. Writing skills will be emphasized at the secondary level in all content areas and career-technical classes. A more rigorous academic program will be implemented at the secondary level through the High Schools that Work program.

## TCSPP TEMPLATE 4.2a

### INSTRUCTIONAL PRACTICES

<b>Current Instructional Practices</b>	<u>Curriculum Mapping</u>	<u>Student Pull-out</u>	<u>Before and After School Tutoring</u>	<u>Technology Integration</u>	<u>Identification of At-Risk students for Interventions</u>	_____ (identify practice)	_____ (identify practice)
Evidence of Practice	Maps on file in Central Office	Special Needs and Federal Programs documentation	Extended Contract Records	Observation and review by Central Office staff	DIBELS reports on file in Central Office		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes		
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes		
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective		
What data source(s) do you have that support your answer? (identify all applicable sources)	Summative assessment data, Thinklink Dibels	Summative Assessment data, Thinklink Dibels	Student daily grades, report cards	Summative assessment data, Thinklink, Dibels	DIBELS reports, student grades		
Evidence of effectiveness or ineffectiveness	AYP met by all sub-groups at all schools	AYP met by all sub-groups at all schools	Retentions decreased	AYP met by all sub-groups at all schools	Fewer referrals to Special Education		
Evidence of equitable system support for this practice	Used in all schools	Used in all schools	Tutoring available in all schools	Technology available in all schools	Interventions Available at all schools		
Next Step (changes or continuations)	Will continue to update with new texts	Will continue with inclusion when indicated	Continue	Continue	Expand interventions to grades 4-8		

## 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?)

We are currently providing staff development for teachers in differentiated instruction and research based instructional practices to better meet the individual needs of our students. We also provide assistance to teachers with students who are not being successful by providing suggestions for interventions. Formative assessments such as DIBELS and Thinklink are used three times per year to adjust instruction and align it to the new state standards. DIBELS is also used in grades K-6 to identify students needing extra interventions in reading.

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

Staff should be more involved in local staff development activities to be sure that the areas addressed are those needed by teachers. More technical assistance should be provided for beginning teachers to make sure they are teaching all of the areas to be tested on the TCAP tests. Administrators should provide more assistance to teachers who have difficulties with classroom management issues.

#### **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?)

Funds from Title IIA are used to supplement our staff development program and improve instructional practices. Research based instructional programs are provided through Title IA, Title VI, IDEA-B, Carl Perkins and BEP funds. These materials are available to all student sub-groups including students with disabilities, economically disadvantaged, ELL, homeless, immigrant, and migrant. Computers and internet access are available in all classrooms.

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

Improved collaboration among Central Office administrators in budgeting for instructional purposes to assure that money is spent efficiently. More money should be used to provide quality staff development opportunities for teachers in use of differentiated instruction techniques to meet the needs of all students in their classrooms.

**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?)

We are currently providing administrative staff to support instructional practices in regular, Special Education, Federal Programs, ELL, and CTE areas. Teacher evaluations are completed on the state schedule to monitor teacher effectiveness. All paraprofessionals are highly qualified and are used to enhance the instructional process when possible. Interventions using research-based programs are provided to students in grades K-6 not meeting identified benchmarks as measured by the DIBELS assessment. These interventions are available in our school wide Title I schools.

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

The administrative staff should provide assistance to new teachers in the area of classroom management to ensure they have adequate training in this area and will become an effective teacher. They should also observe all classrooms to monitor the use of research-based instructional practices and ensure they are teaching the new state standards.

### **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?)

We are using technology through our computer labs to provide opportunities for all students to improve basic skills in reading and math. These labs are provided through school wide Title I programs. We use Extended Contract to provide before and after school tutoring at all schools. We have three lottery pre-k programs and also contract with Headstart to provide placements for students with disabilities ages 3-5. Each year a transition program is provided for orientation for Headstart families who will have students entering Kindergarten in the fall.

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

Although technology use that reaches all students is good, more emphasis needs to be placed on at-risk students in providing extra intervention time in order to see progress and meet AYP.

## **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 are providing support from the administrative staff to all schools. All schools are provided with staff development based on identified needs. Requests for instructional support are considered as received and with availability of funds.

**Instructional Reflective Questions - Narrative Response Required**

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

We are targeting our funds to meet identified needs at each school. Requests for instructional materials are given top priority in order to improve test scores and outcomes for students. Emphasis on individual student needs is always stressed.

**Instructional Reflective Questions - Narrative Response Required**

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

All students are evaluated to identify strengths and weaknesses. We need to use this data more effectively to prescribe appropriate programs for individual students. We also need to provide more individual interventions for students experiencing difficulties. Staff development in data analysis to identify strengths and weaknesses of our instructional program should be provided.

**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 are using programs and text books that meet individual needs of students. We are using the new state standards to guide our instruction as well as formative assessments (Thinklink and DIBELS). We provide supplemental materials as needed to teachers. The evidence that we are being successful is that we have met AYP in all subgroups, in all grade levels, at all schools and on the District level.

<p><b>Instructional Summary Questions- Narrative Response Required</b></p>
--

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

<p>Based on the data from Component 3, our major challenges are:</p>
--

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Improving math instruction and value added outcomes in grades 3-8.</li> <li>2. Improving reading achievement in grades 3-8 through instructional strategies.</li> <li>3. Improving outcomes in 11<sup>th</sup> grade writing.</li> <li>4. Improving scores on the ACT test.</li> </ol> |
|--|

<p><b>Instructional Summary Questions- Narrative Response Required</b></p>
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<p>How will we address our challenges?</p>
--

<p>We will strengthen our staff development opportunities to include training in differentiated instruction to meet the needs of individual students in the general education classrooms as well as data analysis training for teachers. We will also purchase more scientific research based intervention programs in reading and math for students identified as at-risk in the early elementary grades. At the secondary level emphasis will be placed on reading and writing skills with all teachers expected to include reading and writing as part of their instruction. We want to have more rigorous requirements in our secondary level classes in order to improve ACT scores. We will do this through participation in the High Schools That Work program.</p>
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## TCSPP TEMPLATE 4.3a

### ASSESSMENT PRACTICES

<b>Current Assessment Practices</b>	<u>DIBELS</u>	<u>TCAP 3-8</u>	<u>Gateway</u>	<u>EOC</u>	<u>Writing Assessment</u>	<u>Star Reading</u>	<u>Think Link</u>
Evidence of Practice	DIBELS reports on file in Central Office	Central Office records	Central Office records	Central Office records	Central Office records	Reports on file in Central Office	Reports on file in Central Office
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	DIBELS student records	TCAP reports NCLB reports	Gateway summary reports	EOC summary reports	Writing Assessment reports	Student records	Student records
Evidence of effectiveness or ineffectiveness	Students making improvements	AYP percent proficient	Number of students passing exam	Number who are proficient or advanced	Number who score proficient	Student reading levels improve	Students' weaknesses are identified
Evidence of equitable system support for this practice	Used at all K-8 schools	All students participate	All students participate	All students participate	All students in grades 5, 8 and 11 participate	Used in elementary schools	Used in elementary schools
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

## 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?)

Central Office employees are responsible for supporting all teachers in the area of assessment. They are available to provide practice materials for use to prepare students to become ready for annual assessment as well as formative assessments given during the school year. They are available to explain any reports that are associated with TCAP testing results in order for teachers to gain from the previous year’s assessment. Staff training in proper assessment techniques is conducted annually.

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

Staff members should be receiving more training in data analysis so that they can better explain the test results to teachers. Staff development for teachers in data analysis could also be used to help identify their strengths and weaknesses. Teachers need more information about formative assessments and how to use them to drive their instruction and improve student achievement.

#### **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?)

We use Think Link and DIBELS formative assessments to identify student strengths and weaknesses and to identify students in need of interventions. We provide test preparation materials to schools to use to improve scores on summative assessments.

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

We need to look at how we are using formative assessments and make sure we are using them effectively and to drive our instruction in the classroom. We also want to use progress monitoring assessment to evaluate the effectiveness of our interventions with at-risk students.

**TCSPP 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?)

Administrative personnel are used to provide technical assistance to teachers in the provision of data analysis and the interpretation of the test scores for their students.

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

Personnel should promote the concept that data should support all decisions made concerning instruction. We should have someone responsible for providing teachers with an explanation of the results of their formative assessments given three times per year and assisting them with plans to align their instruction with the results of these assessments.

**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?)

We use technology to support the Think Link assessment in our computer labs. We use our parent newsletters to inform parents about assessments and when they will be given.

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

We should use any resources available to better inform parents about assessments and the importance they play in their students’ future. Parents should be aware of high stakes testing situations and be encouraged to provide the support needed by their children.

## 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 are currently assessing grades 3-8 with TCAP tests. We also use the mandated Gateway, EOC, and Writing Assessment in the required grades. We use the results of these tests to provide feedback to students as well as teachers and administrators about how we are performing as a school system. We use several formative assessments including DIBELS and Thinklink which are used as benchmark assessments given three times per year. We also use DIBELS to progress monitor students in grades K-6 who are in interventions.

#### **Assessment Reflective Questions - Narrative Response Required**

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

We are using Title I and Title VI funds to provide schools with needed materials to improve results on required assessments as well as the use of Think Link and DIBELS assessments to determine how students are progressing and to drive our instructional program .Star reading is used to determine reading levels to assign accelerated reading books appropriately. CTE students and Students with Disabilities will use the KUDER vocational assessment to explore career opportunities when making career choices. The ACT, Explore and Plan will be used to determine readiness for post secondary experiences.

#### **Assessment Reflective Questions - Narrative Response Required**

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

All sub-groups at all schools met AYP in 2009. Our system has begun a Response to Intervention program in grades K-3 and plan to expand it to grades 4-6 in the coming school year. This program is used to identify at risk students and place them in appropriate research based intervention to meet their individual needs. Students who do not make adequate progress while in these interventions for a period of time are referred through the support team for evaluation for Special Education. We are finding that many students have their needs met through these interventions and become proficient learners.

## 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?

We have a strong assessment program consisting of mandated and non-mandated testing. We use formative assessments to identify weaknesses during the school year. Assessment results are used to evaluate our strengths and weaknesses as a system. Results found on the system report card validate this. We met AYP in all areas and for all subgroups at the school and system level.

#### **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.

The major challenges based on component 3 are: 1. Making sure all teachers are using the new state standards to insure that all items tested on TCAP have been covered during the year; 2. Identification of at-risk students in reading and math in order to provide interventions that will improve outcomes on assessments; 3. Adequately prepare students on the secondary level to be successful on the writing assessment and ACT tests.

#### **Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

We will provide staff development opportunities for teachers on the use of the new state standards as they relate to assessment and the TCAP test. We will use a series of formative assessments to drive our instructional program as well as to identify at-risk students in grades K-6 in order to provide interventions to these students to prevent them from falling farther behind. A “writing in the content area” program will be implemented at the secondary level to improve scores on the writing assessment in the 11<sup>th</sup> grade. High school teachers will be expected to increase their expectations for their students in order to improve scores on the ACT test.

## TCSPP TEMPLATE 4.4a

### ORGANIZATIONAL PRACTICES

<b>Current Organizational Practices</b>	<u>90 Minute reading Block</u>	<u>Technology Use for Better Connection</u>	<u>Before and After School Tutoring</u>	<u>Seven Period Scheduling in 9-12</u>	<u>Beliefs and Mission Identified</u>	<u>Professional Development for School Leaders</u>	<u>Credit Recovery Program</u>
Evidence of Practice	Schedules on file in Central Office	All staff are connected by email	Extended Contract records	Schedules on file in Central Office	Identified in System-wide Plan	Administrators attend TASL Academies and other PD	Plan on file in Central Office
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	DIBELS results, TCAP scores, student reading levels	Staff survey	Student grades, TCAP and Gateway scores	Report Card Gateway Test ACT scores	Needs assessment and surveys	System Report Card	Graduation Rate, Dropout Rate
Evidence of effectiveness or ineffectiveness	Schools met AYP	Teachers receive more timely information	Fewer retentions, improved grades	Improved results on State Report Card	Results of survey	Met AYP at all schools	Met Graduation rate
Evidence of equitable system support for this practice	Fiscal spending records	Used with all staff	Available in all schools	School Board approval	Approved by parents and community	Fiscal spending records	Approved by School Board
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

## 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?)

We provide Central Office staff to conduct teacher evaluations to determine their effectiveness. We plan staff development to improve teacher knowledge of instructional strategies. Staff members are used to identify strengths and weaknesses in the organization at the school level.

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

We need to evaluate the time that is spent by each member of the staff in individual schools to see if it can be organized in a manner to avoid overlaps and be more efficient to better serve each school.

#### **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?)

We currently provide funds for all teachers to have a computer that is connected to the internet for email communication as well as for access to the internet. We also provide release time and pay expenses for administrators to attend conferences to improve their effectiveness and keep up with changes in education.

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

We should provide more quality staff development for all teachers and administrators to enhance student learning. We should provide money for each school to develop a web site so that parents can be better connected to the schools.

**TCSPP 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 our technology coordinator to provide assistance with any technology needs that arise in the schools. Our Family Resource Director is available as a liaison for parents to improve parental involvement.

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

We should use our local personnel who have attended state meetings or professional development opportunities to come back and present the information locally in faculty meetings.

**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 use our Family Resource Center to offer parent training opportunities for parents. The Center is also available for parents to check out materials concerning parenting issues when needed.

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

We should try to encourage more parents to become involved in the decision making concerning their students’ education through parent councils and teaming with teachers.

## TCSPP 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.

<b>Organizational Reflective Questions - Narrative Response Required</b>
--

Are we providing equity and adequacy to all our schools?
--

All schools are provided with assistance from the administrative staff in making organizational decisions. Professional development opportunities are available to all teachers and on an individual basis as requested. Personnel are provided to all schools based on enrollment.
---

<b>Organizational Reflective Questions - Narrative Response Required</b>
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Are we targeting funds and resources effectively to meet the needs of our schools?
--

All funds are targeted to meet the identified needs of each school determined through consideration of performance on state mandated tests. Resources are available at all schools to enhance individual student learning for all students.
---

<b>Organizational Reflective Questions - Narrative Response Required</b>
--

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

All students in all sub-groups met AYP on the school and system level in 2009. Students with disabilities are scoring below the state average in reading and math and will need to improve to meet AYP in the future. Our graduation rates are at the 90% goal.
---

## 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?

We have strong system beliefs, mission and a shared vision statement that define our system's educational purpose and direction. We use our school improvement plans to effectively improve time-on-task outcomes for all students through before and after school tutoring and credit recovery programs for all students. We provide continuous professional development for all staff and administrators. Principals are encouraged to provide new teachers with building mentors for support. System administrators mentor new teachers to provide help in areas of professional development. Our school leaders are provided with monthly meetings to provide a continuous flow of professional development that leads to an organized effort to be proactive in addressing issues that otherwise impede teaching and student learning. Technology is used as a means of communication through email for all staff. A central system internet site is available to keep parents and all stake holders knowledgeable of programs, practices, and system-wide policy regarding school organizational practices. The school system supports a diverse learning community by acknowledging the adherence to special education and NCLB laws. Non-discriminatory programs and practices are used to assist all students in the attainment of academic and CTE skills.

#### **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: 1. Providing a stronger staff development program that will enhance student learning through new instructional techniques to address individual student needs, 2. Involving all stakeholders in decision making at the school level and 3. Using data analysis to plan for improvements in our schools.

**Organizational Summary Questions- Narrative Response Required**

How will we address our challenges?

All professional development activities will be targeted to improve outcomes for all students. These trainings will be based on a needs assessment completed by all staff. Student data will be used to evaluate the effectiveness of the staff development. We will develop school wide planning teams at all schools to provide input from all staff and parent representatives in decision making at the school level. All teachers will receive training in data analysis in order to understand the summary reports explaining the results of state mandated assessment. They will use this information to plan for the coming year's instruction to improve outcomes for their students.

## **COMPONENT 5**

### **COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT**

# TCSPP Compliance Matrix 5.1

## TCSPP TEMPLATE 5.1

### GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: 1/24/2011

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

**Goal** To increase the percent of students scoring proficient and advanced on the TCAP math subtest in grades 3-8 and on the Algebra I EOC exam in grades 9-12 to reach the AYP benchmark by the end of the 2010-2011 school year.

**Which need(s) does this Goal address?** Math scores, NCLB Benchmark, IDEA requirement

**How is this Goal linked to the system’s Five-Year Plan?** Improved student performance

**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
<b>Action Step 1</b>	Implement research based intervention math programs in grades K-12 to meet individual student needs. <u>PD:</u> Provide training in differentiated instruction methods. <u>Tech:</u> Use software in classrooms for remediation.	Daily, August 2010 to May 2011	Debbie Eads, Supr. Of Instr. and Lisa White, Tech. Coord.	Math Intervention Programs  PD opportunities	\$2000-\$3000— Title I, Title VI  \$500-\$1000— Title IIA \$500-\$1000— General Purpose	Thinklink Testing, Work samples, report cards, number of referrals to support teams	At least 10% Improvement in the number of students making AYP in math
<b>Action Step 2</b>	Lower the pupil/teacher ratio in grades 3-8.	August 2010	Debbie Eads, Supr. Of Inst.	One teacher at Celina K-8	\$45,000—Title IIA	Formative assessments, Work samples	Increased student achievement in math
<b>Action Step 3</b>	Provide a before and after school tutoring program for grades K-8 and 9-12. <u>Tech:</u> Use computer programs for remediation. <u>Com:</u> Provide information to public on web site and in newsletters. <u>Parent:</u> Discuss availability of program with parents of students having difficulties.	Daily, Oct. 2010 to May 2011	Extended Contract Coordinator	Approximately 12 teachers for 70-133 hours each	\$18,000-20,000— Extended Contract Funds	Thinklink, work samples, number of referrals to support teams	At least a 10% improvement in the number of students making AYP

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Action Step 4	Provide Math intervention programs for students with disabilities and CTE students. <u>Tech:</u> Provide computers for use by the students to use to access A+ Learning System and Plato.	Daily, Aug. 2010—May 2011	Betsy Holtam, SPED Dir., Jerry Strong CTE Dir.	Approximately 30 computers, PLATO and Orchard software	NA, currently available to SE and CTE students	Number Special Education and CTE students making AYP in Math	At least a 10% improvement in the number if SE and CTE students making AYP in math
Action Step 5	Employ a part-time math coach to assist math teachers in grades 5-8 with the implementation of the new math standards. <u>Tech:</u> Use interactive whiteboards to engage students in the learning process.	Jan., 2011- May 2011	Debbie Eads, Supr. Of Inst.	Part-time math specialist	\$10,000—GP	Thinklink , DIBELS math, work samples	Increased student achievement in math
Action Step 6	Conduct a curriculum workshop in math to develop pacing guides to ensure that all TN curriculum standards are addressed in the appropriate grade levels.	June, 2011	Debbie Eads, Supr. Of Inst.	Approximately 15 teachers for 3-5 days	\$10,000- First to the Top funding	Formative assessments, work samples	Increased student achievement in math

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

## TCSPP Compliance Matrix 5.1

### TCSPP TEMPLATE 5.1

#### GOAL 2 – Action Plan Development

**Template 5.1 – (Rubric Indicator 5.1)** Revised DATE: 1/24/2011

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

**Goal** To increase the percent of students scoring proficient and advanced in reading/language arts in grades 3-8 and reading/language arts plus writing in grades 9-12 to reach the AYP benchmark by the end of the 2010-2011 school year.

**Which need(s) does this Goal address?** Reading/language arts and writing scores, NCLB Benchmark, IDEA requirement

**How is this Goal linked to the system’s Five-Year Plan?** Improved student performance

#### 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
<b>Action Step 1</b>	Implement Response to Intervention program using research based interventions in reading for identified at risk students in grades K-6 to meet individual student needs. <u>Tech:</u> Use software in classrooms for remediation. <u>Parent:</u> Provide parents with information of how these interventions can improve outcomes for students.	Daily, August 2010-May 2011	Betsy Holtam, Federal Programs Director	Reading Intervention Programs  System-wide Reading Coach	\$8000—Title I and Title VI  \$8000— Title I ARRA  \$40,000— Title I ARRA	DIBELS, work samples	Improved academic achievement in reading, more students making AYP in reading
<b>Action Step 2</b>	Lower the pupil/teacher ratio in grades 3-8.	August 2010	Debbie Eads Supr. Of Inst	One teacher at Celina K-8.	\$45,000—Title IIA	Formative assessments, work samples	Increased student achievement in reading
<b>Action Step 3</b>	Provide reading intervention programs for students with disabilities and CTE students to improve reading levels. <u>Tech:</u> Provide computers to access the A+ and PLATO programs.	Daily, August 2010- May 2011	Betsy Holtam, SPED Dir., Jerry Strong CTE Dir.	Approximately 30 computers, PLATO And A+ Learning System	NA, currently available to SE and CTE students	Number of SPED and CTE students making AYP in reading / language arts plus writing	At least a 10% improvement in the number of SPED and CTE students making AYP in reading/ language plus writing

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Action Step 4	Provide before and after school tutoring program for grades K-12. <u>Tech:</u> Use computer programs for remediation. <u>Com:</u> Provide information to public about program on web site and in newsletters.	Daily, Oct. 2010—May 2011	Extended Contract Coordinator	Approximately 12 teachers for 70-133 hours each	\$18,000-\$20,000—Extended Contract Funds	Formative assessments, Work samples, number of referrals to support teams	At least a 10% increase in the number of students making AYP in reading/language arts plus writing.
Action Step 5	Provide a Reading class in Grade 9 for students not meeting AYP in reading/language arts in grade 8.	Daily, August 2011-May 2012	Debbie Eads, Supr. Of Inst.	Reading Specialist	NA, currently employed	Formative assessments, work samples	Increases student achievement in reading/language arts in grades 9-12

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

## TCSPP Compliance Matrix 5.1

### TCSPP TEMPLATE 5.1

#### GOAL 3 – Action Plan Development

<b>Template 5.1 – (Rubric Indicator 5.1)</b>		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	To improve the school system’s ACT scores by meeting the state average by the end of the 2010-2011 school year.						
Which need(s) does this Goal address?	ACT scores are below the state average.						
How is this Goal linked to the system’s Five-Year Plan?	Improved student performance.						
<b>ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)</b>		<b>IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)</b>					
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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		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 1	Participate in the High Schools That Work program. <u>Com:</u> Inform parents about the HSTW goals and the increase in the rigor of the curriculum. <u>PD:</u> Provide training to teachers in the concept of HSTW.	June 2010— May 2011	Debbie Eads Supr. of Inst. Jerry Strong CTE Dir.	Funds for teachers to attend HSTW conference and participate in the HSTW Program	\$8000—HSTW Grant  \$5500—Perkins IV Reserve and Incentive Grants	Scores on ACT test	ACT scores improve
Action Step 2	Conduct an ACT Prep class for students in grades 11 and 12. <u>PD:</u> Train teachers in test prep techniques. <u>Tech:</u> Use ACT prep software with students.	Aug. 2010— May 2011	Debbie Eads Supervisor of Instruction	Software for ACT Prep	NA, currently available	Scores on ACT test	Improved ACT scores of participants
Action Step 3	Provide opportunities for teachers to become highly qualified in math and science. <u>PD:</u> Pay for teachers to take course work to become highly qualified in math and science. <u>Com:</u> Inform all teachers of the opportunity available to improve highly qualified status.	As needed during the 2010-2011 School year	Debbie Eads Supervisor of Instruction	Funds for tuition for course work	\$15,000—Title IIA	Track the number of Math and Science teachers available in the county	All teachers in math and Science will be highly qualified

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

Action Step 4	Participate in the Tennessee Scholars program. <u>Com:</u> Inform students and parents of the scholarship opportunities for students earning TN Scholar status.	Aug. 20010-May 2011	Debbie Eads Supervisor of Instruction	NA	NA	Track the number of students scoring above the cutoff for the TN Scholars program	Improved ACT scores
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Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

## TCSPP Compliance Matrix 5.1

### TCSPP TEMPLATE 5.1

#### GOAL 4 – 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.)

<b>Goal</b>	To meet the Perkins IV performance level for Academic Attainment Math 1S2, Academic Attainment Reading & Language Arts 2S1, Technical Skills Attainment, 3S1 Secondary School Completion, 4S1 Graduation Rate, 5S1 Secondary Placement, 6S1 Non-Traditional Participation, and 6S2 Non-Traditional Completion Rate.
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<b>Which need(s) does this Goal address?</b>	To achieve or maintain the agreed upon levels of performance on the Perkins IV Core Indicators
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<b>How is this Goal linked to the system’s Five-Year Plan?</b>	Improved academic performance for all students
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**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
<b>Action Step 1</b>	Provide remediation for CTE students who have not passed the standardized tests. <u>PD:</u> Train teachers and counselors to interpret and use classroom data. <u>Tech:</u> Use PLATO and other software to improve academic achievement. Daily, during the 2010-2011 school year	Debbie Eads, Supr. of Inst. Carlene Browning CTE Dir.	PLATO, and other academic software  Staff time	No funds required	Analyze standardized test results  Evaluate 11 <sup>th</sup> grade writing assessment results  Check Perkins IV Report Card results	Improved standardized test results  Improved 3S1 Secondary School Completion rate  Maintain 4S1 Graduation rate
<b>Action Step 2</b>	Provide credit recovery program during the summer and online for CTE students who need credits to graduate on time. <u>Tech:</u> Use PLATO and other online sites for credit recovery. June 2010 and daily during the 2010-2011 school year	Debbie Eads Supr. of Inst.  Extended Contract Coordinator	One teacher for 133 hours	\$2800-- Extended Contract funds	Check student performance periodically  Analyze data on CTE students in danger of not graduating due to lack of credits	Improved 3S1 Secondary School Completion rate  Lower drop-out rate

**Yes, addressed = +**

**No, not addressed = X**

**Not Applicable to the program area = NA**

### TCSPP Compliance Matrix 5.1

Action Step 3	Provide before and after school tutoring and a mentoring program during school to help CTE students in both general and special populations to be able to enroll in more rigorous classes.	Daily, during the 2010-2011 school year	Debbie Eads Supr. of Inst.  Extended Contract	Three teachers for 70 hours each  Staff time	\$3200—Extended Contract funds  No funds required	Review standardized test data  Analyze 9-week grade s	Improved standardized test scores for all students  Improved ACT scores
Action Step 4	Improve existing CTE programs through improved technology and equipment, teacher professional development, teacher assessments, and CTSO participation. <u>PD:</u> CTE Summer Conference, HSTW Conference	Summer 2010 and during the 2010-2011 school year	Carlene Browning, CTE Director	Instructional Equipment Contracts for CTE Instructors In-service, Professional Dev. CTSO	\$12,287.50 Perkins IV \$69,000 BEP \$2000.00 Perkins IV \$5000.00 Perkins IV	Track CTE performance data on Perkins IV Report Card  Review competency attainment report	Improved student performance on all Perkins IV Indicators
Action Step 5	Use 8 <sup>th</sup> EXPLORE and 10 <sup>th</sup> PLAN to identify CTE students needing extra help with academic courses.	Jan.-May 2011  2010-2011 school year	Carlene Browning CTE Director	Staff time	No funds needed	Review academic of CTE students  Analyze standardized test data	Improved academic performance  Decreased drop-out rate
Action Step 6	Provide career counseling in junior high and high school to help students and parents understand programs of study and how they link to future education and training opportunities. <u>PD:</u> CTE Summer Conference <u>Tech:</u> KUDER and TCIDS	Daily during 8 <sup>th</sup> grade Career Class 2010-2011 school year	Carlene Browning, CTE Director  Debbie Eads Supervisor of Instruction	Staff time	No funds needed	Check for CTE enrollment gains  Analyze Perkins IV Core Indicator results	Improved Perkins IV 3S1 Secondary School Completion rate  Decrease in dropout rate  Improved 6S1 and 6S2 Perkins IV Core Indicators
Action Step 7	Use KUDER and TCIDS to help explore educational and career opportunities available and to expose students to non-traditional career opportunities. <u>PD:</u> KUDER and TCIDS training <u>Tech:</u> Use of KUDER and TCIDS by CTE students	Daily, during Advisor-Advisee and in selected classes 2010-2011	Carlene Browning, CTE Director	Staff time	No funds needed	Check for CTE enrollment gains  Analyze 6S1 Non-traditional Participation rate  Analyze 6S2 Non-Traditional Completion data for improvements	CTE enrollment gains  Improved 6S1 Non-traditional Participation rate  Improved 6S2 Non-traditional Completion rate
Action Step 8	Expand programs of study through articulation agreements with the Tennessee Technology Center @ Livingston.	Fall 2010	Debbie Eads Supr. Of Inst Carlene Browning CTE Director	Staff time	No funds needed	Check for CTE enrollment gains  Analyze data on CTE concentrators	CTE enrollment gains  Improved follow-up data

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 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 To Increase parental involvement in schools during the 2010-2011 school year.

Which need(s) does this Goal address? Making schools more family friendly

How is this Goal linked to the system’s Five-Year Plan? Improved parent involvement in schools

**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
2010-2011 School Yr.	Anna Locke, FRC Director Betsy Holtam, Federal Projects Director	Refreshments For meetings Misc. Meeting Materials	\$500.00 Title I Funding	Track the number of parents becoming members and the sources used to keep them informed.	As a result of better communication the number of parent members on councils will increase by a minimum of 10%
2010-2011 School Yr.	Anna Locke, FRC Director Betsy Holtam, Federal Projects Director	Refreshments, materials for meetings, staff time and guest speakers.	\$1000.00 Title I & IDEA Funding	Track the number of workshops offered along with the number of parents who attend each session.	As a result of workshop topics being taken from parent needs the number of workshops offered will increase by 50%.
2010-2011 School Yr.	Anna Locke, FRC Director	Lunch and materials for volunteer trainings. Fingerprinting & background checks	\$1500.00 GP & Title I Funding	Track the number of parent volunteers available at each school.	As a result of publicizing and training for the program the number of participants will increase by 10%.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	<u>Com</u> : Publicize the opportunity to participate local and school papers.						
Action Step	Provide non-academic workshops for parents and students as a need is indicated. (EX. Mother/Daughter Tea for 5 <sup>th</sup> grade) <u>Com</u> : Invite parents to participate with student.	2010-2011 School Yr.	Anna Locke, FRC Director	Materials & guest speaker	\$750. Title I and FRC	Track the number attending	Learning will be evaluated using pre and post testing of students in attendance.

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	
<b>In the TCSPP did you:</b> (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?	+	+	NA	NA	NA	NA	+	
	Report Card Highly Qualified Status Clay County’s Highly Qualified Statistics Title II A Professional Development Teacher Survey Results Federal Programs Consolidated Application, Page 11 Component 5, Template 5.1, Goal 7							
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)	+	NA	NA	NA	NA	+	+	
	Technology Plan, Part 5 and 6 Federal Programs Consolidated Application, Title II D, Pages 12,13							
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)	+	NA	NA	NA	NA	NA	+	
	Federal Programs Consolidated Application, Title II D, Pages 12,13 Technology Staff Development Schedule							
	+	NA	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide		
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)									
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)	Federal Programs Consolidated Application, Title II D, Pages 12,13								
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)	+	NA	NA	NA	NA	+	+	F 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)	+	NA	NA	NA	NA	NA	+	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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Title II D, Pages 12,13							
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)	+	NA	NA	NA	NA	NA	+	F
	Component 5, Template 5.1							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Plan, Title II D, Pages 12,13							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPS did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	System Report Card Needs Assessment School Improvement Plans Federal Programs Consolidated Application, Title II D							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA's revised TCSPS includes the LEA's responsibilities for improvement.	+	+	NA	NA	+	NA	+	F S A
	The Clay County School System has no high priority schools at this time.							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> <li>annually measuring the English proficiency of LEP students (by use of the CELLA.)</li> <li>meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116)</li> </ul> <b>Title III Accountability LEA Requirement</b> —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+	NA	NA	NA	NA	NA	+	F
	The Clay County School System is not currently receiving funds.							
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)	+	+	NA	NA	NA	NA	+	F S
	Federal Programs Consolidated Application, Pages 3 A, 3B							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 11							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	Invitations to open houses at schools Federal program parent meetings Coordination contract with the head start program							
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) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+	NA	NA	NA	+	F S C
	Component 5, Template 5.1 Federal Programs Consolidated Application, Page 11 Highly Qualified Statistics Report 2006-2007							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (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)	+	NA	NA	NA	NA	NA	+	F
	Clay County Schools Homeless Policy Federal Programs Consolidated Application Budget							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes strategies to promote effective parental involvement in the schools.	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 21							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPS Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPS did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPS 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.)	+	NA	NA	NA	NA	NA	+	F
	Staff development needs assessment Staff development schedule Individual teacher evaluations of staff development							
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) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPS incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Title IA, Pages 3A, 3B							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Pages 3A, 3B Comprehensive Monitoring ESEA Instrument, Page 14							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+	NA	NA	NA	NA	NA	+	F
	Staff development schedule							
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) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 11							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Pages 12,13							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (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)	+	NA	NA	NA	NA	NA	+	F
	Component 5, Template 5.1							
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)	+	NA	NA	NA	NA	NA	+	F
	Component 5, Template 5.1							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
	Component 5, Template 5.1							
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)	+	NA	NA	NA	NA	NA	+	F
	Component 5, Template 5.1							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPS Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPS did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	Special education needs assessment Title IIA professional development survey results							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Title IV A, Page 17-19							
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	NA	NA	NA	NA	NA	+	F
	Federal Programs Consolidated Application, Page 17-19							
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)	+	NA	NA	NA	NA	+	+	F
	E-Tote survey Local Technology Plan, Parts 9, 10, 15							
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)	+	NA	NA	NA	NA	+	+	F
	Local Technology Plan, Part 11 Title II D and E-rate budget document							
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)	NA	NA	NA	NA	NA	+	+	
	Teacher assessments and evaluations Local Technology Plan, Part 15							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?	NA	NA	NA	+	NA	NA	+	
	Extended Contract Program Proposal							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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?	NA	NA	NA	+	NA	NA	+	E
	Student test scores, promotion rates, graduation rates							
Describe the process for evaluating the work you have done?	NA	NA	NA	+	NA	NA	+	E
	Student grades, TCAP scores, system report card							
Include an extended contracts employment summary?	NA	NA	NA	+	NA	NA	+	E
	Extended Contract Employment Summary Report							
Define your leadership team?	+	+	+	NA	+	NA	+	F S C A
	Component 1, Template 1.1							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
	Component 1, Template 1.1							
Define your subcommittees?	+	+	+	+	+	NA	+	F S E A
	Component 1, Template 1.1							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?	+	+	+	+	+	NA	+	F S C E A
	Component 1, Template 1.1							
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
	Component 1, Template 1.1							
Include report card results?	+	+	+	+	+	NA	+	F S C E A
	Component 3, Template 3.1							
Explain what you learned from all of the data?	+	+	+	NA	+	NA	+	F S C A
	Component 3, Template 3.1							
Prioritize your goals?	+	+	+	+	+	+	+	F S C E A T
	Component 3, Template 3.1							
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.) <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) at: <a href="http://www.state.tn.us/education/speced/sereports.php">http://www.state.tn.us/education/speced/sereports.php</a> , SPP/APR Indicators # 15-19.	+	+	+	NA	NA	NA	+	F S C
	Federal compliance reports (Title, IDEA, Vocational) Grievance procedures (School Board Policy) Students with Disabilities Policies and Procedures (Rights Brochure)							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+	NA	+	NA	+	F S C A
	Federal compliance reports Special education end of year report System report card							
Identify strengths and weaknesses based on the data?	+	+	+	NA	+	NA	+	F S C A
	Component 3, Template 3.1							
Compare the graduation rate for 12 <sup>th</sup> grade career-technical concentrators to the graduation rate of 12 <sup>th</sup> grade academic graduates?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report C/T local plan Roster of graduates							
Compare the performance results for special population, 12 <sup>th</sup> grade career-technical concentrators with non-special population, 12 <sup>th</sup> grade career-technical concentrators?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report C/T local plan Perkins report card							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators achieving academic attainment for graduation?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report C/T local plan Perkins report card							
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators attaining 75% of career-technical competencies?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report C/T local plan							
Determine the percentage of 12 <sup>th</sup> 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?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade follow-up survey C/T local plan							
Determine the percentage of non-traditional students enrolled in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report MIS reports Perkins report card							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	12 <sup>th</sup> grade concentrator report MIS reports Perkins report card							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the results derived from analyzing the state assessment by student subgroup? <b>High Priority LEA Requirement</b> —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.	+	+	+	NA	+	NA	+	F S C A
	Component 3, Template 3.1							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+	NA	+	+	NA	+	F S E A
	Component 4, Template 4.3							
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+	NA	+	NA	+	F S C A
	Component 3, Template 3.1 C/T 12 <sup>th</sup> grade concentrator report							
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+	NA	NA	+	NA	+	F S A
	Component 3, Template 3.1							
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?	+	+	+	NA	NA	NA	+	F S C
	Parent information brochure developed by the state							
Define the current reality of student learning?	NA	NA	NA	+	+	NA	+	E A
	School Improvement Plans Extended Contract Proposal System Report Card							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze faculty perception of your system?	NA	+	NA	+	+	NA	+	S E A
	Needs assessment survey Staff perception survey							
Analyze parent perception of your system?	NA	+	NA	+	+	NA	+	S E A
	Special education parent survey Parent perception survey							
Analyze community perception of your system?	NA	+	NA	+	+	NA	+	S E A
	Parent involvement advisory council documentation Step UP to Success grant survey							
Analyze student perception of your system? (if applicable)	NA	+	NA	+	+	NA	+	S E A
	Student perception survey							
Identify your Component 3 priorities of need?	+	+	+	NA	+	NA	+	F S C A
	Component 3, Template 3.1							
Identify the strengths and weaknesses of your decision-making process?	NA	+	+	+	NA	NA	+	S C E
	Component 1, Template 1.1							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+	NA	+	F S C E A
	Component 5, Template 5.1							
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+	NA	+	F S C E A
	Component 4, Template 4.1							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+	NA	+	F S C E A
	Component 4, Template 4.2							
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?	NA	+	+	NA	NA	NA	+	S C
	SPED End of Year Report Compliance monitoring reports							
Determine the needs of children with disabilities based on information from an appropriate evaluation?	NA	+	NA	+	NA	NA	+	S E
	IEP team minutes SPED eligibility reports SPED compliance monitoring reports							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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.)?	NA	+	NA	NA	NA	NA	+	S
	SPED End of Year Report SPED compliance monitoring reports							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan							
Define how you will assist career-technical students in mastering occupational skill competencies?	NA	NA	+	NA	NA	NA	+	C
	Four unit concentrator plan Competency profiles Articulation agreements with Career-Technical Schools and Colleges							
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?	NA	+	+	NA	NA	NA	+	S C
	C/T local plan SPED compliance monitoring report							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?	NA	+	+	NA	NA	NA	+	S C
	C/T local plan SPED compliance monitoring 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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 <sup>th</sup> grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 <sup>th</sup> grade plans.)	NA	+	+	NA	NA	NA	+	S C
	Student plans on file in guidance offices Records of updates by counselors							
Determine how the system will provide additional educational assistance to low-achieving students? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+	NA	+	F S C E A
	Component 5, Template 5.1							
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	+	+	NA	+	+	NA	+	F S E A
	Component 5, Template 5.1							

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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	+	+	NA	NA	NA	NA	+	F S
	NA							
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+	NA	NA	NA	NA	+	F S
	NA							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+	NA	NA	NA	NA	+	F S
	SPED Comprehensive Plan							
If applicable, describe the activities funded by the system which support preschool programs?	+	+	NA	+	NA	NA	+	F S E
	Preschool grant application SPED Comprehensive Plan							
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+	NA	NA	+	NA	NA	+	F E
	Parent involvement plan Component 5, Template 5.1							
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? <b>High Priority LEA Requirement</b> —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.	+	+	NA	+	NA	NA	+	F S E
	Extended Contract Program Proposal SPED Comprehensive Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+	NA	+	NA	+	F S C A
	Component 4, Template 4.1-4.4							
Determine to what degree you meet SACS standards?	NA	NA	NA	NA	+	NA	+	A
	SACS online report 5 year visit report							
Determine to what degree the stakeholder perception matches your current reality?	NA	+	NA	NA	+	NA	+	S A
	School perception surveys School improvement plans Special education parent surveys							
Identify your Component 4 priority of needs?	+	+	+	NA	+	NA	+	F S C A
	Component 4, Template 4.1-4.4							
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	+	+	+	+	S C E A T
	Component 5, Template 5.1							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	NA	+	+	+	S C A T
	Component 5, Template 5.1							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your implementation plans?	NA	+	+	+	+	NA	+	S C E A
	Component 5, Template 5.1							
Address in your action plan the required clusters for your program area?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan							
Based on data, determine how the system goals include and address continuous career-technical program improvement?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan C/T monitoring improvement plans							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)	NA	+	+	NA	NA	NA	+	S C
	C/T local plan SPED compliance monitoring report							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan System plan for staff development							
Define what summative assessment will be used?	NA	+	NA	NA	+	NA	+	S A
	System report card SACS visiting committee 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	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how you will evaluate the SIP process?	NA	+	NA	NA	+	NA	+	S
	SACS visiting committee report SPED monitoring report							A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?	NA	+	+	NA	NA	NA	+	S C
	SPED monitoring program improvement plans C/T monitoring improvement plans							
Address in the action plan the evaluation process required for each question within each cluster area?	NA	+	+	NA	NA	NA	+	S C
	C/T local plan							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?	NA	NA	+	NA	NA	NA	+	C
	C/T local plan Five year monitoring report for C/T							
Discuss the Review/Revision Process of your comprehensive systemwide plan? <b>High Priority LEA Requirements</b> — 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.	+	+	NA	NA	NA	NA	+	F S
	Component 6							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (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?	+	+	+	NA	+	NA	+	F S C A
	Component 5, Template 5.1							

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
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? <b>SPED State Measurement:</b> 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))	NA	+	+	NA	NA	NA	+	S C
	SPED Compliance Report, FLRE # 1 SPED End of Year Report, Table 4, Section B, Line B System Report Card							

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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
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? <b>SPED State Measurement:</b> 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))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, FLRE # 2 SPED End of Year Report, Table 4, Section B, Line G System Report Card							
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? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, FLRE # 3 TCAP Achievement Reports System Report Card							

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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Rates of suspension and expulsion: 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 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? <b>SPED State Measurement:</b> 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))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, FLRE # 4 End of Year Report, Table 5, Section A, Column 3, Line 14 End of Year Report, Table 5, Section B, Column 3, Line 6 System Report Card							
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, FLRE # 5 Dec. 1 Census Report, Table 3							

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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
<p>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)?</p> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))</p>	NA	+	NA	NA	NA	NA	+	S
	<p>SPED Compliance Monitoring Report, FLRE # 6 End of Year Report, Table 8, Section B, # 4</p>							
<p>The percentage of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships);</li> <li>B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and</li> <li>C. Use of appropriate behaviors to meet their needs?</li> </ul> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))</p>	NA	+	NA	NA	NA	NA	+	S
	<p>SPED Compliance Monitoring Report, FLRE # 7 Preschool staff assurance survey</p>							

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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
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? <b>SPED State Measurement:</b> 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.	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, FLRE # 8 SPED parent survey							
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, DISP # 9 TDOE Disproportionality Report							
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? <b>SPED State Measurement:</b> 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))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, DISP # 10 TDOE Disproportionality 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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, EGS/CF # 11 Data Sheet A5a, Section C, Line 5 Staff Interview Summary, Question # 9							
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? <b>SPED State Measurement:</b> 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))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, EGS/ET # 12 End of Year Report, Table 8, Section B, Lines 1 and 2a							
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? <b>SPED State Measurement:</b> 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))	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, EGS/ET # 13 High School Transition Plan Checklist Tally Staff Interview Question # 16, 17 and 18							

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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
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? <b>SPED State Measurement:</b> 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	NA	+	NA	NA	NA	NA	+	S
	SPED Compliance Monitoring Report, EGS/ET # 14 Post-school follow up survey tally sheet							

**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?

In the 2010-2011 planning process for TCSPP we included all stakeholders including all central office supervisors, school administrators, teachers, school board members, school counselors, Family Resource Director, parents, students, and community members as well as the Director of Schools. Members of the Component teams met individually and reported recommendations to the Systemwide Leadership Team. Committee meetings were scheduled monthly or more frequently if needed.

Agendas and sign-in sheets show evidence of regular staff meetings. Information was also provided to stakeholders and input received through Advisory Council meetings, parent/teacher conferences, and school board meetings to encourage collaboration with parents, students, and community members.

Progress on the action steps will be monitored during the 2010-2011 school year at monthly staff meetings attended by the Systemwide Leadership Team and school principals. Progress will also be reported at monthly school board meetings.

#### **Evidence of Alignment of Data and Goals - Narrative Response Required**

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

**Goal One-** To increase the percent of students scoring proficient and advanced on the TCAP math subtest in grades 3-8 and on the Algebra I EOC exam in grades 9-12 to reach the AYP benchmark by the end of the 2010-2011 school year.

**Historical Evidence-** Results reported on State Report Card  
Results reported on TVAAS

**Evidence of Practice-** Implementation of Orchard Program in grades 3-8  
**From Action Steps** Provision of Before and After School Tutoring Program  
Curriculum alignment completed to match curriculum taught to TCAP and EOC assessed skills in math.  
Use of scientific based intervention programs with students with disabilities to improve math skills.

**Goal 2-** To increase the percent of students scoring proficient and advanced in reading/language arts in grades 3-8 and reading/language arts plus writing in grades 9-12 to reach the AYP benchmark by the end of the 2010-2011 school year.

**Historical Evidence-** Results reported on the State Report Card  
Results reported on TVAAS

**Evidence of Practice-** Use of SRA Corrective Reading Program with students with disabilities  
**From Action Steps** Use of Orchard software in grades 3-8  
Use of Reading Mastery and My Reading Coach for interventions in grades K-3.  
Staff development in differentiated instruction  
Use of DIBELS in grades K-5 to identify at risk students for interventions  
Use of Three Tier model of reading instruction in grades K-5.  
Use of PLATO at the secondary level to reinforce reading skills  
Provision of before and after school tutoring in grades K-8

**Goal 3-** To improve the school system's ACT scores by meeting the state average by the end of the 2010-2011 school year.

**Historical Evidence-** Results reported on the State Report Card  
Results reported on TVAAS

**Evidence of Practice-** Use of Advisor/Advisee program in grades 9-12.  
**From Action Steps** Participation as a High Schools That Work site.  
Use of ACT prep software and ACT prep classes  
Provision of reimbursement for course work needed for teachers to become highly qualified in math and science.

**Goal 4-** To meet the Perkins IV performance levels for Academic Attainment Math, Academic Attainment Reading & Language Arts, Technical Skills Attainment, Secondary School Completion, Graduation Rate, Secondary Placement, Non-Traditional Participation, and Non-Traditional Completion Rate.

**Historical Evidence-** Results reported on the State Report Card Part V. Career Technical Education

**Evidence of Practice-** Use of PLATO for remediation on standardized tests.  
**From Action Steps** Provision of Credit Recovery Program to gain lost credits.  
Initiation of new CTE offerings through the Tennessee Technology Center to expand offerings and improve participation.

**Goal 5-** To increase parental involvement in schools during the 2010-2011 school year.

**Historical Evidence-** Parent Surveys

Records and sign-in sheets from Parent Conferences and other school Events.

**Evidence of Practice-** Use of teacher websites at each school

**From Action Steps** Parent volunteer program available at schools  
Parent participation in school decision making  
Participation in parent engagement activities

**Evidence That Our Beliefs, Shared Vision and Mission Align with our Action Steps-**

Our beliefs, mission and vision emphasize importance of communication between home, school and community. This is evident in our action steps involving parents and the community whenever possible. We also expect all students to receive high quality instruction that will result in students becoming productive members of the community. Our action steps require students to reach advanced levels as well as proficient levels on summative evaluations.

**Evidence That Our Goals Align With Our Analysis of the Areas of Curriculum, Instruction, Assessment and Organization**

Information gained through the analysis of our practices in the areas of curriculum, instruction, assessment, and organization was used when developing our goals. We planned our action steps to address these goals including formative assessments to be used to adjust our instruction to better reach our identified goals. Summative evaluation data will be used to determine whether we have attained our goals.

**Evidence of Communication with All Stakeholders- Narrative Response Required**

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

The Director continuously keeps staff and the Board of Education informed of progress being made on the goals outlined in the TCSPP. Parent Advisory groups are kept informed of action steps and the progress being made toward the goals in the plan. Input from these advisory groups are considered in the decisions made involving any revisions to the plan. Sign-in sheets are maintained for Advisory group meetings as well as agendas. School Board agendas are maintained as well.

**Suggestions for the Process- Narrative Response Required**

What suggestions do we have for improving our planning process?

The planning process could be improved by having more frequent meetings of all stakeholders to review progress being made on the goals in the plan in order to make revisions when needed. Community representatives and parents should be invited to staff meetings to ensure adequate input is received. We would also like to do a better job of communicating our mission, vision, and beliefs with the public as well as our action plans for improvement through a district newsletter published in the local newspaper 2-3 times per year.

## 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.

<b>Evidence of Implementation - Narrative Response Required</b>
<p>What is our plan to begin implementation of the action steps?</p> <p>The TCSPP is being implemented in a collaborative manner under the direction of the Director of Schools. We started to implement the action steps as soon as the plan was approved. Staff development noted in the plan was conducted during the summer and prior to the beginning of school. Supervisors in the central office have the responsibility of implementing the action steps assigned to them. A review of the plan is considered at monthly staff meetings attended by the Systemwide leadership Team and the school administrators. The TCSPP plan is being used in school improvement planning at all schools in the district. The results of the 2010 Report Card and formative assessments, such as Dibels and Thinklink, will be used to adjust the plan as we work toward meeting the goals.</p>

<b>Evidence of the Use of Data - Narrative Response Required</b>
<p>What is the plan for the use of data?</p> <p>The summative data will be used to evaluate the effectiveness of our plan and to determine if our goals are being met. This information is received annually through TCAP, Gateway, End of Course, Writing Assessment and value added data. Formative assessments such as Dibels and Thinklink will be used to adjust our curriculum and instructional practices. The data will also determine needed professional development to keep staff updated on current best practices. Formative assessments will be completed three times each year at the beginning, middle, and end of the school year. Dibels will be used in K-6 and Thinklink in K-8. The summative data will be reviewed annually by the Systemwide Leadership Team to adjust the plan. This information will also be reported to the community and the school board.</p>

### 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.

<b>Dates</b>	<b>Member</b>	<b>Position</b>	<b>Role</b>
12/01/2010	Donnie Cherry	Director of Schools	CEO of System, Communication, Human Relations
5/04/2011	Debbie Eads	Supervisor of Instruction,	Instructional Leadership, Prof. Development, Finance, Testing
	Betsy Holtam	Special Ed. Supervisor, Federal Programs Dir.	Professional Dev., Accountability Finance, Communication
	Jerry Strong	Career-Technical,	Accountability, Finance, Technology

#### 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?

The Component Chairs will be responsible for reviewing their parts of the TCSPP and making recommendations to the Systemwide Leadership Team concerning needed changes based on new achievement data, any changes to the mission and vision statements, demographics, or curriculum and instruction adjustments. Recommendations will be considered by the Leadership Team and based on the data they will make amendments to the plan at the December status meeting.

## 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?

Persons identified in the action plans as responsible will report to the Systemwide Leadership Team at the monthly meetings concerning progress being made. During the November meeting for status review, decisions will be made concerning adjustments to the action plans. Data from the most recent State Report Card will be reviewed and adjustments made based on the data at that time. Any new area of deficiency will be considered for action. Resources will be relocated to address any newly identified weakness. These actions will be made by the Systemwide team when necessary.

#### **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?

The Systemwide Leadership Team will inform all stakeholders of the successes of the plan and any adjustments to the action steps in the following ways:

- Staff Meetings
- School Board Meetings
- Local Newspaper articles
- Parent Advisory Group Meetings
- Faculty Meetings

**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.)

<b>What's working?</b>	<b>Evidence</b>

<b>What deficiencies do we have? Why did we receive the deficiencies?</b>	<b>Evidence</b>

<b>How are we addressing the deficiencies? What changes are we making?</b>	<b>Evidence</b>

**TCSPP TEMPLATE 6.5**  
**EVALUATION OF IMPLEMENTATION RESULTS**

	<b>FULLY Implemented Yes or No</b>	<b>PARTIALLY Implemented Yes or No</b>	<b>GOAL MET Yes or No</b>	<b>If met, how do we know?</b>	<b>If not met, what are next steps?</b>
Goal 1	Yes	NA	No		Continue with plan—progress being made toward goal, add a system wide Math Coach to help middle school math teachers with the increase in rigor of state standards and add math interventions in grades 5-8
Goal 2	Yes	NA	No		Continue with plan—progress being made toward goal Increase time available for Reading Interventions in grades 5-8
Goal 3	Yes	NA	No		Continue with plan—progress being made
Goal 4	Yes	NA	No		Continue with plan –progress being made
Goal 5	Yes	NA	No		Continue with plan—increase opportunities for parent engagement