

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

**Components 1-6
Submission Templates for
SCHOOL SYSTEM:**

Wilson County School System

Submit On or Before May 15, 2008

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

Last Revision January 2010



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

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

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

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

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

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

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

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Felicia Duncan	Chair , Elementary Instructional Supervisor and Testing
Yvonne Smith	Elementary Instructional Supervisor
Pat Climer	Mentoring
Angela Rohen Monty Wilson	Secretary Secondary Supervisors
Bill Moss	Career Technical Supervisor
Jill Micco	Special Education Supervisor
Kim Clemmons	NCLB Technology Supervisor
James M. (Mike) Davis	Director of Schools
Sharon Warren	Title I Director
Denise McMillan	Pre-K Coordinator

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Felicia Duncan	Chair
Yvonne Smith	Elementary Supervisor
Angela Rohen Monty Wilson	Secretary Secondary Supervisors
Bill Moss	Career Technical
Jill Micco	Special Education
Kim Clemmons	Teacher Center/Technology
Denise McMillan Sharon Warren	Pre-K Coordinator Title I Director
Mike Davis	Director of Schools
Mel Brown, Anita Christian, Clint Wilson, Jill Giles, Stan Moss Jennifer Haynes, Carlye Cox Ann Holland Julie Harrison Debbie Martin Bernadine Nelson Dr. Collier Steve Spencer Mickey Hall Melodie Turner Phil Barnes Sandy Nixon, Lenise Moore Robin Vance, Sue Vanatta, Luke Winchester, Steven Ford, Eric Thompson, John Jewell, Jeff Tunks, Sue Seins Tom Waller Glenda Rollings	Principals Parents Parent/Special Ed. Family Resource Center Coordinator Guidance/middle schools Adult Basic Ed Cumberland University Transportation Finance Food Services Attendance Supervisor Teachers Chamber of Commerce Technology Paraprofessional

Composition of the Component Leadership Teams –Listing required	
Component 2 Member	Role
Angela Rohen Monty Wilson	Chair Secretary Secondary Supervisors
Felicia Duncan, Yvonne Smith	Elementary Supervisors
Denise McMillan Sharon Warren	Pre-K Coordinator Title I Director
Pat Climer	Mentoring
Bill Moss	Career Technical Supervisor
Jill Micco	Special Education Supervisor
Kim Clemmons Principals K-12	Technology Supervisor Principal/Administrators
Mike Davis	Director of Schools
Component 3 Member	Role
Felicia Duncan	Chair
Sharon Warren Yvonne Smith	Title I Director Elementary Supervisor
Pat Climer	Mentoring
Angela Rohen, Monty Wilson	Secondary Supervisors
Jill Micco	Special Education Supervisor
Kim Clemmons	Technology Supervisor
Bill Moss	Career Technical Supervisor
Mike Davis Phil Barnes	Director of Schools Attendance Supervisor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Bill Moss	Chair
Felicia Duncan, Yvonne Smith	Elementary Supervisors
Pat Climer	Mentoring
Angela Rohen, Monty Wilson	Secondary Supervisors
Jill Micco	Special Education Supervisor
Kim Clemmons	Technology Supervisor
Mike Davis	Director of Schools
Phil Barnes Denise McMillan Sharon Warren	Attendance Supervisor Pre-K Coordinator Title I Director
Component 5 Member	Role
Angela Rohen	Chair
Yvonne Smith Sharon Warren Denise McMillan	Elementary Supervisors Title I Director Pre-K Coordinator
Pat Climer	Mentoring
Monty Wilson	Secondary Supervisor
Kim Clemmons	Technology Supervisor
Jill Micco	Special Education Supervisor
Bill Moss	Career Tech Supervisor
Mike Davis	Director of Schools
Component 6 Member	Role
Jill Micco	Chair
Angela Rohen, Monty Wilson	Secondary Supervisors
Bill Moss	Career Tech Supervisor
Kim Clemmons	Technology Supervisor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

All supervisors on the leadership team were involved in the collection of data. Academic and demographic data were gathered on student and school performance from the system's 2009 Report Card. Financial data, teacher licensing, Career Technical data, and school data from the SIP and SAC plans were also gathered. Perception data was gathered from surveys including the Title I parent surveys and SIP survey from the community. Data concerning delivery of services to our schools was also gathered and considered. All data was collected, organized, and maintained in a file cabinet at the system's central office building. The leadership team carefully looked at the data and collaborated in a discussion about the Reflective Matrix, the time, and resources currently used under their respective roles.

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, surveys, interviews, and questionnaires will be shared with Component 2 members as they revisit the system's missions, beliefs, and goals. The beliefs, mission and shared vision reflect our commitment to academic achievement for all students in promoting an inclusive culture, use of data driven decision-making processes, meeting the individual needs of students, and achieving proficiency and beyond for all students.

Collection of Student Performance Data - Narrative Response Required

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

Included in the profile are the 2009 student performance data from TCAP achievement scores, Perkins Report Card, Value-added scores, writing assessment scores, Gateways, Making Middle Grades Work, High Schools That Work, and ACT data.

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools**Use of School Processes Data - Narrative Response Required**

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

Equity and adequacy have been provided as instructional and NCLB supervisors shared information about current resources such as Title I, II, III, and IV programs, Extended Learning Contract, Career Technical, Special Education, and Technology. Wilson County Schools meets Title I comparability of staff as required by NCLB. Career Technical will make efforts to maintain programs that are current with industry. Resources and support have priority directed toward the lower achieving schools or those with more students in subgroups such as poverty, special education, and ESL. Personnel have followed the greatest need in those schools. Technology has been geared toward equity in all schools.

Delivery of Services - Narrative Response Required

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

Insights we have gained were that our services are delivered toward the schools with greatest needs, according to academic data and special needs populations. The team noted that the system's Five Year Plan has a goal to improve our family involvement.

Evaluation of the Collaborative Process- Narrative Response Required

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

The main strength from participating in the collaborative process was that the Leadership Team shared concerns and information about the current use of time, money, and other resources. An additional strength was the opportunity to discuss and share the status of current programs to help ensure collaboration and possible improvements.

We discovered that our teachers are utilizing the curriculum mapping process for State Standards in most of the K-8 schools. However, there must be continual refresher trainings. A need was that vertical alignment needed more attention, with emphasis on teacher training in the high schools, though pacing was evident.

A concern from the Leadership Team's collaborative process was to increase teacher salaries to be competitive with surrounding school systems. The system is experiencing teacher shortages in areas such as math, science, special education, and foreign language. Likewise we are experiencing a lack of staff that will expand the services of the instructional supervisors to provide adequate leadership and assistance for all the students, teachers, and staff in the eighteen schools of our system. The instructional supervisors are responsible for staff development, state and federal grants, supervision of teachers, curriculum, testing programs, and disseminating strategies/programs that are research-based. Time is our greatest concern because there are so many supervisory needs, and a lack of staff at the central office level makes this a daily challenge.

Stakeholders that were involved in meetings with the leadership team pointed out a need for more communication with the community and a clearer objective to connect the world of work to our student curriculum in all grades.

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS: The 12 belief statements included in the system's 2005-2010 Strategic Plan are as follows:

- The educational responsibility is a partnership jointly shared by students, families, teachers, staff, and community.
- Schools must be clean, safe, drug free, disciplined, appropriately staffed, and well equipped for all students and teachers.
- A strong sense of self-worth and dignity is essential for families, students, community, staff, and teachers.
- The partnership should be committed to the recruitment and retention of quality employees.
- Students and employees should experience some joy each day.
- Our school system, as a steward of public funds, is accountable to the citizens it serves.
- Students learn in different ways and at different rates and should be challenged to achieve high standards.
- Schools and families have a responsibility to help students develop physically, socially, emotionally, and artistically as well as in academic skills and citizenship.
- Students who have regular attendance, caring staff and supportive families, and who complete high school will become more productive citizens.
- The success of the child depends upon the support of not only the school, but also the family and the community.

MISSION STATEMENT: *The mission statement is also included in the 2005-10 Strategic Plan as well as being written/posted on school communications, websites, buildings, meeting rooms, and classroom. In addition, each individual school, including the Special Education Department, Adult High School, and the MAP Academy (alternative school) has its own mission statements that are posted and visible in the buildings.*

The mission of the Wilson County Schools, in partnership with the community, is to offer a world class education that will challenge minds, inspire hopes, and encourage learning.

VISION STATEMENT: Wilson County Schools will prepare successful citizens who can apply and expand their knowledge and skills to meet the challenges of tomorrow. **The following is a “representation of a quality education program for our children. . .The plan was designed to move our schools to an even higher degree of expectations and accountability. There are four (4) system-wide goals, each with one or more objectives and strategies, in the Board of Education’s 2005-2010 Strategic Plan which is due to be reviewed during the summer of 2010.**

**Goal I- To promote learning through the achievement
of academic excellence.**

Objective: Annually increase the graduation rate by specific percentages indicated per school until 90% is reached or exceeded:
Lebanon HS-1% Watertown HS-.50%

Mt Juliet HS-.25% Wilson Central HS-.25%

Strategies: All high schools will provide 9th grade academies or summer bridge programs for incoming students. Provide professional development for counselors on post-secondary options for traditionally under-represented students.

Continue training and implementing *Making Middle Grades Work*, *High Schools That Work*, and *Working on the Work* principles and strategies.

Provide on-line learning opportunities for targeted audiences starting in 2006-2007 and increasing its use each semester.

Objective: Improve current ACT scores to meet or exceed the national three year average by 2010 with .1% improvement annually.

Strategies: Provide student skill instruction for ACT preparation.

Students in 10th grade will be administered the PLAN test

Students in 8th grade will be administered the EXPLORE test

ACT strategies workshops will be presented to teachers.

Objective: All students will reach high standards and, at a minimum, demonstrate a proficient level or above in reading, language arts, and math by 2010. Elementary schools will have a 95% or higher at the proficient level in reading at the end of 3rd grade.

Strategies: Design specific intervention plans to narrow the achievement gaps between special education and regular education, between SES and non-SES students, and between respective ethnic groups including F.T.L.

Develop teacher learning teams from *Working on the Work* to ascertain what is quality work in the targeted subjects.

Provide additional training in the understanding of appropriate teaching strategies for diverse learners (ELL, gifted, disadvantaged, special education).

Increase access and participation in high school honors classes, AP, on-line and dual enrollment courses for all students including disadvantaged and ethnic groups.

Provide middle and high school teachers continued training in *Teaching in the Block*

**Goal II- Personnel - Wilson County Schools will attract, develop, and maintain dedicated energetic, highly
qualified and student-based personnel at all levels.**

Objective: To reduce the current annual turnover rate (8.6% for 2003-2004) of professional employees in increments averaging .5% annually from 2006-2010.

Strategies: Develop and conduct an individual exit interview which will provide information regarding the specific reasons for leaving to include the identity of school systems which are potential employers.

Analyze the data on an annual basis to identify the reasons for leaving.

Design and implement an intervention plan for those areas over which the system has control (i.e. salary, mentoring)

Objective: To provide a competitive salary schedule with commitment to the following: establishing beginning salary at the state average by 2006 and increases of 2% annually from 2007 through 2010; establishing a salary schedule which is comparable with competing school systems (Rutherford, Lebanon City, Sumner, Murfreesboro City) at the eighth experience step and above, with annual increases of \$750 per step (from the eighth experience step up), beginning in 2006 and concluding in 2010.

Strategies: Collect data on the average salary for beginning teachers in

Tennessee, determine the funding required to implement a salary schedule for beginning teachers at the state average, and include the required funds in the budget for the 2% annual increase over the four year period of 2007-2010.

Collect data on the average salary for teachers in the competing systems at the eighth step and above, determine the funding required to implement a teacher salary increase of \$750 per year at the eighth experience step and above, and include the required funds in the budget over the five year period of 2006-2010.

Create public awareness of the need to address salary issues by sharing data with the news media and the funding body.

Objective: To design an annual professional development plan based upon assessed student needs and the characteristics of professional development as identified by the state and federal focus. Evaluation shall be based upon results from the "NCLB (No Child Left Behind) Attributes of High Quality Professional Development" on-line survey. Results shall show an average increase of .1 points per year (based on a scale of 1 to 5, with 5 being the highest) from 2006-2010. By 2010, there shall be 90% participation in the survey. (Please see the attachment for the items listed on the survey.)

Strategies: Annual review of assessed student needs.

Annual review of the "NCLB Attributes of High Quality Professional Development" on-line survey to evaluate the effectiveness of the program. (The survey shall be administered during the last month of the school year.)

Goal III To provide a safe and orderly school environment

Objective: The number of disciplinary actions will be reduced by 2% per year at each school.

Strategies: Classroom management training will be conducted as needed.

The principal will annually review with the faculty the data regarding referrals and suspensions.

The Director will annually review the data with the principal.

Objective: The security systems at each school will be standardized at the rate of one or more per year with 100% standardization, the desired result, by 2010.

Strategies: the Safety Director will present a report to the Director of the current status of standardization by October 1, 2005. **Purchasing methods will be recommended through available resources, grants, or other methods of finance by January, 2006.**

Objective: To increase the capacity of MAP Academy to meet at least 1% of the school population by the year 2010.

Strategies: A projection of the school population by 2010 will be made by November 1, 2005.

A budget plan will be submitted by April 1, 2006. Future site study will begin in the spring of 2006 for housing the expected increase in MAP Academy students.

Goal IV-To promote the active involvement of families and the community in our schools.

Objective: To improve communication and involvement opportunities for families who are served by our school system.

Strategies: To create at least three Family Resource Centers at elementary schools by the end of the 2005-2006 school year.

All school websites will contain information that is helpful to families and a link to the district site.

Welcome and informational signage and bulletin boards will be stated in positive terminology.

On-going professional development will result in training for activities and strategies that will strengthen family engagement

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?

Aggregated K-8 achievement data shows all areas of K-8 NCLB achievement to be strengths. K-8 writing, 9-12 Biology and English II Gateways, English I End of Course and 11th grade Writing are also strengths. Aggregated TVAAS scores in K-8 Reading/Language Arts and Science are areas of strength, as are Gateway Algebra and eleventh grade Writing. All AYP goals of K-8 and 9-12 were met at the system level. In addition, according to the Carl Perkins report card (1S1 and 2S) CTE concentrators had a 96.93% graduation rate, compared to a 95.73% last year.

ACT scores are improving each year although still not at the national level. In looking at individual years every category score rose and each category met or bettered the state score. Three year ACT averages still are slightly below the state average but will improve as each individual year's scores also improve.

There were no aggregated areas of concern in the K-8 academic achievement areas. Three year averages for the system remain an A in Math and Reading/Language and a B in Social Studies and Science. Even though the grades in these content areas remained the same we noted an increase in the CRT NCE score for Math from 58 to 59, in Reading from 57 to 59, and in Social Studies and Science from 56 to 58.

K-8 math in all students is a strength as evidenced by the continued decrease in the percentage of students in the below proficient category from the previous year and the fact that the district has a 94% proficient/advanced percentage as compared to the target of 79%.

K-8 Reading/Language plus Writing shows similar strength in a 95% proficiency level, compared to last year's level of 93%, and compared to the target of 83 percent.

9-12 math dramatically exceeded the target of 75% with 93% of all students scored proficient or advanced. A similar strength is shown in Reading/Language plus Writing with 94% proficient or advanced compared to the 90% target.

In looking at the system TVAAS scores we see strength in 4th, 5th, 7th and 8th grade math but deficiency in meeting the growth standard in sixth grade. Reading/Language growth is a

strength in 4th, 5th, 6th, and 8th, but needs definite attention in the 7th grade. Science gains are positive with the exception of those in the 6th grade. Sixth grade also has a problem, as 8th grade does, in Social Studies. Attention will need to be given to issues impacting sixth grade lack of growth in particular.

Gateway Algebra has a positive growth effect and is not detectably different from the average system in the state. However, both Biology and English II are weak areas with progress significantly below the average system in the state.

Other areas of strength are US History and Physical Science, with both showing progress significantly above the average system in the state. However, English I, with a negative average growth is significantly below the average system in the state.

What evidence/sources support your response?

All statements made concerning strengths and needs of the system were made based upon the evidence found in the state report card as noted above, and in the information found at the TVAAS website.

Evaluation of Disaggregated Data - Narrative Response Required

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

In looking at proficiency target for math and reading we continue to see improvement in the proficient and advanced percentages in almost every category with the exception of a slight increase from 1 to 5% proficient in Asian/Pacific Islanders, from 7 to 12% below proficient in Hispanics, from 13 to 14% in Economically disadvantaged. All other subgroups decreased the below proficient category. In reading /language plus writing we have a decided decrease in the percent below proficient in every category. LEP below proficient dropped from 32 to 13% below proficient. Students with disabilities in the below proficient category dropped from 29 to 22 percent. Economically disadvantage dropped from 12 to 9% below proficient.

In looking at the proficiency target for math and reading we continue to see improvement in the proficient and advanced percentages in almost every category with the exception of a slight increase from 1 to 5% proficient in Asian/Pacific Islanders, from 7 to 12% below proficient in Hispanics, from 13 to 14% in Economically disadvantaged. All other subgroups decreased the below proficient category. In reading /language plus writing we have a decided decrease in the percent below proficient in every category. LEP below proficient

dropped from 32 to 13% below proficient which is a considerable strength. In addition the LEP students scored high enough on ELDA to meet all three AMOAs for their category this year. Students with disabilities in the below proficient category dropped from 29 to 22 percent. Economically disadvantaged dropped from 12 to 9% below proficient. K-8 Reading/Language plus writing is a definite strength. In noting gender differences, specific differences were noted in individual grade levels with females outscoring males in grades 3-5 in Reading/language, math and social studies with the exception of 4th grade and 5th grade social studies. However, in the 6-8th grades females outscored males in every category except 6th and 8th grade science and 8th grade social studies.

In reviewing High School proficiency percentages we find strength in that every subgroup met the target of 75% proficiency in math. However, several subgroups showed an increase in the below proficient percentages over the previous year. These categories showed an increase ranging from 1 percentage point to 8 points: All students, African American, White, and Economically disadvantaged. Asian/Pacific Islander, Hispanic, Students with Disabilities, and LEP students all show a decrease in the below proficient percentage. In looking at Reading/Language Plus Writing at the 9-12 level we see two weak areas based upon the percent of below proficient students in African American and Economically Disadvantaged subgroups.

In all areas of comparison between the system and the state, the disaggregated data in K-8 achievement areas indicate that the levels of proficiency in math and reading are commendable in every category. However, the percentage of below proficient students in the area of students with disabilities, even though they are below the state percentage, need work to meet the federal target.

In reviewing the 9-12 Gateways we find that Algebra I students in all categories exhibit proficiency levels that meet the target of 75%. However Students with Disabilities and Limited English Proficient student barely met the target and should still be considered areas of concern. These are the first time test taker scores for 2007, not the two or three year average scores.

In Language Gateway disaggregation we find several areas of concern for meeting target. 87% of African American students, 87% of Hispanics, 85% of Economically disadvantaged, 76% of Students with Disabilities and 74% of LEP students scored proficient or advanced, causing considerable concern and placing one of the high schools on target.

The CTE disaggregated data indicates strengths in nontraditional participation and completion rate of non traditional students. The report card also indicates that CTE students in all ethnic groups and students with disabilities exceeded the negotiated performance level in all core indicators. CTE concentrators have an almost perfect graduation rate.

In analyzing data from TVAAS we find that the fifth grade gains continue to be strengths in all four content areas while 6th grade science continues to be a concern with negative gains *over* the past four years. Middle grades in two schools show a major concern in math gains, which do not seem to be responding to program changes and these two schools had such low proficiency levels in math that they are targeted for having no meet the proficiency level in

their special education population. Further investigation is definitely needed in this area. Seventh grade reading at one large middle school shows need for attention and at one small middle grades scenario. Some schools also indicate a need for attention to sixth grade science, with one school needing attention to 7th and 8th grade also.

In reviewing the diagnostic report for math in K-8 for gains we find that when comparing the low to the middle group that the low group showed higher gains than the middle group in 4th and 5th grade math and showed higher gains in most grades (except 8th grade) when comparing the low group to the highest group in the same subject. In making the comparison between the middle to the high group in reading and in math, we find the middle group showing predominately more gain than the high group. In comparing the low group to the high group in reading we see the low group gaining more frequently than the high. Attention must be given to the high achieving student to provide equity of opportunity for growth.

What evidence/sources support your response?

Evidence is gathered from the system report card, TVAAS data, TCAP achievement, Gateway and EOC data.

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?

Wilson County schools non-academic strengths include its "Safe Schools" and Good Standing" Status, K-8 attendance/Promotion rate, and 9-12 attendance/dropout rate and it has 100% SACS Accredited K-12 schools. We have only one teacher who had a waiver last year but has removed this deficiency now. One hundred percent of our core subjects are taught by highly qualified teachers.

Concern areas include the considerable difference in the percentage of African-American student suspensions and the white suspensions, the graduation rate, particularly that of black males, and the disparity in both the funded ADM per pupil expenditure and the ADA per pupil expenditure with the national average.

What evidence/sources support your response?

According to the state report card, the system met and bettered state goals for K-12 attendance (95.4% and 93.5%), promotion (98.7%), and cohort dropout rate (6.3% as compared to the state rate of 10%).

As of the report card date the system had reported 2875 core classes being taught by highly qualified teachers.

There is a considerable difference in the percentage of African-American student suspensions (14.7%) and that of white students (5.9%). 87.9% of the student population is white while 7.5% is African American. This was also a disparity in the previous year which warrants further inquiry for causal relationships.

The graduation rate of two high schools fell below what the needed percentage growth rate should be to stay on track for 2014, particularly in the African American subgroup and special education students.

The per pupil expenditure comparisons with state expenditures continue to show a significant disparity between the system amount (\$7307) and the state amount (\$8518). A major portion of this difference can be attributed to the local teacher salaries in Wilson County being continuing to be ranked low in the state. A raise of 6% in the 2006-2007 school year relieved the problem at that time, but it continues to be a major issue in the recruitment and retention

of both teachers and administrators in the system since no further increases have been forthcoming.

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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

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

The system is currently meeting the needs of the majority of its students with the exception of the K-8 students with disabilities in math. Our homeless children (although not a federal subgroup) generally fall into the educationally disadvantaged group, which indicates to us that we are generally meeting their specific needs. In the fall of 2009, the system contracted to provide a part-time Homeless Mentor to research community and State resources available to our homeless families and compile a resource document to be available online to schools to meet the needs of homeless children/families individual needs. This mentor works as a liaison between the community and schools to provide needed materials/services to our homeless children/families to enable them to be successful in school. In addition we have added ten lottery Pre-K programs, which will be most helpful in assisting the educationally disadvantaged students get a "leg-up" on formal education.

Title 1 coordinates with the ELL, Homeless, Migrant and Special Education programs in order to most efficiently meet the needs of all students. Title 1 provides services to eligible ELL students when it is determined by testing that there is a reading problem verses a language acquisition problem. Title 1 serves students with disabilities on a case by case basis as determined by M-Team. It is the county's practice to not duplicate Special Education and Title 1 services in an effort to meet the needs of all students and to provide the least restricted environment for the learning disabled child limiting the time out of the regular classroom. Title 1 serves these students on an incidental basis. Title 1 monitors the academic needs of the homeless students in the county. Homeless students are given top priority as to available spaces in Title 1 programs. Homeless students with academic needs are provided comparable services to Title 1 students regardless of the school they attend.

We must continue to place emphasis on the students with disabilities, economically disadvantaged and students with disabilities, although we are seeing considerable progress in each of the categories. As a whole, the system is helping the educationally disadvantaged student while it is still the students with disabilities and our limited English proficient that we must address, particularly in the area of language arts. With the increase in the target percentage that is currently required and the presence of new standards, these will continue to be areas in need of critically focused attention.

TVAAS data indicates that the high group is still not consistently having it needs met and in particular grades and content areas there is still considerable need for attention, particular in the middle school grades and in high school science and English I.

What evidence/sources support your response?

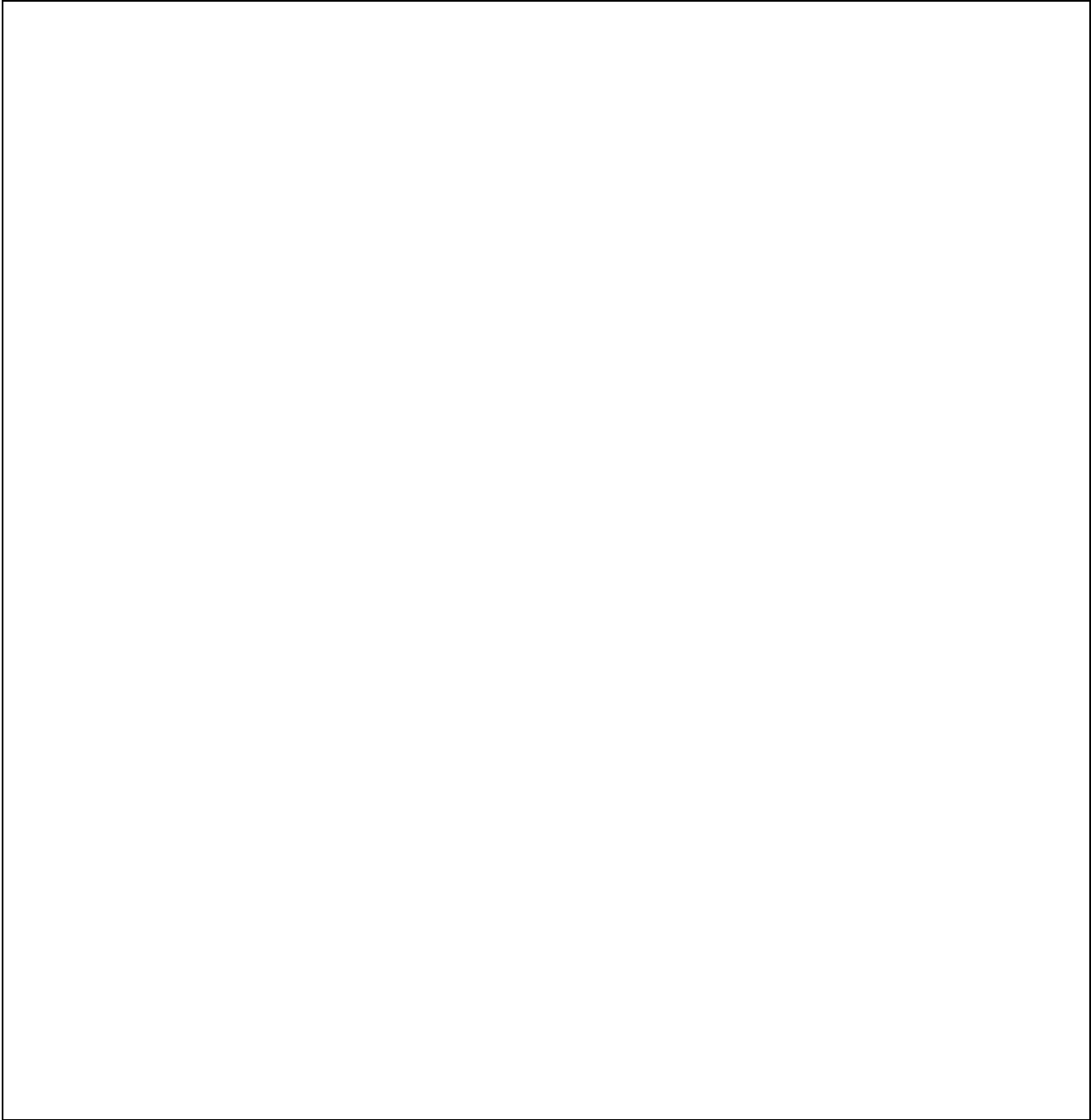
System report card, TVAAS reports, TCAP data from Achievement, Gateway and EOC provide the evidence for strengths and needs in the system

Evaluation of the Prioritized Goals - Narrative Response Required**What are your data driven prioritized goals?**

In the analysis of system and school level data, several concerns arose. These included continuing to raise the graduation rate of all subgroups to 100% by 2014; raising the TVAAS scores of students in math, reading/language arts, social studies, and science in grades 3-8 from a grade of “C” to higher scores, raising TVAAS scores for Gateway Biology and Gateway English, increasing the proficiency levels of the students with disabilities in all areas; raising the ACT scores above the national average; maintaining K-8 and 11th grade writing scores at a level equal to or better than 4.5; and continuing to decrease the percentage of below proficient students in all subgroups to 0% by 2014 (requiring an annual decrease in each of seven years).

The Leadership Team met and came to consensus on the prioritized goal target list below for the 2010-2011 school year (with final 100% achievement by 2014).

- Improving the graduation rate of all subgroups
- Providing an effective, highly qualified teacher for all subjects required under NCLB in safe, drug-free learning environments.
- Raising the achievement and gain of all subgroups to reach NCLB standards of proficiency or better, in addition to state growth standards, in Language Arts and Math.
- Expand the financial, human, and material infrastructure to align with system-wide goals for improving.



COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

<p>Current Curricular Practices</p>	<p>District curriculum based upon state standards which are viewed as baseline for basic level of achievement</p>	<p>Teams of teachers involved in developing horizontally and vertically correlating and reviewing the curriculum K-12</p>	<p>District curriculum continually monitored and revised to reflect changing needs as indicated in assessment data</p>	<p>System provides support for development of resources for objectives</p>	<p>Using textbooks to drive curriculum</p>	<p>Professional development for every teacher and administrator in the use and understanding of curricular standards and objectives</p>	<p>District works with schools to ensure curriculum and program implementation processes allow teachers to process change; learn new work and transition into the new work</p>
<p>Evidence of Practice</p>	<p>Review of teacher lesson plans; Blueprint Use; standards posted on classroom walls, copies of standards provided to parents.</p>	<p>Teacher teams meeting regularly and reporting results. Minutes of meetings.</p>	<p>Curriculum changes have been made in content areas due to assessment data results</p>	<p>Textbooks, pacing guides, essential questions, performance rubrics, competency profiles, model lessons</p>	<p>Teacher commentary in conference with supervisors reflects this notion. Lesson plans also show evidence.</p>	<p>Supervisors provide ongoing intensive training each year and throughout the year</p>	<p>Supervisors provide initial and ongoing school-level support for implementation activities with particular emphasis on regular constructive collaboration between teachers and administrators</p>
<p>Is the current practice research-based?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>Yes</p>
<p>Is it a principle & practice of high-performing school systems?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Has the current practice been effective or ineffective?</p>	<p>Effective</p>	<p>Effective in content areas addressed (math, English, CTE)</p>	<p>Effective</p>	<p>Effective, to the extent implemented</p>	<p>Ineffective</p>	<p>Effective to some extent</p>	<p>Effective in programs implemented thus far.</p>

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>CRT Report Card, district/school report cards, lesson plans, curriculum maps and pacing charts</p>	<p>Materials produced</p>	<p>TCAP/ACH. Gateway/EOC, TCAP/ALT. teacher made tests</p>	<p>Teacher materials requests, textbook orders, teacher surveys</p>	<p>TCAP/ACH, Gateway/ EOC</p>	<p>Sign-in sheets</p>	<p>Data on student achievement, teacher feedback, supervisory observation and discussion</p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p>CP Report Card, district/school report card shows increased achievement levels</p>	<p>Appropriate changes have been made in curriculum emphasis</p>	<p>Student data indicates improvement in achievement levels</p>	<p>Students who use materials show increase in achievement</p>	<p>Analysis of reporting categories in TCAP tests and CTE Core Indicator- 2SI(P4)</p>	<p>Evaluations of inservice, surveys, CREP survey</p>	<p>Schools becoming self - sustaining. Data on student achievement, teacher feedback, supervisory observation and discussion</p>
<p>Evidence of equitable system support for this practice</p>	<p>Every teacher has copies of appropriate standards and district curriculum guides</p>	<p>System provides release time for activity for all grade levels and content areas</p>	<p>System provides release time for activity and provides leadership</p>	<p>System provides funding for materials and texts on a per pupil basis</p>	<p>System does not support this practice</p>	<p>System continually provides training for everyone</p>	<p>System provides opportunity and support to every school implementing the activity</p>
<p>Next Step (changes or continuations)</p>	<p>Continue monitoring of teacher use and implementation of curriculum; continue training in teaching to standards</p>	<p>Continue to address new standards</p>	<p>Continue to assess data as available and adjust as needed</p>	<p>Continue to increase funding allocated to this support</p>	<p>Supervisors continue to provide direction in using standards as bas vs. text</p>	<p>Improve inservice follow up for monitoring of effectiveness</p>	<p>More supervisory access to teachers necessary as well as addition of a layer of consulting teachers important to effective implementation and continuation</p>

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?)

Currently due to the very limited number of supervisory staff members, the six instructional supervisors feel very limited in their capacity to allocate a sufficient amount of time to providing assistance to schools. In the day-to-day work an extraordinary amount of communication regarding curriculum and high quality practices must involve, not physical presence, but emails, phone conversations, timely inservices presented during teacher planning time and a high degree of creativity in finding the time to replicate services to all schools in the system, particularly those in greater need than others. Supervisors establish the priority of need. School visits are arranged with that priority in mind.

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

Continuation of the current practices in terms of presentations, training, and assistance must be perpetuated with an eye toward the increase of available time spent by central office staff through developing a level of consulting teachers who can extend the service in this area.

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?)

Currently money is used to provide up-to-date texts and accompanying materials for curriculum. It is also available to provide release time and training for teachers to collaborate in the construction of curriculum guides that are aligned with state and assessment standards, and are mapped and paced appropriately.

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

The current provision and allocation of money should be continued with a look taken at additional resource funds becoming available to continue to upgrade off-grade level materials that are needed to accommodate high level learners, and to acquire additional appropriate reading material in media centers to accommodate areas in content texts that need bolstering.

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?)

The allocation of system-level personnel is currently at “critical mass.” We serve over 15,000 students, 18 schools, and there are only members of the district supervisory team responsible for curriculum and instruction (two K-8 instructional supervisors who are also responsible for many system projects and departments; two high school supervisors with one that also serves as textbook coordinator, and one as OCR coordinator; one supervisor that is responsible for the teacher training center and technology training; one CTE supervisor who is also the principal of the CTE center; and one special education supervisor.) This makes it very difficult to provide appropriate and consistent assistance to schools or to build capacity as effectively as we would prefer. The addition of two part-time coordinators for the mentoring program has proven to be a very successful move by adding credibility to the mentoring program.

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

Currently the pending retirement of one instructional supervisor creates a need to split the current job responsibilities of that position into two component portions served by two individuals. The instructional supervisory portion of the position should be maintained. A separate position for a testing coordinator should be developed with responsibility for test administration K-12, teacher and administrator training in data analysis and instructional effectiveness, and accountability and school improvement. In addition, a level of consulting teachers who specialize in at least the major content areas of math, science, social studies, and language arts would be an enormously helpful extension of service to the schools. Time cannot be stretched much further than it currently is, although the creative use of time to help in planning and implementing teacher understanding, support, and consistency of the curriculum has helped to a degree. However, in preparing this plan we have become a more cohesive unit in terms of planning. We have developed a systemic process for review of our own work as central office staff and need to continue this process to continually improve. We have a shared vision for what students should know and be able to do and for what we need to be doing to make that vision a reality. We must continue to find ways to use our available time and resources to that end.

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?)

The system provides release time for the continuing study and review of curriculum guides and practices in order to maximize the potential for academic growth of our students. We encourage the participation of parents and community members to serve on system committees and/or learn about the schools. Parents and community members also serve our schools by: participating in fund-raising activities, volunteer tutoring, teacher aides, field trip chaperones, after school clubs, recycling and assisting in libraries, computer labs. Parenting programs are provided which help to develop an understanding of the curriculum offerings as well as early childhood development expectations for students. We provide training as well as the opportunity to experience effective school practices of team teaching, integrated curriculum, multiage grouping, and cooperative learning. We provide direct support for school and classroom curriculum efforts that include consultation services, planning time, and financial support for training programs as appropriate. The curriculum is posted on our website for preK-12. We also have printed brochures that have been developed for grades preK-8 for the various content areas and grade levels. The growth of the preK program and coordinated school health program has benefited students, parents, and the schools.

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

The efforts mentioned above should be continued and expanded as funding and personnel are available. Research should continue into curriculum best practices of high performing systems and passed along to the schools with needed support supplied.

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?**

Because all supervisors have a multitude of job responsibilities they feel that they cannot do as good a job as they wish to in this area. However, based on the latest survey, the principals and assistant principals felt that, even with the severe time constraints, the central office ensures a clearly written curriculum that is used consistently by teachers-one of high quality that is mapped and aligned to standards, with planning and monitoring done to ensure continuity, consistency, and equity in the curriculum district wide.

The administrators and community feel that we have provided an aligned curriculum based on state and national standards that will serve our students' needs. We have a clearly written curriculum used consistently by most teachers that is mapped and of high quality. We must still continue the work of making sure that all teachers consistently use the curriculum as their guide, not their textbooks. We also continue to need work on pacing the curriculum effectively in all classrooms.

We continue to work on vertical alignment for the new standards in math, science and language arts for each school. The aligning progresses in foreign language and US history. This work is schedule in other subject areas (technology courses for example) that need to be coordinated from middle grades to high schools.

Curriculum Reflective Questions - Narrative Response Required**Are we targeting funds and resources effectively to meet the needs of our schools?**

We are targeting high need schools with the limited funds that we have available. We expend our Federal Title funds and district teacher training funds according to need in the high poverty schools first then to the other schools in descending order of poverty level. Funds are then dispensed according to a school's plan for professional development, based upon their school improvement goals, always with the idea that these funds are investments for training, not just expenditures. All persons who attend trainings are asked to return and share with other teachers in their school and in the district as appropriate.

Curriculum Reflective Questions - Narrative Response Required**Based on the data, are we accurately meeting the needs of students in our schools?**

According to the data, we are accurately meeting the needs of economically disadvantaged students and getting a greater return on those students with disabilities as well as the other NCLB subgroups in terms of achievement. However, we are not showing the overall value-added gain scores that are needed to meet the growth standards in the various subjects and grade levels in our TVAAS scores of our high quintile students. We seem to be expending the majority of our energies on the lower two quintiles and showing greater growth there rather than in the upper quintiles. This is true in most schools, in most subjects, and in most grade levels. Summative data shows that most of the subgroups are increasing in proficiency levels (except as noted in Component 3) and we are making strides in improving the proficiency levels of students with disabilities and improving our graduation rates in the respective schools. Dropout rates have dropped significantly in both cohort and event comparisons and we feel that this is a good indication of doing a better job of meeting the needs of all students. We currently have pre-K classes located in the highest poverty schools. In evaluating testing data, the pre-K classes are proving to be successful in giving students a solid foundation for entering school

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?

Based upon school and community surveys along with a review of practices by the leadership team and various committees, our strengths include the establishment of system and school policies and practices that guarantee all students equity and access to high-quality curriculum and curricular programs. We establish guidelines rather than mandating specific programs or actions. Our Pre-K–12 curriculum is clearly written, aligned, and articulated to the community. Diversity and multicultural perspectives are present in the curriculum and its accompanying materials. We have effective ways of communicating the curriculum expectations to parents and community, for example, we have begun implementation of the program of study that impacts the focus of High School Redesign and making this known to parents. We are proactive with the new standards that are upon us in language arts, math, and science.

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.

We must continue to plan and monitor the continuity, consistency, and equity in the curriculum system-wide to meet the challenges that we face. These challenges are based upon the analysis of the data reviewed in Component 3. In order to increase the graduation rate of all subgroups, we must find ways to provide a more challenging curriculum at the high school level while still having curricular accessibility and relevance for those subgroups who have the lower graduation rates (African American males, for example). In addition, we must assure that the curriculum is delivered by highly qualified, effective teachers who know their content and receive up-to-date training to keep them current in their fields as well as competent in their practice. It is imperative that all curricula be aligned with the state's high school reform policy. Continued improvement in mathematics and reading/language arts proficiency, with accompanying value-added gain in all quintiles and subgroups is our academic achievement challenge. In order to maintain continued improvement we must constantly monitor curriculum in all content areas for their connection to students' developmental levels, prior knowledge, and learning experiences. Finding ways to successfully implement the cluster system in the high schools will have an impact on the curriculum. Continued teacher training in the new standards and in the high school reform is imperative.

Curriculum Summary Questions- Narrative Response Required**How will we address our challenges?**

Our challenges will be addressed through the continued establishment and maintenance of clear processes to align, map and appropriately pace all our content areas. Committees are currently working to successfully meet this challenge. The system will provide the opportunities and the guidance for these actions to occur and will oversee the articulation. Continued training will be provided to the community, teachers, principals, and guidance counselors in the understanding and implementation of the curriculum standards as well as the best practices for delivery of the curriculum itself. Training principals to help in the monitoring of the implementation of the academic and career technical curricula is essential and will be provided. As research indicates, the system must provide a well-articulated curriculum, aligned to assessments, with school leaders who monitor the extent to which it is actually covered. We have to ensure that the formal, written curriculum is actually the “teacher-taught” curriculum to have success for all students.

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

<p>Current Instructional Practices</p>	<p>Induction program supports teachers new to the district</p>	<p>Support for new administrators</p>	<p>Aspiring Administrators Academy</p>	<p>A comprehensive set of interview questions is use in a two tier interview process to determine if teacher candidates are a match to district as well as to open school positions</p>	<p>Differentiated instruction to reading</p>	<p>Teaching and learning environment provides multiple opportunities and interventions for student success</p>	<p>Curriculum teams help provide information and tools that support the delivery of expected instructional practices</p>	<p>District staff provide tools, information, training and support that increase teacher knowledge of best practices and understanding of content</p>
<p>Evidence of Practice</p>	<p>Program is in place, mentors turn in evaluations and annual review of program and activities</p>	<p>Program is in place, new administrators turn in evaluations and annual review of program and activities</p>	<p>Program is in place, aspiring administrators turn in evaluations and annual review of program and activities</p>	<p>Supervisors interview first and recommend for individual schools as teacher pool permits</p>	<p>Professional development offerings, classroom observations</p>	<p>Tutoring records, extended contract records, intercession records</p>	<p>Minutes of team meetings; faculty meeting agendas, Marzano book study, Tomlinson's book</p>	<p>Professional development logs, evaluations from sessions, and complete staff development calendar of sessions.</p>
<p>Is the current practice research-based?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Is it a principle & practice of high-performing school systems?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Has the current practice been effective or ineffective?</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>

What data source(s) do you have that support your answer? (identify all applicable sources)	Mentor/Mentee Evaluations, Teacher/Administrator Surveys	New administrators, supervisors, and Director surveys and feedback	Aspiring administrator surveys and feedback	Interview sheets and Principal recommendation ratings	Student test data from standardized and teacher-made tests, lesson plans, unit plans	Tutoring records, extended contract records, student report cards and progress reports, Intercession reports	Teacher surveys and evaluations, Principal walkthrough observation reports	Teacher evaluations and CREP Report and
Evidence of effectiveness or ineffectiveness	Noted in evaluations and surveys	Noted in annual performance review.	Noted in evaluations and surveys.	Principal evaluation of teacher and recommendation for rehire	Student achievement is improving in reading	Records of participating students indicated growth in academic area	Noted in evaluations and surveys	Noted in evaluations, reports of professional development, and Principal walk-throughs show implementation of training
Evidence of equitable system support for this practice	Available to all teachers new to school or district	Available to all new administrators	Available to all aspiring administrators in the district	Practice is done for all schools	System provides training and support for all school in this area	Extended contract funds are available on basis of school academic need		Collaborative funding provided for every school. All schools individual needs are considered in professional development planning
Next Step (changes or continuations)	Continue to expand and improve program	Continue to expand and improve program	Continue to expand and monitor	Continue and monitor	Continue to expand and monitor	Continue to expand and monitor	Continue to expand and monitor	Continue to expand and monitor

TCSPP TEMPLATE 4.2a
INSTRUCTIONAL PRACTICES

<p>Current Instructional Practices</p>	<p>Common planning time scheduled for teacher; scheduled system-wide grade level and content area meetings</p> <p>_____</p> <p>(identify practice)</p>	<p>Central office identifies, recommends and/or develops instructional resources that promote achievement of academic standards</p> <p>_____</p> <p>(identify practice)</p>	<p>Providing support and direction for teachers in using effective intervention, academic assistance and enrichment strategies</p> <p>_____</p> <p>(identify practice)</p>	<p>Provide schools with support and direction in utilizing effective practices for monitoring and assessing student progress</p> <p>_____</p> <p>(identify practice)</p>	<p>District aligning staff develop to instructional and professional growth needs</p> <p>_____</p> <p>(identify practice)</p>	<p>Variety of teaching strategies implemented and used in district</p> <p>_____</p> <p>(identify practice)</p>	<p>Using research-based programs focusing additional resources on reading/language arts, math and science</p> <p>_____</p> <p>(identify practice)</p>
<p>Evidence of Practice</p>	<p>School schedules and system calendars</p>	<p>Materials located and shared; provide training as needed</p>	<p>Funding release time for training in intervention, extended contract funds used for intervention/assistance</p>	<p>Training provided for effective monitoring and using formative assessment instructional strategies</p>	<p>Professional development plans, designed to align with student and teacher needs</p>	<p>Block scheduling training on-going, differentiated instruction training in process, other teaching strategies presented; Marzano Book; Pat Pavelka Centers in Classroom training; Gender Equity training ;</p>	<p>Beacon Reading, Academy of Reading, A+, Study Island, Bridges, Orchard, Wilson Reading, math, Remedial Labs, Reading Remedial Labs, Reading 180 in use in system schools</p>
<p>Is the current practice research-based?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>

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, according to supervisors and teacher evaluation sheets. Ineffective according to CREP teacher survey	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher surveys, test scores	Teacher surveys professional development surveys	Extended contract records, SEEK enrollment intersession enrollment	Test scores and teacher input	Professional development surveys	Teaching strategy use survey in all schools	Data from programs
Evidence of effectiveness or ineffectiveness	High agreements on teacher surveys and increased achievement	High agreements on teacher surveys and increased achievement	Data from interventions and enhancements indicate success for students	Increase in achievement	CREP Survey showed as decrease in alignment, teacher evaluation after sessions showed them to be effective	Majority of teachers using a variety of strategies; need more work in block classes in some schools due to newness of schedule	Increased student achievement
Evidence of equitable system support for this practice	Equitable provision of support teachers for planning time and time scheduled for system-wide meetings	Resources and training provided for all schools according to need	Equal opportunities provided to all students, all schools for participation	Provided to every school in system	Funding and success provided by formula and priority	System provides funding and/or opportunity to learn about strategies to all schools	Some schools purchased in their own system helps with training and assistance with acquisition
Next Step (changes or continuations)	Continue practice and monitor effectiveness	Continue practice and monitor effectiveness	Continue practice and expand when possible	Continue and practice and expand when possible	Continued practice/improvement. Assist teachers in understanding overall plan, which will impact CREP survey	Continue practice and expand when possible	Continue programs and begin to provide more financial assistance in acquisition as funding as available.

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?)

Paperwork and the "putting out of fires" leads to most instructional supervisors having a limited amount of time available for providing assistance in this area. The supervisors provide personally or arrange for in-service training in this area as frequently as their respective schedules allow. However, the teacher training supervisor spends the majority of her time in this arena, particularly in the area of technology training. The system also provides on-line access to teacher training in content and instructional practice. New teachers are provided with two mentors as a part of the system induction program into service in our county. The provision of a half-time coordinator under the direction of the instructional supervisors for this program expands what the instructional staff can accomplish.

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

Instructional supervisors should be spending the majority of their time with teachers, principals, and assistant principals in providing support, direction and professional development based on individual needs. There is a definite need to increase access time for the supervisors to meet with teachers in the area of instruction. Planning times have been increased in some instances. More uniformity in this area is needed. The drive for Rigor and Relevance at the high school level is expanding and continuing to include relationships and redesign. More time is essential for full implementation. Math, Reading, and Graduation coaches, in addition to a part-time Mentor Coordinator are needed.

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?)

System training funds are expended based upon teacher training needs by school. All monies (federal, state, local, grants) for conferences is spent on those who can come back and teach others. Funds are allocated first to a prioritized list of schools with accompanying needs. The priority status of schools is determined first by the poverty level of its students, then by achievement data needs as well as teacher professional development plan needs. There is equity in the distribution of system funds as well as title funding because it is based upon this priority of need.

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

We feel that we are constructively using the limited amount of funds available as they should be spent on areas of greatest documented need in school improvement plans. Obviously more money would be beneficial and would provide additional support to the in-service training program.

TCSPS 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?)

Mentor teachers are a decided asset in this area. The time spent by the instructional supervisors is limited but highly concentrated in building capacity around effective instructional practices. The weekly tips on line that are provided by the Mentor Program Coordinator are helpful in extending personnel. There are 4 federally funded reading coaches available to the district, all assigned to Title I schools. Due to the limited number of staff members, there can be little if any delegation of personnel to assist the supervisors in this most important activity. Title 1 funds are equitably used to provide additional teaching staff at the four highest poverty schools. The highest poverty school has 10 additional instructional staff. The remaining 3 Title 1 schools have from 3 to 4 additional instructional staff members. However, there is an inequity in the system's capacity to supply similar personnel to all schools. For example, some middle grades have full time foreign language teachers and others do not. Some schools have full time computer teachers and others do not. Presently there has not been much progress made with the utilization of our best teachers in areas where we have our greatest need. We have some schools that consistently are placing their newest, least experienced teachers with the most challenging students.

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

In order to build the necessary capacity and understanding in the area of effective instructional practice, the system needs to add Math, Reading, and Graduation coaches, computer teachers, more trained mentors and a level of consulting teachers in the various content areas. Additional content or exploratory teachers should be added to middle grades schools to allow for more effective pupil placement to occur as well as to provide more support program opportunities for students in need. These additional personnel would also prevent the inequitable opportunities in foreign language and some higher level courses from occurring. Principals should be better equipped to provide and implement effective instructional leadership. The addition of some assistant principals in the very large schools will help in the area of instructional support since many of the current assistants are charged with doing nothing but discipline each day. Further opportunities for appropriate in-service can be added through the use of on-line programs that are just in their beginning stages. The addition of these online courses will further expand the effective use of personnel in the system. A critical area of need in the system is the more effective placement of the faculty members that we currently have in our schools. It is imperative that we do more to place the best teachers with our neediest students.

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 utilizing our district website to dispense information on best practices and good instructional practice. We are using Power Media Plus as another tool. Study Island and Orchard software are used, as well as Academy of Reading, A+, Mediacast, and Destiny to add additional instructional support. The Born to Learn curriculum has been added to the Pre-Kindergarten program to enhance family support and involvement. These programs help to deliver differentiated instruction in the classrooms. High school guidance counselors are currently being used more in a clerical status at the high school level rather than in their true position of guiding students toward appropriate course work, motivation of students to stay in school, and providing post high school options.

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

Guidance counselors should be available to guide students toward appropriate course work, motivate students to stay in school, and provide post high school options. Additional counselors at the middle school levels are also needed. The consistency of support resources must be addressed to ensure equity of access by all students to available resources.

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?

According to our gap analysis we have holes to fill in terms of providing available personnel as noted previously and in providing similar or equitable access to instructional programs and support materials.

Instructional Reflective Questions - Narrative Response Required

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

At present we believe that we are effectively targeting funds due to the prioritized method that we use to dispense funding and other resources.

Instructional Reflective Questions - Narrative Response Required

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

Based upon our analysis of data, we find that we are moving more students toward higher levels of proficiency in grades K-8 but the high quintiles of students are not gaining (according to our TVAAS scores) at the rate that we want them to grow. The same is true of our high school gateway and EOC student clientele. We find that we are doing an excellent job with our lower quintile students in most subgroups, but leaving behind, in terms of gain, our best students. Some schools are showing decidedly impressive growth in proficiency levels of the educationally disadvantaged and with special education. Our work in this direction needs to continue so that goals can be reached by 2014.

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?

According to test data and teacher and administrator surveys, we have a number of strengths. Our proficiency levels are high in almost every subgroup and other NCLB data points are in good standing. Every school is SACS accredited and high academic levels are important in that arena. Our teacher induction program supports teachers and principals new to the district and instructional help is a major component of that program. A focus on best practices is maintained in all schools and instructional decisions are based upon a careful analysis of collected data. Professional development for teachers is directly related to teaching, making the best use of training time for staff. We are providing a high level of on-site training in the use of technology for improving instruction. The Rigor, Relevance, and Relationships high school framework has been effective at the high school level to increase the level of student engagement in learning activities. Teacher instructional time is protected by system and school level policies. School climate surveys have indicated that the teaching and learning environment provides students with multiple opportunities for success. The supervisors have consistently promoted the use of teaching strategies that actively engage students in learning activities, having them participate in discussions, and using technology to learn. Organizationally we have assisted in improving instruction by adopting block scheduling in the high school and an alternating A-B block in the middle schools. Consistent instructional planning occurs Pre-K through 12. Early attention to active engagement is paramount to students remaining in school and graduating.

Instructional Summary Questions- Narrative Response Required

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

Instruction that will actively engage all students to a high level continues to be a challenge, particularly with those students who are at risk of school failure. Continuing to provide effective, highly qualified teachers for all subjects will be an intense struggle due to the limited number of qualified candidates in our system because of our low salaries. In order to continue growth in academic achievement and gain, we must proceed with current efforts to maximize real instructional time for teachers so that all subgroups best practices for teaching in the block. Additionally, monitoring must continue to ascertain if the teachers are incorporating research-based strategies that are shown to be highly effective with a variety of cultural and receive appropriate instruction. The system must continue to provide training in the effective use of a variety of instructional strategies and different learning styles. Training must also continue in these areas that address differences in languages and learning styles.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Challenges, as determined by analysis of surveys and collected data, indicate a need to expand our mentoring program and our instructional leadership program. Differentiated instruction training will need to be kept at the forefront of teacher training and the monitoring of teacher strategy usage should continue. The integration of regular education standards into the special education classrooms with accompanying collaboration between regular education and special education must continue. The action steps that will be a part of Component 5 of this plan will include activities and actions that will address our areas of concern. Monitoring of this plan will be conducted through the Leadership Team and regular progress meetings will be a part of this monitoring process to be sure that our challenge areas are being addressed.

TCSPP TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	Student success is analyzed by collecting data from a variety of sources (identify practice)	Common final exams are administered in all Algebra I and higher math classes (identify practice)	District-wide assessments are given near end of K-2 to provide guidance for reteaching and placement (identify practice)	Continual learning is provided to teachers and administrators in data analysis, interpretation, and use in instructional decision making (identify practice)	Commercial benchmarking tests are used in some schools in tested content areas. Work has begun on benchmark assessments for all subjects tested. (identify practice)	A variety of assessment are used to ensure child appropriately challenged at his or her instructional level (identify practice)	Data management teams are being used to assess data correctly (identify practice)
Evidence of Practice	Data team meetings, school improvement plans	Exams	Exams	Supervisor calendar of events, professional development log	School testing result reports	Assessments noted in lesson plans and student records	Data teams meet and receive training
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	Unknown at present due to newness of practice	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Data collected and analyzed from attendance, retention rates, demographic profiles	Exams	Assessments	Achievement data	Model, teacher made benchmarking tests and textbook	Systemwide reading placement tests are used to ascertain reading instructional level	Meeting records, school improvement plans

Evidence of effectiveness or ineffectiveness	Proper student placements	Unknown at present until administration of tests	Teachers used scores from assessment to provide re-teaching or retesting	Positive teacher and principal commentary and rise in student test scores	Scores indicate higher levels of achievement	Scores indicate higher levels of achievement	Schools are more able to write analysis statements and more constructively and accurately use data in their plans
Evidence of equitable system support for this practice	All schools receive support in this area	All math classes are provided with exams at present	All schools receive same support	All schools receive same support	Schools purchase their materials. System only supports training	All schools receive same support	All schools receive training and support
Next Step (changes or continuations)	Continue and monitor	Based upon evaluation, continuation, if proven effective, and expansion to other subject areas	Continue and monitor	Continue and monitor	Continue monitor and expand to all content areas	Continue and provide additional training needed.	Continue and monitor

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?)

The system testing coordinator (also an elementary instructional supervisor) spends the greatest majority of her time in this area. In addition, those responsibilities include the assistance for schools in developing school improvement plans based upon the data the schools have collected. Provision is made for on-going training in understanding and implementing research-based assessment practices. There just seems to be inadequate time to cover the number of schools and individual teachers that need the information. A great deal of time is spent in helping teachers align their assessment with curriculum and aligning instruction practice with standardized assessments. Time is spent with data teams who are in training to ensure that schools are systematic in collecting data on student achievement and using those data to guide instruction. The system supervisors devote as much time as feasible to the understanding of data collected at the system level to guide decision-making at that point.

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

Staff is needed that could help with the training and dissemination of collected data. Again, the myriad of job responsibilities that are handled by the supervisors puts a decided strain upon the availability of time for this most important area of school improvement.

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?)

Funding has been provided to support the administration of ACT, ACT/PLAN, and ACT/EXPLORE, and High Schools that Work/Making Middle Grades Work Assessments for system students. All tenth graders take PLAN and every eighth grader takes EXPLORE to assist in proper planning for high school and post-secondary options. The system is being asked to provide for all second graders to take SAGES as a screening mechanism for the gifted program SEEK. Currently the SEEK teachers have a limited number of tests that each teacher uses to try to test all second grade students. Additional funds are available to support psychological and other special education testing as needed for our special populations. Funding is also provided through system funds and various title funds for training in assessment. Currently individual schools fund their own activities with the system supplying a minimal amount from title funds for the training components attached to those programs.

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

At present we feel that we are utilizing the funding available to our best ability, focusing first on data-driven areas of need. Funding should be increased to allow for more extensive training and the supplying of consistent benchmarking assessments to all schools as well as the SAGES testing for second grade. Provide funding for all schools to participate in DIBELS assessment.

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?)

Before we can build capacity in schools, we need to continue to build capacity in the central office in the understanding and implementing of research-based assessment practices. Then the entire supervisory staff could assist in this action. Central office activities are still limited, as in all other areas, by the size of the supervisory staff and the lack of other staff to help with improvement efforts.

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

A system the size of ours really should consider having a full time testing and assessment coordinator and staff who could take over all of the administration, training and monitoring in this area. Time needs to be made available for personnel to have access to teachers for appropriate staff development for improvement in assessment techniques and uses of data

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 are contributing small amounts of funding as mentioned earlier to the training components of assessment benchmarking programs. Textbooks are being selected that also contain assessment components that can prove to be beneficial to classroom success. Training is being provided in the use of those components through the respective publishing companies. One of the elementary schools is participating in the trial tests of the state's new benchmarking testing program.

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

Continuing the practices mentioned above and keeping abreast of new research in this area will help central office staff enhance their capacity for growth in assessment practices

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?

At present we have an imbalance in equity and adequacy due to the fact that some schools have provided their own benchmark assessment tools at school expense while others do not the funds available to do that. This leads to some schools having better benchmarking assessments than others who have less funding available for this since the system cannot help at the present time in ways other than funding the training associated with the benchmarking or assessment training resources. School level and system level training in data collection, data interpretation, and data analysis is being provided on an equitable basis to all schools and all teachers.

Assessment Reflective Questions - Narrative Response Required

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

We are targeting the funds and resources that we have to the best of our ability. However, as noted above, funding is needed to provide adequately and equitably to all schools the resources for benchmarking that are needed. Training is provided internally by the central office and, according to teacher and administrator surveys, this inside resource is effectively meeting the needs of the schools and teachers.

Assessment Reflective Questions - Narrative Response Required

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

Our data sources reflect that we are meeting the needs of students in our schools adequately as far as achievement goes with the exception of our ELL and Asian Pacific population as far as achievement proficiency is concerned. However, TVAAS scores show that we are not accurately meeting the needs of students in the fourth and fifth quintiles in most subject areas. We have pockets of concern in Math and specific reporting categories in all subject areas have been defined that will need more work from the standpoint of successful mastery of objectives in those categories.

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?

Teachers and administrators are provided extensive training in the collection, management, analysis and use of data. Data teams have been trained to serve as a conduit of knowledge and information to the individual schools in addition to the central office staff. These data teams are a part of a composite of teams, including the school improvement leadership team, curriculum team, and the professional development team in each school. These teams interact with each other to use assessment data to direct curricular changes, instructional decisions, and professional development activities. Common final exams are being used in some areas and are providing consistency of expectation in those subjects. Newly adopted texts include an extensive variety of assessment components. The system provides support and technical assistance to schools in developing and using alternative assessments. The district communicates assessment results to parenting adults and reports assessment results and longitudinal records to teachers and the community. Data from a variety of sources indicates our academic strengths for the majority of our subgroups.

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 establishment and implementation of system wide student achievement benchmarks will create a base for decisions to be made that can impact the graduation/promotion rate of all students. This will decrease the possibility that students will not receive intervention until it is difficult for them to be successful.

The provision of effective, highly qualified teachers will be a major challenge. A qualified, effective teacher is absolutely essential to achieving desired results. Teacher training for

effective instruction, aligned assessments, and positive interventions will be a necessity. Teacher effect data is a good indicator for possible teacher placement, particularly when the system is attempting to put its best teachers with its neediest students. This is a definite need that our county has currently. This need, coupled with the low salaries, will be a difficult one to correct.

The construction of benchmarking assessments and the training of teachers in the use of appropriate types and styles of assessment materials will be critical to the improvement of proficiency levels and gain scores of math and language arts students in the system. The construct of assessment, the level of questioning used in classrooms, the connection between assessment and instruction must all be considered in this training.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Action steps in component 5 will be the plan by which we address the challenges that we have in assessment. Steps will include making sure that there is tight alignment between the curriculum, instruction, and assessment. Assessment results will be used in ways that help teachers change their instructional practice to better serve students subgroups. Benchmarking tests will be designed as noted previously and used appropriately. The curriculum will continue to be paced to be sure that all assessed items are covered before the assessment dates.

Evidence of equitable system support for this practice	All schools/students have access to opportunity	All schools/students have access to opportunity	All schools/students have access to opportunity	All schools/students have access to opportunity	All schools/students have access to opportunity	All schools/students have access to opportunity	
Next Step (changes or continuations)	Continue, monitor	Continue, monitor	Continue, monitor, expand	Continue, monitor	Continue, monitor, expand	Continue, monitor	

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?)

Central office staff has an imbalance of time spent on reactive responses and proactive planning due to limited number of staff. Staffing meetings are held with the director and irregular supervisory meetings are held throughout the year. The director holds principals meetings which supervisors attend. Elementary and secondary supervisors hold meetings with respective principals and assistant principals as needed. All parties make good use of email as a time multiplier. The supervisors schedule system-wide meetings for various grade levels and content areas after school, with some meeting more frequently than others. Principals are encouraged by supervisors to provide a teacher/student schedule that allows flexibility where needed and one that allows for teacher teams to meet as well. Principals and assistant principals have been provided leadership through book study, presentations, or discussions around understanding and implementing organizational practices that are research-based.

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

There needs to be more time for long range, in-depth planning and time to monitor existing programs. Principal leadership and leadership capacity building time needs to be set aside on a regular basis, either through focused meetings or themed staff meetings with the director and the supervisors. Building leadership capacity will become more critical as more of the administrative staff reaches retirement age and as new people come on board.

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?)

Funding is used to provide assistance to schools in the implementation of research-based strategies that include placement of assistant principals at every school. School leaders are provided with budget information as soon as it becomes available. A formula is used to provide adequate numbers of support teachers in each elementary facility so that planning times and team times can be common. Funding decisions are often made by a collaborative team of departments with a priority given to those schools most in need.

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

Due to the reduced availability of teachers, particularly in high need areas, the system must reprioritize with emphasis on instructional needs and teacher salaries being at the forefront

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?)

The same constraints are evident in the use of personnel for implementing research-based organizational practices as are apparent in the other areas of analysis. The limited number of persons available and the limited time that can be used in this endeavor create a roadblock to building capacity. The central office staff uses creativity in job execution to try to encompass this area as well as all the other areas of responsibility their jobs entail. Currently time is utilized in a manner that allows the supervisors to respond to those schools with the greatest need at the time.

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

The formation of a level of consulting teachers or curriculum instructional teams would allow the system supervisory staff to perform a more adequate job in this area. Effective introduction will be greatly enhanced by the addition of math and language arts coaches. In order to address the systems graduation rate, it is vital to establish graduation coaches in every High School.

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?)

Tennessee Technological University is coming to our system and offering courses on local campuses. All administrative staff received training on how to deal with the media. SMS training was provided to all members of the leadership team on how to enter discipline referrals. The SDHA process was restructured and 7-12 Administrators, supervisors and coordinators were trained. Web- ex technology must be made available to all personnel.

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

We are targeting funds as effectively as possible in response to greatest need at present. This practice does not lead to equity nor adequacy as noted above.

TCSPS TEMPLATE 4.4c

ORGANIZATIONAL REFLECTIVE QUESTIONS

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

Organizational Reflective Questions - Narrative Response Required
<p>Are we providing equity and adequacy to all our schools?</p> <p>Organizationally we have provided support teachers according to a formula devised by the system. In schools where the need is evident, SSR teachers have been provided to further reduce the class size after BEP statutes have been met. Title I teachers and paraprofessionals are assigned to Title I schools to assist with supplemental instructional help for at-risk students. Wilson County Schools met comparability of staff as required by NCLB. Educational assistants are available in all elementary schools but this formula needs to be revisited to provide adequacy and equity in all schools. A disciplinary alternative school (MAP Academy) is available for all schools but is limited in its student capacity. A truly alternative school needs to be established. Four schools are provided reading coaches through Title I funds, but the system has not been able to provide for other needy schools. Some schools have full time computer teachers provided by the system, while others do not.</p>

Organizational Reflective Questions - Narrative Response Required
<p>Are we targeting funds and resources effectively to meet the needs of our schools?</p> <p>We are targeting funds as effectively as possible in response to greatest need at present. This practice does not lead to equity nor adequacy as noted above.</p>

Organizational Reflective Questions - Narrative Response Required

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

Currently there is also a need to increase the number of gifted teachers to assist Special Education in this area. The system ensures that schools have the capability to carry out prevention activities and support high need students and families in assessing needed services. A true alternative school should be made available so that all student needs are met. Content area teachers are needed in Physics, Chemistry, math foreign language and ELL.

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?

Elementary teachers are provided with common planning time to as great a degree as possible given. Teacher teams and the establishment of smaller learning communities have promoted gains in academic achievement as evidenced by the testing data and internal survey results. The implementation of block scheduling and the modified calendar have been cited by teacher, student, faculty and community surveys as an organizational strength, particularly due to the success of intersession activities and the use of other extended contract activities in preventing student failure. Sufficient texts and accompanying materials have been provided to all teachers. The system organizational structure, with its provision of special programs, assists in increasing the level of success for students.

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.

Getting students to take advantage of the special programs that are organizational achievement assets is a distinct challenge. Opportunities can be provided, but if students do not take part in those programs through choice, they are of no consequence in improving graduation rates nor in the reduction of failures, which lead to dropouts.

Informational meetings about the matrix, training funding assistance offerings to teachers needing to become highly qualified, and the recruitment strategies currently being used continue to be presented but the teachers must positively respond to these efforts in order for them to be successful. Some teachers are not responding to these opportunities as quickly as needed. The greatest challenge, however, will be that of recruiting and retaining highly qualified staff due to the low salary level.

Particular need exists in the middle grades math and language arts classes to continue to expand the remedial laboratory experiences that are a part of the exploratory options. Additional staff may be needed to continue to expand this very necessary opportunity in order to raise the proficiency level of middle grades students. Additional work is also needed at the high school level in increasing the number of students who take AP and other high level coursework. At present, capable students are not enrolling in these courses due to a variety of reasons that need to be addressed.

Organizational Summary Questions- Narrative Response Required

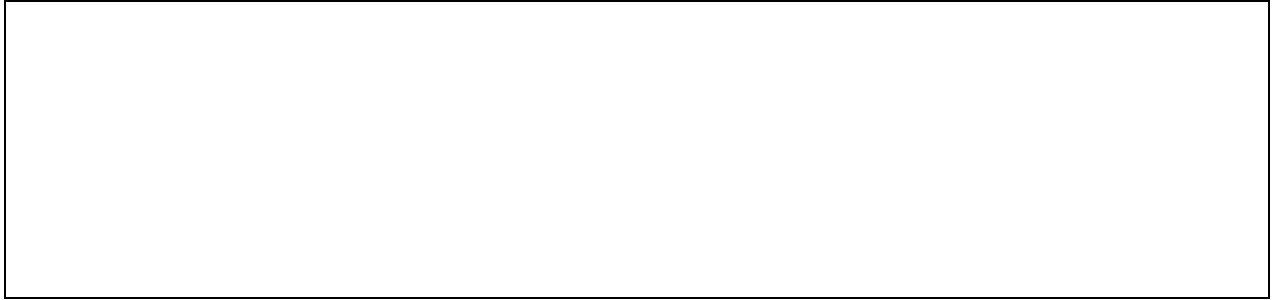
How will we address our challenges?

Steps toward addressing the challenges are outlined in Component 5. We will work toward increasing new teacher support/mentoring, providing competitive salaries for teachers, acquiring and allocating funds to provide for more intervention programs and activities as appropriate, and continuing to broaden our partnerships with parents, business and other community factions to bring a cohesive focus toward the improvement of education in our county. Parent and student understanding of the importance of a rigorous high school curriculum will entail the development and implementation of a specific plan for that purpose.

It is our intent to continue the collaborative effort between all of our departments and programs to achieve our goals. There will continue to be collaboration between Titles I, IIA, IID, III, IV. Head Start, Homeless, ELL, Special Education, Extended Contract, SAC'S, the state Pre IC program, Career Technical, and Technology to make the best use of all of our personnel and resources and to avoid duplication of expenditures and efforts.

We are convinced that this collaborative organizational structure will assist us in following the guidelines offered by high performing schools and systems. Since the system was targeted under Title II.4 for not meeting the Highly Qualified target for 2005-2006 for the second year, we are paying particular attention to the hiring of new teachers--not hiring for any position unless the candidate is highly qualified. We also will continue our practice of assisting principals in the evaluation process for any teacher who cannot comply in any other manner and will also continue the practice of paying for PRAXIS exams that are necessary for teachers to prove that they are highly qualified

We will work toward increasing new teacher support/mentoring, providing competitive salaries for teachers, acquiring and allocating funds to provide for more intervention programs and activities as appropriate, and continuing to broaden our partnerships with parents, business and other community factions to bring a cohesive focus toward the improvement of education in our county. Parent and student understanding of the importance of a rigorous high school curriculum will entail the development and implementation of a specific plan for that purpose.



COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: January, 2010

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

Goal

Each high school will exhibit at least a 90% graduation rate by 2014 and each school will reach state defined individual targets annually.

Which need(s) does this goal address?

Graduation Rate, NCLB Benchmark, IDEA, Carl Perkins Report Card, Family Engagement

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

Included as Goals I and IV of the system’s Five-Year Plan—Promote learning/student performance and promote active Family Involvement

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
All schools will implement for this prior to 2011.	Secondary Supervisor s Rohen, Wilson	Presenter/trainer Materials \$35,000	GP, IDEA	Drop-out rate, Increased attendance, Success on EOC tests, Reduced failure rate in 9th grade courses, reduced discipline referrals, Teacher/student surveys	Freshmen Seminar, Freshmen Advisory Groups, Summer Transition Program, Graduation Coaches, Full time dedicated Freshman school counselors
2010-11	Secondary Supervisor: Moss	Training \$2000	GP, CTE	Counselors evaluate the PD they receive/ program generated as a result of the PD	Session planned summer 2010

Action Step
All high schools will provide freshman transition support.

Action Step
Provide professional development for counselors on post-secondary options for traditionally under-represented students as defined in Carl Perkins, NCLB

Action Step	Design an implementation plan for the use of Compass Learning in targeted subject areas and grade levels	2010-2011	Micco	None	N/A	Implementation plan produced	Plan completed and implemented
Action Step	Continue training and implementing Making Middle Grades Work, High Schools That Work in all middle and high schools.	2010-2011	Instructional Supervisors Smith, Moss	Training \$74,000.00	GP, Title II	SREB Evaluations	All schools except Mt. Juliet High School actively participate each year.
Action Step	Design and add CTE Exploratory Modules to middle grades schedules	2010-2011	Secondary Supervisor Moss	Salaries \$150,000 Equipment \$50,000	GP	Number of students to successfully complete programs	Participation in all middle schools
Action Step	Implement high school credit coursework for targeted potential drop outs who are transitioning into high school	2010-2012	Secondary Supervisor Wilson	Salaries \$10,000	GP, Extended Contract	Number of students to successfully complete programs	Enrolled students receive pre-high school credit
Action Step	Enhance the high school graduation coach program by increasing the positions to full time	2010-2012	Secondary Supervisor s Rohen, Wilson	Salaries \$100,000	GP	Number of full time positions	Full time graduation coaches are hired and in place
Action Step	Expand the high school graduation coach positions to the middle schools	2010-2012	Secondary Supervisor s Rohen, Wilson	Salaries \$150,000	GP	Number middle school graduation coaches	Middle school graduation coaches are in place
Action Step	Continue credit recovery opportunities (Youthlinks, A+, 5 th Credit)	2010-2011	Secondary Supervisor s Rohen,	\$35,000	GP	Number of students enrolled, how many credits were recovered,	Students graduate on time

			Wilson			how many graduated due to credit recovery	
	Develop a formal Response to Intervention (RTI) plan for high schools	2010-2011	Supervisor Micco, Smith	None Required	N/A	Plan Developed	Plan Implemented
Action Step	Monitor on-line staff development training for teachers	2010-2011	Supervisor Clemmons	None Required	N/A	Teacher evaluation from each module	Numbers of teachers participating in on-line PD
Action Step	Parent and Community: Continue to implement the system's Family Engagement Plan	2010-2015	Title I Director	\$13,000 and In-kind	FRC, GP, Title I, and ELC	Annual Review FRC, Title I Parent Surveys	Fully implemented
Action Step	All HS will continue to increase the numbers of concentrators in the various career clusters.	2010-2013	CTE Supervisor Moss	\$500 and time	Carl Perkins	Report Card	Numbers increasing
Action Step	Provide Gateway preparation & intervention courses are available as needed for all students to improve passing rate	2010-2012	Secondary & Special Education Supervisor s Micco / Rohen	\$5,000	GP, IDEA, Youth Links	Gateway test results, drop-out rate, graduation rate	Available and attended by those needing service
Action Step	All senior special education students will have a summary of performance computed which includes graduation goals. Add additional support staff to provide greater student access, more team planning time for instructional improvement, particularly between special education and regular ed.	2010-2014	Special Ed Supervisor (Jill Micco)	Time \$22,000-\$60,000 per position	Special Ed. GP	Monitoring Review	Continuing process

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: January 2010

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

Goal All students will be taught by effective, highly qualified teachers in a safe, drug-free environment in the 2010-2011 school year.

Which need(s) does this Goal address? Improving academic achievement of students in language arts, reading and math, reducing teacher turnover, and training administrators in higher levels of understanding of effective schools and best practices in a safe environment.

How is this Goal linked to the system’s Five-Year Plan? This goal reflects Goals II, III, and IV of the system’s Five Year Plan—Maintain highly qualified teachers, provide a safe environment, and promote family involvement.

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	HR Supervisor Sparks	PRAXIS reimbursement	Title II and/or teacher pays	Increase in % of highly qualified teachers from the previous year until 100% reached.	99.9% compliance
2010-2015	Board of Education, County Commission	\$4 million salary	Local funds	Local salary increase	Increase ranking among TN systems to above 70
2010-2011	Felicia Duncan	\$150,000 salaries	Title II	Title II Evaluation Mentor/Mentee and new teacher program evaluations	First and second year programs implemented. Third year program underway

Action Step	Increase the level of teacher effectiveness and retention by adding a system-wide cadre of consulting teachers in core content areas	2010-2015	Smith, Micco, Wilson, and Rohen	\$250,000-\$500,000	GP, IDEA	Cadre added, Teacher effectiveness (TVAAS) increases	Cadre added, Teacher effectiveness (TVAAS) increases
Action Step	Increase the pool of highly qualified applicants by developing an on-line application, partnering with local universities, and holding bi-annual career fairs	2010-2011	HR Supervisor Sparks	\$21,000	GP	Quality of pool of applicants increases	On-line application, Gallup Teacher Insight Interview, Bi – Annual Career Fair in place, university partners utilized
Action Step	Design annual professional development plan based on assessed student needs reflected in SIP reports of schools' academic needs	2010-2011	Instructional Supervisors	None	N/A	Online system survey data on professional development (PD)	County wide PD committee meets to identify needs and plan accordingly
Action Step	Administrators will participate in training sessions to increase knowledge in best practices	2010-2011	Instructional Supervisors	\$30,000 training	GP, Title I, Title II	Administrator feedback	Book studies and learning sessions are scheduled for monthly principals' meetings
Action Step	Teachers and administrators will receive training in family engagement/parent involvement and communication (Parent and Community)	2010-2015	Title I Director	\$5000 training	Title I	Parent surveys	Successfully Continues
Action Step	Staff development training will include strategies for teachers to work with math concepts.	2010-2011	Instructional Supervisors	\$4,000	Title II, Title I, IDEA	Evaluation of professional development	NCTM conference attended by math teachers, TI Nspire training offered for

							algebra teachers, teachers attended Umath, grant recipient for EXXON to train others on math strategies
Action Step	Poverty training will be offered for all teachers and administrators	2010-2011	Instructional Supervisors, Title I Director	\$5000 training and materials	GP, Title I	PD surveys	Offered annually
Action Step	Staff development training for teachers will include the National Reading Panel components for best practices in reading	2010-2011	Elementary Supervisors	\$5000 training and materials	GP, Title I	PD surveys	Successfully implemented
Action Step	School system will continue to offer staff development training in differentiated instruction.	2010-2015	Instructional Supervisors	\$50,000	Title IIA	PD 360 evaluations and reflection questions and reports for usage	PD360 implementation
Action Step	Provide formal training for structured Professional Learning Communities	2010-2015	Instructional Supervisors	\$35,000	Title IIA	Minutes and evaluations from PLCs	Structured PLCs in place
Action Step	Content area specific staff development in best practices	2010-2015	Instructional Supervisors	\$8000 training and materials	GP, Title I, Title II, Title II Part D	PD surveys	County wide subject area teachers meet and share best practices
Action Step	Techniques for teachers to work with the ELL students	2010-2015	Duncan	\$5000 training	Title III	Teacher evaluation	Offered annually. Included for all new teachers.
Action Step	Teachers and administrators will receive technology staff development, especially in Power Media, Media Cast, Desktop Video Conferencing, Virtual School Program and Course-In-Site.	2010-2015	Clemmons	\$3000 training	Title II Part D formula grant GP	PD surveys	Successfully completed and will continue as needed.

Action Step	Continue vertical content alignment training in grades K-12	2010-2015	Instructional Supervisors	\$10,000 training	GP	monitor implementation / annual review of curriculum / curriculum diaries, standardized testing data	Professional development and meetings to all teachers: pacing, EOC updates, benchmarks, assessments
Action Step	Staff development for effective classroom management will be offered as needed	2010-2015	Micco	\$5000 materials	Title II IDEA Title I	Teacher evaluations, Reduced # of classroom disc referrals to office	COMP – offered annually for new teachers and teachers recommended by school administrators
Action Step	Guided Reading training for elementary teachers	2010-2015	Smith	\$3000 training	GP, Title I	PD surveys and teacher evaluations	Successfully completed and offered annually to newly hired staff
Action Step	Staff development training on interpreting testing data for school staff	2010-2011	Duncan	In-kind	GP, Title II	SIP plans & standardized test data	Each school meets and analyzes test data annually with supervisors and testing coordinator
Action Step	Team Teaching and Inclusion Classroom training	2010-2015	Micco	\$2000 training	IDEA, Title II	Observations and standardized test scores	Successfully presented and will continue
Action Step	CTE teachers are provided, through external workshops and internal staff development, training on emerging technology in their career clusters.	2010-2013	Moss	\$500 training	CTE	Report Card	Successfully presented and will continue
Action Step	Trade and industry instructor along with health science instructors in collaboration with TN State	2010-2013	Moss	In-kind	CTE	Preliminary Reports	Successfully completed and will continue

	University and the CTE division of the State Dept. will be licensed with a professional occupational certification.						
Action Step	Principals and guidance counselors at all levels will be trained on the value of CTE in all aspects of educating students for the future.	2010-2013	Moss	In-kind	CTE	Training evaluation reports	Administrator and counselor awareness raised
Action Step	Improve new administrator effectiveness through the professional support needed for success during the first two years including coaching and mentoring	2010-2015	Climer	\$4000 materials	GP, Title I, Title II	School climate surveys, training evaluations from administrators	Mentor program continues for new administrators attended by all new school principals and assistant principals
Action Step	Continue to offer the STARS program for middle and high school students	2010-2015	Title I Director	\$90,000 counselors	Title IV, Safe Schools Grant, IDEA, GP	Suspension/expulsion data and Title IV Evaluation	Successfully continues
Action Step	Provide "No Bullying" and Conflict Resolution Training for K-12	2010-2015	Title I Director	\$350	Title IV	Suspension/Expulsion data and Title IV Evaluation	Successfully Continues
Action Step	Continue to offer the Life Skills, Second Step, and No Bullying training for teachers in K-12 schools as appropriate	2010-2015	Title I Director	\$1000 materials	Title IV	Title IV Evaluation	Successfully continues
Action Step	Continue to provide training for paraprofessionals to maximize effective strategies	2010-2015	Title I Director	\$1000 in-kind	IDEA, Title I, GP	# of trained participants	Successfully continues
Action Step	Provide additional paraprofessionals to assist teachers with the implementation of RTI instruction, especially to provide student tutoring and small group assistance.	2010-2015	Hall	\$700,000; \$26,0000 per position	GP, Title I, IDEA, BEP 2.0	Increase in # of paraprofessionals	in budget request

Action Step	Add additional maintenance and custodial assistance to maintain facilities in a safe and clean environment.	2010-2015	Hall	\$25,000-\$45,000 per position	GP, BEP 2.0	Increased Staff	Personnel hired
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TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: January 2010

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

Goal All students will reach NCLB proficiency benchmarks by 2013-14 in reading/language arts with gains adequate to meet the state growth standard.

Which need(s) does this Goal address? NCLB Benchmark, IDEA, Family Engagement, Carl Perkins Core Indicators

How is this Goal linked to the system’s Five-Year Plan? Reflects Goals I and IV of the system’s Five-Year Plan—promote student learning achievement and engage families

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Design specific intervention plans of best practices to narrow the achievement gaps between special education and regular education, between ED and non ED students, and between respective ethnic groups including ELL.	2010-2014	Micco	Time	N/A	Completed plans	K – 6 RTI plan completed and presented to the state
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Action Step	Add additional certified staff to further reduce class size in K-8 and add reading as a separate class in grades 7 and 8	2010-12	Elementary/Middle Supervisor	\$800,000	GP	Positions hired and in place	Additional staff added
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Action Step	Continue utilization of A+ for High School Intersession	2010-2015	Secondary Supervisor	\$5000	Extended Learning Contract	Student mastery of assignments. Data is reviewed	Student failure rate reduced.
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						after each intersession and semester for credits recovered.	
Action Step	Develop PLCs to ascertain what is quality student work in reading/language arts.	2010-2011	Instructional Supervisors	Release time for teachers \$3000	GP, Title IIA	Teacher evaluation of PLC work	Quality of student work improves
Action Step	Monitor reading/language arts vertical alignment annually.	2010-2015	Supervisor Smith, Wilson. Micco	Release time for teachers \$3000	GP, Title I, Title IIA	Necessary changes made and shared with teachers.	Less overlap and gaps in K-12
Action Step	Continue training data teams from each school and a system team to disaggregate and analyze testing data	2010-2015	Duncan	\$3000 for release time	GP, Title IIA	Data team is trained	All schools and district will maintain currently trained teams.
Action Step	Provide additional training in the understanding of appropriate teaching strategies for diverse learners (ELL, gifted, disadvantaged and special education)	2010-2015	Duncan, Micco	\$5000 materials	GP, Title IIA, IDEA	# of participants in training	Offered annually.
Action Step	Provide school year tutoring and a summer program for ELL students and their families(Parent and Community)	2010-2015	Title III Supervisor, Duncan	\$10,000 annually	Title III, ELC	# of participants in summer program, Pre/post summer program evaluations	Offered annually.
Action Step	Increase enrollment in high school honors and AP English for all students and increase AP scores.	2010-2015	Supervisor Wilson, Clemmons	In-kind, e4TN grant funds	GP, Title II Part D ARRA Grant	Compare enrollment in classes among subgroups from year to year by subject	Enrollment gradually increasing

Action Step	Provide academic support opportunities, (peer tutors) for students who initially struggle with the rigor of advanced classes	2010-2015	Wilson	In-kind	N/A	# of help sessions set up / student feedback of sessions	Increased student completion.
Action Step	Monitor strategies being used in teaching in the block for middle and high school students and offer inservice for teachers.	2010-2015	Smith, Wilson	\$6000	Title II	Teacher evaluation of training received / # attending	Varied instructional strategies correctly used in the block
Action Step	Ensure that teachers have a working knowledge of the content standards and the ACT standards of transition, and that these standards are incorporated into the curriculum in all grade levels so student reach college readiness benchmark goal of 18 on ACT and ??? in EXPLORE	2010-2015	Wilson and Smith	\$6000 materials, training	GP, Title I, Title II	Review ACT and EXPLORE test scores	All students will meet benchmark in English
Action Step	Move from school to district pacing guides and common 9-week benchmarks through implementation of a supporting technology tool accompanied by required teacher training..	2010-2012	Smith, Wilson	In-kind, \$125,000	GP	Test bank and pacing guides developed for future assessments	Creation of county wide benchmarks and assessments
Action Step	Continue to involve parents and families in their child's education (Parent and Community)	2010-2012	Title I director and Micco	\$14,000 stipends	Title I, Title III, ELC, IDEA	FRC evaluation, and Title I surveys	Parent Session at every school
Action Step	Add Literacy Coach to all K-12 schools to work with teachers modeling best practices for hard to teach concepts.	2010-2012	Wilson Smith	\$900,000	GP, State, Local, Federal,	Literacy coach positions granted and position filled.	Literacy coach positions granted and position filled.
Action Step	Further implement the system plan for RTI and provide training for all teachers and administrators affected	2010-2015	Smith, Title I Director, Micco, and Wilson	In-kind	GP	Plan Completed	K-12 plan developed and implemented in all schools

TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: January 2010

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

Goal All students will reach NCLB proficiency benchmarks by 2013-14 in math with gains adequate to meet the state growth standard.

Which need(s) does this Goal address? NCLB Benchmark, IDEA, Family Engagement, Carl Perkins Core Indicators

How is this Goal linked to the system’s Five-Year Plan? Reflects Goals I and IV of the system’s Five-Year Plan—promote student learning achievement and engage families

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Design specific intervention plans of best practices to narrow the achievement gaps between special education and regular education, between ED and non ED students, and between respective ethnic groups including ELL.	2010-2014	Micco	Time	N/A	Completed plans	K – 6 RTI plan completed and presented to the state
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Action Step	Add additional certified staff to further reduce class size in K-8 and add reading as a separate class in grades 7 and 8	2010-12	Elementary/Middle Supervisor	\$800,000	GP	Positions hired and in place	Additional staff added
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Action Step	Continue utilization of A+ for High School Intersession	2010-2015	Secondary Supervisor	\$5000	Extended Learning Contract	Student mastery of assignments. Data is reviewed	Student failure rate reduced.
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						after each intersession and semester for credits recovered.	
Action Step	Develop PLCs to ascertain what is quality student work in mathematics.	2010-2011	Instructional Supervisors	Release time for teachers \$3000	GP, Title IIA	Teacher evaluation of PLC work	Quality of student work improves
Action Step	Monitor mathematics vertical alignment annually.	2010-2015	Supervisors Smith, Rohen. Micco	Release time for teachers \$3000	GP, Title I, Title IIA	Necessary changes made and shared with teachers.	Less overlap and gaps in K-12
Action Step	Continue training data teams from each school and a system team to disaggregate and analyze testing data	2010-2015	Duncan	\$3000 for release time	GP, Title IIA	Data team is trained	All schools and district will maintain currently trained teams.
Action Step	Provide additional training in the understanding of appropriate teaching strategies for diverse learners (ELL, gifted, disadvantaged and special education)	2010-2015	Duncan, Micco	\$5000 materials	GP, Title IIA, IDEA	# of participants in training	Offered annually.
Action Step	Provide school year tutoring and a summer program for ELL students and their families(Parent and Community)	2010-2015	Title III Supervisor, Duncan	\$10,000 annually	Title III, ELC	# of participants in summer program, Pre/post summer program evaluations	Offered annually.
Action Step	Increase enrollment in high school honors and AP Math for all students and increase AP scores.	2010-2015	Supervisors Rohen, Clemmons	In-kind, e4TN grant funds	GP, Title II Part D ARRA Funds	Compare enrollment in classes among subgroups from year to year by subject	Enrollment gradually increasing
Action Step	Provide academic support opportunities, (peer tutors) for students	2010-2015	Rohen	In-kind	N/A	# of help sessions set up / student	Increased student completion .

	who initially struggle with the rigor of advanced classes					feedback of sessions	
Action Step	Monitor strategies being used in teaching in the block for middle and high school students and offer inservice for teachers.	2010-2015	Smith, Rohen	\$6000	Title II	Teacher evaluation of training received / # attending	Varied instructional strategies correctly used in the block
Action Step	Ensure that teachers have a working knowledge of the content standards and the ACT standards of transition, and that these standards are incorporated into the curriculum in all grade levels so student reach college readiness benchmark goal of 19 on ACT and ??? in EXPLORE	2010-2015	Rohen and Smith	\$6000 materials, training	GP, Title I, Title II	Review ACT and EXPLORE test scores	All students will meet benchmark in Math
Action Step	Move from school to district pacing guides and common 9-week benchmarks through implementation of a supporting technology tool accompanied by required teacher training..	2010-2012	Smith, Rohen	In-kind, \$125,000	GP	Test bank and pacing guides developed for future assessments	Creation of county wide benchmarks and assessments
Action Step	Continue to involve parents and families in their child's education (Parent and Community)	2010-2012	Title I director and Micco	\$14,000 stipends	Title I, Title III, ELC, IDEA	FRC evaluation, and Title I surveys	Parent Session at every school
Action Step	Add Math Coach to all K-12 schools to work with teachers modeling best practices for hard to teach concepts.	2010-2012	Rohen, Smith	\$900,000	GP, State, Local, Federal,	Math coach positions granted and position filled.	Math coach positions granted and position filled.
Action Step	Further implement the system plan for RTI and provide training for all teachers and administrators affected	2010-2015	Smith, Title I Director, Micco, and Rohen	In-kind	GP	Plan Completed	K-12 plan developed and implemented in all schools

TCSPP TEMPLATE 5.1

GOAL 5 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: January 2010

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

Goal

Expand the financial, human, and material infrastructure to align with system-wide goals for improving student learning.

Which need(s) does this Goal address?

Teacher effectiveness, technology infrastructure, student physical environment, organizational effectiveness

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

Goal 1, Goal 2 and Goal 3

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
2010-2015	Finance: Hall	\$75,000,000 (estimate for one new facility and currently needed school expansions)	GP	Expansions, program additions	Additions built and occupied
2010-2015	Waller, Barnes	\$35,000	GP	No deficiencies	EIS data is accurate and verified
2010-2015	Waller	\$50,000 – 60,000 per position	GP	Number of full time positions added	Adequate staff to manage current & future technology programs and needs
2010-2015	Waller	\$1,000,000	GP	Increased hardware	Teachers have greater access to

							technology.
Action Step	Increase the level of teacher effectiveness and retention by adding a system-wide cadre of consulting teachers in core content areas	2010-2015	Smith, Micco, Wilson, and Rohen	\$250,000-\$500,000	GP, IDEA	Cadre added, Teacher effectiveness (TVAAS) increases	Cadre added, Teacher effectiveness (TVAAS) increases
Action Step	Establish a true alternative education facility that is not tied to discipline	2010-2015	Wilson and Rohen	\$1,000,000	GP, grant funds	School developed	School in operation
Action Step	Add a gifted teacher to serve as liaison for high school transition of gifted students and additional gifted service to high school students	2010-2012	Gifted Coordinator	\$45,000	GP	Position added	Position added

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?								F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)								F
	Technology Plan 2007-10 <ul style="list-style-type: none"> • Pages 7, Paragraph 2 (summary) • Page 12, Goal 1, Objective 1, Strategies 1- 2 Component 5, Goal 3							T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)								F
	Technology Plan 2007-10 <ul style="list-style-type: none"> • Page 5 Paragraph 1-2 (Equity – high priority/need areas) • Page 11 Paragraphs 1-2 • Pages 20-21 Goal 4 (State and Federal guidelines) Component 5, Goal							
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)								F
	Technology Plan 2007-10 <ul style="list-style-type: none"> • Pages 8-9 • Page 7 Paragraph 2 • Pages 12-14 Goal 1 and Objectives/Strategies • Page 10 Paragraphs 1-5 • Pages 12-21 (timelines listed) Component 5-p. 41 and 44, NCLB Plan, p. 7							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)								
	Technology Plan 2004-07 <ul style="list-style-type: none"> Page 10 Paragraphs 1-5 Pages 13, Goal 1 Objective 2 Page 15-16 Goal 2 Objectives and Strategies Page 22 Paragraph 3 Component 5-p. 41, 44, 47 Title II Professional Development Plan							F
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)								
	Technology Plan 2004-07 <ul style="list-style-type: none"> Pages 8-9 Paragraphs 2-6 Pages 12-16 Goals 1 & 2, objectives, and strategies Page 22 Paragraph 3 Component 5-p.41, 44, 47 Title II Professional Development Plan							F
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)								
	Technology Plan 2007-10 <ul style="list-style-type: none"> Page 7 Paragraphs 4-5 Pages 8-9 Paragraphs 2-5 Page 13-14 Goal 1 Objective 3 and strategies Page 15 Goal 2 Objective 1 and strategies Title II Professional Development Plan							F
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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)								
	Technology Plan 2007-10 <ul style="list-style-type: none"> Page 5 Paragraphs 4-5 Pages 18-19 Goal 3 including Objectives and strategies Goal IV-Five Year Strategic Plan , Component 5, Goals , 2 & 3							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
	Technology Plan 2007-10 <ul style="list-style-type: none"> Page 5 Paragraph 4 Page 18-19 Goal 3							
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)								F
	Technology Plan 2007-10 <ul style="list-style-type: none"> Pages 13-14 Goals 1 includes evaluation of each strategy (Curricula and instruction) Page 13 Goal 1 Objective 2 includes evaluation (teachers to teach) Page 12 Goal 1 Objective 1 includes evaluation (State standards) Page 16-17 Goal 2 Objective 1 includes evaluation (teacher effectiveness) NCLB Plan p.28, Component 5-p.46							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.								F S A
	N/A							
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)								F S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)								F
	Title III Plan on file in Central Office, Responsibilities of Personnel, p. 6-7. NCLB pp. 15-16, Files at Title I Component 5, Goal 3. Family Resource Center mission							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.								F S C
	Title III Plan on file with state and in Central Office, Program Participation, p. 4 The Human Resources Department will continue to work closely with each school and directly with the Special Education Department to ensure highly qualified status for all teachers. Multiple informational meetings have been and will continue to be scheduled with school administrators and all teachers. NCLB Plan p.15, Goal 2 of System’s Five Year Plan, Component 5-Goal 2 Special Education Notebook at Central Office							
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)								F
	Attendance Supervisor and Title 1 files							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.								F
	Title III Plan on file with state and in Central Office, Program Participation, p. 4 Component 5, Goals 2 and 3, System’s Five Year Plan System Parent Involvement Policy Family Resource Center mission							
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA's revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district's professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)								
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA's revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.								F
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)								F
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	Title III Plan, p. 6-7 System Five Year Goal 1, NCLB Plan, Component 5, Goals 2 , p. 15 Title II Professional Development Plan							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.								F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)								F
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)								F
	Title II Professional Development plan, School Improvement Goals/action steps Component 5, Goal 2							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)								F
	Title II Professional Development plan, School Improvement Goals/.action steps, Family Involvement Plan System Five Year Plan, Goal IV, NCLB Plan (Title I Policy) and Title II files, Component 5, Goal 2							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								F
	Title II Professional Development Plan, Component 5, Goal 2							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)								F
	Title II Professional Development Plan							
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)								F
	Title IV Plan and files							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)								F
	Title IV Plan and files and Component 5, Goal 2							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)								F
	Title IV files at the central office.							
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)								F
	Title IV files at the central office NCLB Plan, page 12							
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)								F
	Title IV files NCLB Plan, p. 12							
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)								F
	Title IV files							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)								F
	Title IV files.							
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency’s activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)								F
	Title IV files							
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)								F
	Technology Plan 2007-10 Page 6 Paragraphs 1-3; Page 20-21 Goal 4 objectives 1-4 (evaluation)							
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)								F
	Technology Plan 2007-10: Page 22 Paragraphs 1-4; Page 10 Paragraph 5;							
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)								T
	Technology Plan 2007-10 <ul style="list-style-type: none"> • Pages 23 Evaluation paragraphs 1-2 • Pages 12-21 Goals 1-4 Objectives with evaluation strategies for each strategy 							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
Describe the process for evaluating the work you have done?								E
Include an extended contracts employment summary?								E
Define your leadership team?								F S C A
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								F S C A
Define your subcommittees?								F S E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define significant system and common factors?								S
	Component 1 of all SACS individual schools plans and school level TSIPs							A
Profile your system and community?								F S
	Component 1 of all SACS individual schools plans and school level TSIPs Data is on file in the central office. NCLB files							E A
Use a collaborative process to develop your program goals/objectives?								F S C E A T
	Components 1 and 2 CTE Addendum 05-06 Section 2 Part B (page 05-15) CTE Local Plan 00-04 Section 1 Part A (page 19-1) NCLB files Files at central office							
Define your beliefs?								F S C
	Component 2 of all SACS individual schools plans and school level TSIPs Component 2. NCLB files							A
Define your mission?								F S C E A
	Component 2 of all SACS individual school plans and school level TSIPs Component 2 NCLB files							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your vision?								F S C E A
Component 2 of all SACS individual school plans and school level TSIPs NCLB files								
Identify academic and non-academic assessment measures?								F S C E A
Component 3 of all school level TSIP plans Component 1, files at central office CTE Addendum 05-06 Narrative Question 1 (page 05-5) Special Education notebook at Central Office								
Define data collection and analysis processes?								F S C E A
Component 3 of all school level TSIP plans Files at central office, Component 1								
Include report card results?								F S C E A
Component 3 of all school level TSIP plans System's web site and system report card and Components								
Explain what you learned from all of the data?								F S C A
Component 3 of all school level TSIP plans Component 1 Special Education notebook at Central Office Component 3 of TCSPP								
Prioritize your goals?								F S C E A T
Component 3 of all school level TSIP plans Components 3-4 See page 3 of the proposal for extended learning prioritized needs, goals, and measurable program objectives.								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.								F S C
	Files at central office CTE meet or exceeded all benchmark on Core Indicators State Monitoring of Wilson Central was conducted Spring 06 State Monitoring Responses CTE State Monitoring for Lebanon High, Mt. Juliet High, Wilson County Vocational Center and Watertown High Schools was conducted in the Fall of 06 State report has not been sent to the system. Special Education notebook at Central Office							
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.								F S C A
	Files at central office CTE etiger reporting schedules sent by the state department have been met. Special Education notebook at Central Office							
Identify strengths and weaknesses based on the data?								F S C A
	Component 3 of all school level SACS plans and school TSIPs Files at central office Components 3 & 4 Special Education notebook at Central Office							
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?								C
	CTE 95.73% System							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?	CTE 95.73% System							C
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?								C
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?								C
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?								C
Determine the percentage of non-traditional students enrolled in a career-technical program?								C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?								C
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.								S C A
Files at central office – Components 3 & 4 NA CTE students exceeded all core indicators.								
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?								F S E A
Files at central office – Components 3 & 4 Extended learning: pre- and post-tests Special Education notebook in Central Office								
Analyze disaggregated high school graduation rates and define what was determined?								F S C A
CTE all subgroups exceeded system average. Files at central office								
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F S A
Component 3 of individual school SACS and TSIP plans System Report Card and files at central office								
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C
Title III Plan System web site CTE all teachers give to their students a copy of the competency profiles for their class at the beginning of each term. Special Education notebook at Central Office								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define the current reality of student learning?								
	Component 3 of individual school SACS and TSIP plans							E A
Analyze faculty perception of your system?								
	Component 3 of individual school SACS and TSIP plans SIP surveys Special Education notebook at Central Office (teacher and administrator surveys)							S E A
Analyze parent perception of your system?								
	Component 3 of individual school SACS and TSIP plans Surveys at central office Special Education notebook (Surveys and Needs Assessment) at Central Office							S E A
Analyze community perception of your system?								
	Component 3 of individual school SACS and TSIP plans Surveys at central office Special Education notebook at Central Office							S E A
Analyze student perception of your system? (if applicable)								
	Component 3 of individual school SACS and TSIP plans Special Education notebook at Central Office							S E A
Identify your Component 3 priorities of need?								
	Files at central office, Component 3 page 20							F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify the strengths and weaknesses of your decision-making process?								S C E
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C
Determine the needs of children with disabilities based on information from an appropriate evaluation?								S E

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?								S
	Special Education notebook at Central Office (Refer to Table 8, Section A – Child Find – 3 through 21)							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?								C
	CTE Addendum 05-06 Section 5 (page 05-26-28) CTE Local Plan 00-04 Section 2 Part B (page 34-1)							
Define how you will assist career-technical students in mastering occupational skill competencies?								C
	CTE Addendum 05-06 Section 4 (page 05-23) CTE Addendum 05-06 Section 5 (page 05-26-28)							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?								S C
	CTE Community and Teacher Advisory Committee CTE Addendum 05-06 Section 2 Part B (page 05-23)							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?								S C
	Tutoring during intersession. CTE Local Plan 00-04 Section 2 Part B (page 34-1) Special Education notebook at Central Office							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?								C
CTE Addendum 05-06 Section 3 Part A (page 05-19) CTE Addendum 05-06 Section 7 Part A (page 05-34)								
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)								S C
Guidance Counselor's Meeting in the Winter CTE Addendum 05-06 Section 5 (page 05-27)								
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.								F S C E A
Component 5 of individual school SACS and TSIP plans, Goal 3 NA Special Education notebook at Central Office								
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?								F S
Component 5 of individual school SACS and TSIP plans, Goal 3 Special Education notebook at Central Office								
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								F S
N/A								
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?								F S
Title I TAS files located at central office. NCLB Plan page 2								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?								F S
	NCLB Plan, p. 15, Title I files . Special Education notebook at Central Office							
If applicable, describe the activities funded by the system which support preschool programs?								F S E
	Pre- state funded program Files in Pre-K office							
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?								F
	System web site, System Five Year Plan, Goal IV, Title I files, ELC							
								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	NCLB pages 2-3 FRC Grant – Family Resource Center NA							SE
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+		+			FSCA
	Component 3 of SACS plans and Component 4 of TSIP plans Files at central office- Components 4 & 5							
Determine to what degree you meet SACS standards?					+			A
	Component 1 of SACS plans on file in office 100% met standards							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?								S
	Component 3, 4 of SACS plans and TSIP plans Files at central office							A
Identify your Component 4 priority of needs?								F
	Component 4 – files at central office							S
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								C
	Component 5 CTE Addendum 05-06 Section 1 Part D (page 05-12) CTE Local Plan 00-04 Section 1 Part A (page 19-1)							E
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S
	Component 5 CTE Addendum 05-06 Section 3 Part A (page 05-19) CTE Local Plan 00-04 Section 3 Part A (page 38-1)							C
Define your implementation plans?								S
	Component 6 CTE Addendum 05-06 Section 3 Part A (page 05-19) CTE Local Plan 00-04 Section 3 Part A (page 38-1)							C
Address in your action plan the required clusters for your program area?								C
	CTE Addendum 05-06 Section 3 Part A (page 05-19) CTE Local Plan 00-04 Section 3 Part A (page 38-1)							

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	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Based on data, determine how the system goals include and address continuous career-technical program improvement?								C
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)								S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?								C
Define what summative assessment will be used?								S A
Describe how you will evaluate the SIP process?								S A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Address in the action plan the evaluation process required for each question within each cluster area?								S C
	Files at Central files							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C
	CTE Community and Teacher Advisory Committee CTE Addendum 05-06 Section 2 Part B (page 05-23)							
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA’s revised TCSPP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSPP includes a determination of why the district’s previous plan did not bring about increased student academic achievement.								F S
	Files at central office NA							
Define your plans for implementation and evaluation of your action plan?								F S C
	Component 6 of individual school SACS and TSIP plans Files at central office Component 4 of SACS plans Component 5 of TCSPP							A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))								S C
	CTE 95.6% which exceeds system average. Special Education notebook at Central Office							
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))								S
	Special Education notebook at Central Office							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
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? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))								S
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? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

COMPONENT 6

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

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

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

Evidence of Collaborative Process - Narrative Response Required

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

Evidence of the collaborative process includes meetings of the Leadership Team to collaborate and discuss the beliefs and vision of the TCSPP Plan. The Leadership Team consists of elementary, secondary, federal projects, career technical, pre-kindergarten, and special education supervisors. The goals reflect all of these supervisory areas in the content areas and the applicable curriculum as the team strives to build capacity for the school system. The TCSPP secretary records attendance, dates, and comments and suggestions as the team discusses the alignment and action steps needed to reach the goals. Minutes are filed at central office.

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Targeted need areas indicated by data form the basis for the goals defined. The action steps in each goal are based upon the best practices indicated for that area of need. The monitoring and measurement activities are performance indicators that are based on the improvement of the same targeted need data.

The system data was carefully studied and disaggregated by the Leadership Team. Strengths and areas to improve were noted and discussed. Each content area that needs improvement has goals and appropriate action steps that include dates, costs, and person(s) responsible. Current review of available data indicates progress toward these stated goals as the year progresses and each new set of data becomes available.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Communication with all stakeholders is ongoing and accomplished through email, parent/community meetings, school newsletters, and news articles in local papers.

The secretary takes minutes and attendance data during stakeholder meetings. The agenda for the meetings reflects participation of all members of the Leadership Team as systemwide assessment data is explained and discussed with stakeholders. The initial meeting of stakeholders was intended to explain the process and the need. The initial meeting for these stakeholders included current assessment data and copies of the State Report Card for Wilson County Schools. The TCSPP goals were discussed and opportunities for stakeholders to ask questions or offer suggestions were made available. Minutes are on file at the central office. Contact information for each of the members of the Leadership Team was made available to those stakeholders attending the meeting and this information is also posted on the system website.

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

Our greatest enemy in this process is time. Setting a time frame and being able to stay with that time schedule is difficult but has proven to be very beneficial. As we utilize the system's internal communication system more efficiently we will also reap that benefit in increased time available for working on the plan. We should work toward more efficient use of our S-drives and our other internal communication systems. In addition, we can continue to find more effective and efficient ways to incorporate all the other stakeholders into the system. We have a good beginning. We simply need to tweak and refine the system that we have put in place.

The Leadership Team feels our planning process, though very time-consuming, has been effective. Improvement might be to consider our barriers such as a lack of supervisory personnel and/or coordinators. The Team will need to continue aligning the goals and action steps to the analyzed needs in the progressive review of curriculum, instruction, Assessment and organization.

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

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

Evidence of Implementation - Narrative Response Required
<p>What is our plan to begin implementation of the action steps?</p> <p>The plan to begin implementation of the action steps is for each department head/supervisor to participate in sharing ideas to move forward with implementation. Questions about funding, current resources, and personnel needed for the action step completion should be brought to the group for brainstorming strategies. The formative assessments used in both elementary and secondary schools will be given at least three times during the year by using programs such as DIBELS, Gates McGinnite, and PASS. Study Island, mid-term and final exams in middle and high school grades to help teachers adjust student instruction and curriculum as needed.</p> <p>Some action steps may require a longer period of time to accomplish. For example, the teachers did receive a salary raise for the year, but it was not sufficient to make the system competitive with surrounding school systems. The timeline will need to be extended to accomplish this action step.</p> <p>The Team plans to communicate the Goals and Action Steps to the principals, administrators, and the Board of Education no later than August of 2008.</p>

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

Data will be used to adjust the action steps in efforts to make them more realistic and feasible. Accomplishment dates need to be considered as realistic or not based upon current progress. Decisions about adding new staff development training for teachers and administrators must be considered as data becomes available, as the Leadership Team seeks to build capacity for learning in the schools. The team may need to adjust some steps, note accomplishment of some, and add new steps. A plan for the annual review of summative data will take place in June or July as the Team meets to analyze assessment data. Celebration of success will include communication with all principals, administrators, and stakeholders. Currently the Team has utilized newly available data to assess progress on the stated goals to date. This analytical review has already led to changes in action steps based upon the data. Current data is being shared as it is received with stakeholders through emails, scheduled meetings, and school newsletters.

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.

What are the calendar dates when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process?

The dates scheduled for the Systemwide Leadership Team to meet will be November 13, 2008 and April 23, 2009. Evidence of meeting dates will be documented by the team secretary. Minutes of each meeting are on file at the central office.

Persons responsible include the following:

Felicia Duncan	- Chair, Elementary Instructional Supervisor Testing Coordinator
Angela Rohen	- Secretary, Secondary Supervisor
Yvonne Smith	- Elementary Instructional Supervisor
Pat Climer	- Extended Learning Contracts, Mentoring
Bill Moss	- Career Technical Education Supervisor
Jill Micco	- Special Education Supervisor
Monty Wilson	- Secondary Supervisor
Kim Clemmons	- NCLB Technology Supervisor
James (Mike) Davis	- Director of Schools
Mickey Hall	- Deputy Director, Supervisor of Finance
Phillip Barnes	- Director of Attendance
Mary Ann Sparks	- Supervisor of Human Resources
Sharon Warren	- Title I Director
Denise McMillan	- Pre-K Coordinator

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?

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 Leadership Team will meet with the testing coordinator to analyze previous year data. The team will then determine which goals have been met and if new goals need to be added. Each content area group will determine if adjustments need to be made in the timelines or resources added. Identifying the barriers will be the key to moving forward with the goals set. Discussion of the School Improvement Plans will be imperative to providing leadership and capacity-building for student improvement. This information will also be shared with the school administrators and other stakeholders in a scheduled meeting where focus and progress are discussed.

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?

The process used to adjust the plan will be meetings of the Leadership Team, listed above, on a timely basis during year. The purpose of these meetings will be to ascertain the progress of action steps, discussion and planning for acquisition of needed resources, as well as communication about the evaluation strategies with particular reference to the success of the action step or for the need to modify the step for greater success. Clear communication will be strategic through email, phone, and additional impromptu meetings as needed. Evidence will be provided through minutes and notes.

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?

Communication will be shared at meetings, with minutes and attendance noted and filed. In addition, key points will be shared with the community and the rest of the education family through newsletters, newspaper, and the system website.

TCSPP TEMPLATE 6.4**TCSPP EXECUTIVE SUMMARY (ES)**

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

What's working?	Evidence
<p>Academically the district continues to be stronger than state scores and in the majority of content areas continues to have increasing NCE scores. Parent Involvement activities have been successful. New pre-school classes have been initiated and are proceeding successfully. Reading level proficiency is increasing each year, even in previously low subgroups. Gain scores are improving each year. The district met all three ELL AMAOs for the year, even with increased numbers of non-English students entering the district. Attendance remains high in elementary and secondary. Professional development is increasing rated as being focused. CTE concentrators have an almost perfect graduation rate.</p>	<p>Data concerning each of these statements about what is working can be found in the appropriate divisions of the TCSPP plan. Each statement is based upon documented data from the state Report Card, local program evaluations, and teacher/administrator commentary.</p>

<p>What deficiencies do we have? Why did we receive the deficiencies?</p>	<p>Evidence</p>
<p>We have three schools on target this year. Two middle schools have been targeted for special education mathematics and one high school for proficiency rate in language arts/writing. Language arts and writing proficiency are a concern at the secondary level, with math being a concern at the elementary level, particularly in the subgroups of special education and to some degree, economically disadvantaged. Gains of students in the fourth and fifth quintiles are still a concern but advances have been made at some schools in this area.</p>	<p>Target list published. Data gathered from Report Card and TVAAS website.</p>

<p>How are we addressing the deficiencies? What changes are we making?</p>	<p>Evidence</p>
<p>We are addressing the deficiencies through the action steps that can be noted in Component 5.</p>	<p>See Component 5 of TCSPP</p>

TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1		X	No	<p>The system graduation rate over the past three years has had a slight decline from 91.1% in 2005 to 88.5% in 2006 and 2007. All high schools have experienced an increase in the number of concentrators in the various career clusters.</p> <p>The system's Family Engagement plan has been fully implemented in each school. Additional family resource centers have been developed along with family friendly and informative web sites.</p>	<p>Transition math for 9th grade before entering Algebra to reduce the number of Algebra 1 and 1A failures.</p> <p>Launch a freshman seminar (full 9th grade implementation) at Lebanon High School 2008-2009.</p> <p>Expanding implementation of A+ for credit recovery opportunities in high school. Would like to add graduation coaches for all high schools as budget allows.</p>
Goal 2		X	No	<p>STARS training continues to be offered in middle and high school, but budget cuts could put this in danger in 2009-2010. All schools operate under the safe school status.</p>	<p>Increasing the number of highly qualified teachers until we reach a goal of 100%. Ensuring teachers are placed in content areas they are highly qualified to teach. Currently 98.6% meet the standard.</p>

Goal 3		X	No	Presented Payne workshop on poverty training. Training continues to be offered each year. A data management program in place for the system and individual schools. Fifth block successfully implemented in high school for students at risk of not graduating. AP courses are gradually increasing in enrollment. The system's TCAP scores show all A's in achievement in math and reading/language arts While value added has positive gain scores. ACT composite scores have increased yearly since 2005.	Training on new standards along with textbook audits of standards covered. Continue data team training for all schools. Continue to define subgroups that show a gap in achievement and provide appropriate interventions for those students. System wide development of RTI plan. Addition of reading and math coaches in K-8 schools as budget allows.