

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

**Component 6 Templates for
SCHOOL SYSTEM: Manchester City
Schools**

For Submission After May 15, 2006



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

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

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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?

The following evidence shows that a collaborative process was used throughout the entire planning process:

- Meeting agendas
- Sign-in sheets
- Notice of meetings by e-mails and letters

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Goal 1:

The students will, by applying challenging State academic standards and advanced technology, increase achievement proficiency by 2% annually in Math and Reading/Language Arts for Hispanic and Limited English Proficient students, grades K-8, through the 2010-11 school year.

Data Sources:

- State Report Card
- Pre/Post Test
- TCAP Assessment
- Daily Grades
- Report Cards
- TESS (Technology in Education Survey System)

Evidence of Practice:

- Professional development for teachers and administrators on research-based Math, Reading/Language Arts, and advanced technology strategies that can be adapted to meet the

differentiated instructional needs of individuals and groups

- Upgrade of computer hardware and software
- Addition of full-time ELL teacher

Goal 2:

The students will, by applying challenging State academic standards and advanced technology, increase value-added gains by .5 points per year in Math and Reading/Language Arts for grades 5, 7, and 8, including all sub-groups, through the 2010-11 school year.

Data Sources:

- State Report Card
- Pre/Post Test
- TCAP Assessment
- Daily Grades
- Report Cards
- TESS (Technology in Education Survey System)

Evidence of Practice:

- Professional development for teachers and administrators on research-based Math, Reading/Language Arts, and advanced technology strategies that can be adapted to meet the differentiated instructional needs of individuals and groups
- Upgrade of computer hardware and software
- Addition of full-time ELL teacher

Goal 3:

The students will, by applying challenging State academic standards and advanced technology, increase value-added gains by .5 points per year in Science and Social Studies for grades 4 – 8, including all sub-groups, through the 2010-11 school year.

Data Sources:

- State Report Card
- Pre/Post Test
- TCAP Assessment
- Daily Grades
- Report Cards
- TESS (Technology in Education Survey System)

Evidence of Practice:

- Professional development for teachers and administrators on research-based Science, Social

Studies, and advanced technology strategies that can be adapted to meet the differentiated instructional needs of individuals and groups

- Upgrade of computer hardware and software
- Addition of full-time ELL teacher

Goal 4:

The number of students scoring Advanced on Gateway Algebra and End of Course assessments will, by applying challenging State academic standards and advanced technology, increase by 2% each year, including all subgroups, through the 2010-11 school year.

Data Sources:

- State Report Card
- Pre/Post Test
- TCAP Assessment
- Daily Grades
- Report Cards
- TESS (Technology in Education Survey System)
- e-TIGER Report for CTE
- MIS CTE Report

Evidence of Practice:

- Professional development for teachers and administrators on research-based Algebra I, Foundations Math II, Physical Science, English I, and advanced technology strategies that can be adapted to meet the differentiated instructional needs of individuals and groups taking Gateway and End of Course assessments
- Professional development for teachers and administrators in the use of advanced technology to differentiate instruction and to address CTE State Curriculum Standards
- Upgrade of computer hardware and software

Goal 5:

The Manchester City School District will effectively communicate curriculum expectations, technology availability, and family engagement opportunities to parenting adults and community members.

Data Sources:

- Student Progress Report
- Student Handbooks
- Comment cards
- Family Engagement Survey

Evidence of Practice:

- Yearly distribution of student handbooks
- Report of number of visits to website through parent survey
- Documents translated
- Curriculum Framework and Blueprint for Learning copies provided to parents upon request
- Providing parent classes/parenting programs and cooperating with community adult literacy providers
- Bi-lingual teacher or translator at each school
- Maintenance of school system and school websites

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Communication of the TCSPP to all stakeholders is evidenced by the following:

- Internet access to system TCSPP through district website
- Publicized at public school board meeting
- School faculty/staff meetings
- Administrative staff meetings
- Yearly open house at each school

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

The planning process will be improved by:

- Scheduling monthly leadership team meetings to review goals, action steps, and progress
- Varying the composition of the leadership teams each year
- Replacing any vacancies on the leadership teams as they occur

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

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

Evidence of Implementation - Narrative Response Required

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

The goals and action steps were based upon 2005-2006 data. Their implementation began in the 2006-2007 school year, following state approval. We plan to continue implementation of the action steps by doing the following:

- Scheduling monthly leadership team meetings during which implementation of action steps will be reviewed
- Providing ongoing staff development for teachers and administrators which support the goals and action steps

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

Data from summative and formative assessments will continue to be used to evaluate the implementation of Component 5 Action Steps. Ongoing data sources will be derived from the following assessment practices:

- Using disaggregated data from the TVAAS restricted website to assess academic growth of all students
- Using a wide range of school-level assessments such as CRT, portfolios, curriculum-based teacher-made tests, GRADE, Speed Dial, Renaissance Learning Assessments, Study Island, and Scott Foresman Reading Street Online Assessment & Data Management System
- Providing assessment information to stakeholders regarding student learning through nine-week progress reports, Friday folders, TCAP parent information sheets, school newsletters, banners, and signs
- Providing professional development and technical assistance in creating, utilizing, and interpreting assessments
- Monitoring of assessment documents to ensure that assessments are aligned with state curriculum standards

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.

Date: November 2007 and May 2008

Member	Position/Role
Dr. Prater Powell (Chairman)	Director of Schools
Dr. Lisa Yates (Co-Chairman)	Director of Instruction
Mr. Pat Barton	Director of Support Services/Attendance/CTE.
Mrs. Anita Brewer	Director of Special Education/Title I
Mr. Gary Dyer	Director of Accountability/Technology
Mr. Richie Clark	Principal Westwood Junior High
Ms. Dana Morris	Principal College Street Elementary
Ms. Sandra Morris	Principal Westwood Elementary
Ms. Cindy Whitham	CLCP Coordinator
Mr. John Mayberry	Board Member
Ms. Lisa Gregory	Board Member/Parent
Ms. Jo Harris	Classroom Teacher
Ms. Helen Blackburn	Special Education Teacher
Sharon Temple	Parent/Business Representative
Mindy Jones	Paraprofessional

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?

Adjustments will be made to the TCSPP based upon the coordinated efforts of the Systemwide Leadership Team and the Component Committees. Each Component Committee will have reviewed the 2006-2007 student achievement data and other report card data prior to the formal meetings scheduled in November 2007 and May 2008. The Systemwide Leadership Team will aggregate recommendations from the committees and will report all revisions and progress to appropriate stakeholders.

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?

During the November 2007 TCSPP meeting, the Systemwide Leadership Team will review recommendations from the committees and will adjust goals and action steps based upon current data. Resources and personnel will be appropriated, as available, to ensure completion of revised needs. The needed initiatives will be monitored, and progress will be evaluated in Spring 2008.

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

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

The Systemwide Leadership Team will communicate success/adjustments of the plan to stakeholders in the following ways:

- Website
- Radio
- Local Cable TV
- Newsletter
- Handbook
- Translators
- Local Newspaper
- School Board Meetings
- Staff meetings

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence

What deficiencies do we have? Why did we receive the deficiencies?	Evidence

How are we addressing the deficiencies? What changes are we making?	Evidence

TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1	No	Yes	No		Continue Implementation Plan
Goal 2	No	Yes	No		Continue Implementation Plan
Goal 3	No	Yes	No		Continue Implementation Plan
Goal 4	No	Yes	No		Continue Implementation Plan
Goal 5	No	Yes	No		Continue Implementation Plan