

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

**Components 1-5 Templates for  
SCHOOL SYSTEM:**

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**For Submission On or Before May 15, 2006**



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

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

\_\_\_\_\_  
Signature of Director of Schools

\_\_\_\_\_  
Date Signed

## **COMPONENT 1**

### **SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION**

## TCSPP TEMPLATE 1.1

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

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

<b>Composition of the Systemwide Leadership Teams –Listing required</b>	
<b>Member</b>	<b>Role</b>
Dr. Prater Powell (Chairman)	Director of Schools
Dr. Lisa Yates (Co-Chairman)	Director of Instruction
Mr. Pat Barton	Director Coordinated School Health
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
Mr. Joey Vaughn	Director of Student Services/Attendance/CTE

**TCSPP TEMPLATE 1.1**

(Continued)

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

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 1 Member</b>	<b>Role</b>
Dr. Prater Powel (Chairman)	Director of Schools
Dr. Lisa Yates (Co-Chairman)	Director of Instruction
Mr. Pat Barton	Director Coordinated School Health
Mr. Gary Dyer	Director of Accountability/Technology
Mr. Joey Vaughn	Director of Student Services/Attendance/CTE
Mrs. Anita Brewer	Director of Special Education/Title I
<b>Component 2 Member</b>	<b>Role</b>
Mrs. Anita Brewer (Chairman)	Director of Special Education/Title I
Mrs. Sandra Morris	Principal Westwood Elementary
Mrs. Dana Morris	Principal College Street Elementary
Mr. Richie Clark	Principal Westwood Junior High
Mrs. Mindy Jones	Paraprofessional
Mrs. Lisa Gregory	Board Member/Parent of Handicapped Child
Mrs. Jo Harris	Classroom Teacher
Mrs. Helen Blackburn	Special Education Teacher
Mrs. Cindy Whitham	CLCP Coordinator
Mrs. Sharon Temple	Parent/Business Representative
<b>Component 3 Member</b>	<b>Role</b>
Mr. Gary Dyer (Chairman)	Director of Accountability/Technology
Mrs. Dana Morris	Principal College Street Elementary
Mrs. Sandra Morris	Principal Westwood Elementary
Mr. Richie Clark	Principal Westwood Junior High
Mrs. Sharon Temple	Parent/Business Representative
Mrs. Susan Wood	Board Member
Mr. Pat Barton	Director Coordinated School Health
Ms. Anita Brewer	Director of Special Education/Title I
Mr. Joey Vaughn	Director of Student Services/Attendance/CTE
Mrs. Mindy Jones	Paraprofessional
	<b>Role</b>

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 4 Member</b>	
Dr. Lisa Yates ( <b>Chairman</b> )	Director of Instruction
<b>Mr. Joey Vaughn</b>	<b>Director of Student Services/Attendance/CTE</b>
Mrs. Mindy Jones	Paraprofessional
Mrs. Jo Harris	Classroom Teacher
Mrs. Sharon Temple	Parent/Business Representative
<b>Mr. Billy Butler</b>	<b>Police Officer</b>
Mrs. Helen Blackburn	Special Education Teacher
Mr. Gary Dyer	Director of Accountability/Technology
Mrs. Cindy Whitham	CLCP Coordinator
<b>Component 5 Member</b>	
	<b>Role</b>
Dr. Prater Powell (Chairman)	Director of Schools
Dr. Lisa Yates (Co-Chairman)	Director of Instruction
<b>Mr. Joey Vaughn</b>	<b>Director of Student Services/Attendance/CTE</b>
Mrs. Dana Morris	Principal College Street Elementary
Mr. Richie Clark	Principal Westwood Junior High
Mrs. Sandra Morris	Principal Westwood Elementary
Mrs. Helen Blackburn	Special Education Teacher
Mr. John Mayberry	Board Member
Mrs. Anita Brewer	Director of Special Education/Title I
Mrs. Cindy Whitham	CLCP Coordinator
Mrs. Jo Harris	Classroom Teacher
Mrs. Sharon Temple	Parent/Business Representative
<b>Component 6 Member</b>	
	<b>Role</b>
Dr. Prater Powell (Chairman)	Director of Schools
Dr. Lisa Yates (Co-Chairman)	Director of Instruction
Mrs. Dana Morris	Principal College Street Elementary
Mr. Richie Clark	Principal Westwood Junior High
Mrs. Sandra Morris	Principal Westwood Elementary
Mrs. Jo Harris	Classroom Teacher
Cindy Whitham	CLCP Coordinator
Mrs. Helen Blackburn	Special Education Teacher
Mindy Jones	Paraprofessional
Mr. Bob Bellamy	Board Member/Assistant Chief of Police
<b>Mr. Joey Vaughn</b>	<b>Director of Student Services/Attendance/CTE</b>

<b>Composition of the Component Leadership Teams –Listing required</b>	
Mrs. Anita Brewer	Director of Special Education/Title I

## **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 directors and principals of the school district collaborated in the collection of quantitative and qualitative data for the system. This data has been collected and organized in order to determine the school system profile. Examples of academic and non-academic data collected for analysis :

- ◆ System Report Card
- ◆ System TVAAS Data
- ◆ Free/Reduced Lunch Report
- ◆ Teacher Load Report
- ◆ PreK and K screening data
- ◆ State Department of Education System Profile Report
- ◆ Attendance reports
- ◆ Preliminary Report Files (T, S, P)
- ◆ GRADE Assessment for grades 1-2
- ◆ School Improvement Plans
- ◆ Budget document
- ◆ Family Engagement Survey
- ◆ SACS Parent Survey
- ◆ CIMP (Continuous Improvement Monitoring Process) Parent Survey
- ◆ SPED Parent Early Intervention Survey
- ◆ Coordinated School Health Program (Community Demographics)
- ◆ TESS (Technology in Education Survey System)
- ◆ DIBELS, Grade 1 (With plans for expansion)
- ◆ Fluharty II (Speech & Language Assessment Grade K)

**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?

We will use the data to evaluate the academic and non-academic needs of our school system. We will revisit our existing mission, vision, and belief statements to ensure alignment with student needs and services provided.

**Collection of Student Performance Data – Narrative Response Required**

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

Examples of student performance data used included;

- ◆ System Report Card
- ◆ System TVAAS Data
- ◆ Free/Reduced Lunch Report
- ◆ Teacher Load Report
- ◆ PreK and K screening data
- ◆ State Department of Education System Profile Report
- ◆ Attendance reports
- ◆ Preliminary Report Files (T, S, P)
- ◆ GRADE Assessment for grades 1-2
- ◆ School Improvement Plans
- ◆ Budget document
- ◆ Family Engagement Survey
- ◆ SACS Parent Survey
- ◆ CIMP (Continuous Improvement Monitoring Process) Parent Survey
- ◆ SPED Parent Early Intervention Survey
- ◆ Coordinated School Health Program (Community Demographics)
- ◆ TESS (Technology in Education Survey System)
- ◆ DIBELS, Grade 1 (With plans for expansion)
- ◆ Fluharty II (Speech & Language Assessment Grade K)

## 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 in resources, support and personnel are provided in the following manner

- ◆ Federal funds used in schools with the greatest need
- ◆ Board policy on comparability
- ◆ Equal representation on Instructional Council
- ◆ Teacher load report used to determine pupil teacher ratio
- ◆ School renovation and expansion program
- ◆ Distribution of IDEA Funds to address disproportionality
- ◆ Distribution of BEP 2.0 funds

#### **Delivery of Services – Narrative Response Required**

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

The district will continue to monitor the quality and equity of system resource allocation through all schools within the district.

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

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

Strengths:

- ◆ Good stakeholder representation in the process
- ◆ Collaboration among all stakeholders in order to reach consensus

Needs:

- ◆ Continue to ensure stakeholder representation in the process
- ◆ Continue to encourage collaboration among all stakeholders

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

## **COMPONENT 2**

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

## TCSPP TEMPLATE 2.1

### BELIEFS, MISSION, and SHARED VISION

***BELIEFS:***

**Learning:** We believe that students learn best when they are academically challenged, engaged in active learning experiences, and supported by educators passionately involved in the teaching/learning process.

**Instruction:** We believe that instructional efforts should focus on a wide range of research-based, student-centered teaching strategies and differentiated approaches, which are data driven and include opportunities for students to learn important life skills.

**Assessment:** We believe that frequent assessment and monitoring of students, staff development, and curriculum must be ongoing and sustained in order to produce quality educational programs and high student achievement.

**Decision-Making:** We believe that district decision-making must be: data driven, collaborative, encourage creativity, foster thoughtful risk-taking by school staff, and involve all stakeholders.

**Policy:** We believe the district leadership, driven by shared values and common goals, has the responsibility to set policy that will allow the district to maximize student learning.

**Communication:** We believe the district must ensure that internal and external communication results in the effective flow of important and accurate information to all appropriate stakeholders.

***MISSION STATEMENT:***

The mission of the Manchester City School District is to educate all students in a safe, **disciplined**, supportive, PreK-9 school environment. Research based instruction, ongoing assessments, and data driven decision-making are used to promote self-discipline, motivation, and excellence in learning. The Manchester City School District communicates with the family and community to assist the students in developing skills to become self-sufficient learners who will succeed and contribute responsibly at the next educational level and in a multicultural society.

***SHARED VISION STATEMENT:***

The shared vision of the Manchester City School District is for all students to achieve academic excellence, hold high expectations, and strive to be successful, responsible, and productive at the next educational level.

## **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?

In analyzing the data (including CTE and SPED) in aggregate, both strengths and needs were discovered.

Among the strengths are:

- ◆ High academic achievement in grades K-8
- ◆ High academic achievement on 9<sup>th</sup> grade Gateway and End of Course tests
- ◆ TCAP Writing scores of A in grades 5 and 8
- ◆ Good TVAAS gain for 2006-07 school year, grades K-8

Among the needs are:

- ◆ Increase TVAAS gains.
- ◆ Increase use of advanced technology to improve student academic achievement.

What evidence/sources support your response?

- ◆ Review of the 2007 System Report Card for Manchester City Schools including both non-academic and academic assessment data
- ◆ CTE MIS Report data
- ◆ Special Ed Federal Tables
- ◆ Review of TVAAS System Report for Manchester City Schools by system, by grade, and by school
- ◆ TVAAS Restricted Website (Gender/Growth Difference between high, middle, and low achievement groups)
- ◆ TESS (Technology in Education Survey System)

## Evaluation of Disaggregated Data – Narrative Response Required

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

In analyzing disaggregated data, both strengths and needs were discovered?

Among the strengths are:

- ◆ High academic achievement in Math across all subgroups except Limited English Proficient and Students with Disabilities
- ◆ High academic achievement in Reading/Language Arts across all subgroups except Limited English Proficient and Hispanic students
- ◆ High proficiency on TCAP Gateway Math for all subgroups
- ◆ AYP benchmarks met for all subgroups K-8

Among the needs are:

- ◆ Increase Math and Reading/Language Arts academic achievement for Limited English Proficient and Hispanic students.
- ◆ Increase TVAAS gains in Math for grades 5, 7, and 8, and Reading/Language Arts for grades 7 and 8.
- ◆ Increase the number of students scoring Advanced on Gateway and End of Course tests.
- ◆ Increase use of advanced technology to improve student academic achievement.

What evidence/sources support your response?

- ◆ Review of the 2007 System Report Card for Manchester City Schools including both non-academic and academic assessment data disaggregated by NCLB subgroups:
- ◆ MIS Report Data
- ◆ Special Ed. Federal tables
- ◆ Review of TVAAS System Report for Manchester City Schools by system, by grade, and by school
- ◆ TESS (Technology in Education Survey System)

## 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?

A thorough review of the non-academic data indicate many strengths and a few needs. Among these strengths are:

- ◆ All schools rated as safe, **disciplined**, and in good standing
- ◆ Very high percentage of Highly Qualified Teachers **or a plan for teachers to become Highly Qualified.**
- ◆ Benchmark attendance and promotion goals met or exceeded for grades K-9
- ◆ Per pupil expenditure exceeds state average

Among the needs are:

- ◆ More and better communication between school and non-English speaking families
- ◆ More family and staff input in policy development
- ◆ Have 100% Highly Qualified teacher at each school by the end of the 2005-06 school year
- ◆ **Have in place a plan for all non Highly Qualified teachers to become Highly Qualified.**

What evidence/sources support your response?

- ◆ Review of the **2007** System Report Card for Manchester City Schools non-academic data
- ◆ Review of the results of the Family Survey administered in the 2004-2005 school year.
- ◆ Highly Qualified Plan
- ◆ Highly Qualified Statistic Reports from State Highly Qualified reporting site

## TCSPP TEMPLATE 3.1

(Continued)

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

#### Evaluation of the Prioritized Goals – Narrative Response Required

What are your data driven prioritized goals?

Based on the analysis and synthesis of system academic and non-academic data, our prioritized data driven targets for goals are:

- ◆ Increase academic achievement in Math and Reading/Language Arts for Hispanic and Limited English Proficient students, grades K-8.
- ◆ Increase TVAAS gains for all students in Math and Reading/Language Arts, grades 5, 7, and 8.
- ◆ Increase TVAAS gains for all students in Science and Social Studies, grades 4-8.
- ◆ Increase the number of students scoring Advanced on Gateway Algebra and End of Course assessments.
- ◆ Increase communication of curriculum expectations and family engagement opportunities.
- ◆ Increase use of advanced technology to improve student academic achievement.

## **COMPONENT 4**

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

## TCSPP TEMPLATE 4.1a

### CURRICULAR PRACTICES

<b>Current Curricular Practices</b>	Align curriculum.	Establish clear & challenging benchmarks,	Monitor the quality of curriculum & instruction.	Distribute learning materials correlated to state standards.	Provide training to staff on use of state standards.	Implement a K-9 standards-based model for Math.	Maintain open lines of communication to all stakeholders.
Evidence of Practice	<ul style="list-style-type: none"> <li>◆ Blueprint for Learning</li> <li>◆ eTIGER Report for CTE</li> </ul>	<ul style="list-style-type: none"> <li>• State Curriculum Framework</li> <li>• Blueprint for Learning</li> <li>• CTE State Curriculum Framework</li> </ul>	<ul style="list-style-type: none"> <li>◆ Formal and informal teacher observations</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>	<ul style="list-style-type: none"> <li>• Annual purchase of state approved textbooks</li> <li>• Purchase of supplemental material correlated to Blueprint for Learning</li> </ul>	Numerous training opportunities provided	Blueprint for Learning	Use of a variety of media formats
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Report Card	Report Card	<ul style="list-style-type: none"> <li>• Framework for Evaluation</li> <li>• Snapshot classroom observations</li> <li>• Unit/lesson plans</li> <li>• HQ percentage</li> </ul>	<ul style="list-style-type: none"> <li>• Current textbook adoption</li> <li>• Test Ready and Buckle Down supplemental material</li> <li>• Compass Learning System</li> <li>• United Streaming Video</li> <li>• Study Island Grades 2-8 (BEP 2.0)</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in sheets</li> <li>• TASL and CEO credit,</li> </ul>	<ul style="list-style-type: none"> <li>• Harcourt K-6 Math textbook</li> <li>• Glencoe 7-9 Math textbook</li> <li>• Accelerated Math</li> <li>• Math Facts in a Flash</li> <li>• PLATO etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Web site</li> <li>• Radio</li> <li>• Local Cable TV</li> <li>• Newsletter</li> <li>• Handbook</li> <li>• Translator</li> </ul>

Evidence of effectiveness or ineffectiveness	Met all benchmarks for AYP	Met all benchmarks for AYP	<ul style="list-style-type: none"> <li>Retention of quality teachers</li> <li>99+ percent HQ teachers</li> </ul>	Met all benchmarks for AYP	<ul style="list-style-type: none"> <li>Pre-Service teacher training</li> <li>Stockpile staff development days</li> <li>TASL &amp; CEO training</li> <li>Software vendor provided training</li> <li>Textbook publisher training</li> </ul>	Met all benchmarks for AYP in Math	Results of Family Friendly School Survey
Evidence of equitable system support for this practice	<ul style="list-style-type: none"> <li>District-wide staff development</li> <li>Equitable distribution of resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>District-wide staff development</li> <li>Equitable distribution of resources and materials</li> </ul>	Evaluator training	<ul style="list-style-type: none"> <li>Additional local funds for textbooks</li> <li>Supplemental materials</li> <li>Technology for all schools</li> </ul>	<ul style="list-style-type: none"> <li>District Instructional Calendar</li> <li>Unrestricted professional leave days</li> </ul>	Equitable distribution of textbooks, materials, and training	District-wide participation
Next Step (changes or continuations)	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice

## **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.

<b>Curriculum TIME Gap Analysis – Narrative Response Required</b>
<p><b>“What is” The Current Use of: TIME</b> (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?)</p> <p>As we discussed the issue of time, we found that we are allocating sufficient time for the following:</p> <ul style="list-style-type: none"><li>◆ Pre-service teacher training</li><li>◆ Stockpile staff development</li><li>◆ Professional development for administrative staff</li><li>◆ Support and assistance to schools based on individual needs</li></ul> <p><b>“What Ought to Be” – How Should we be Using Our: TIME</b></p>

**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?)

As we discussed the issue of money, we found equitable distribution of all necessary resources and training.

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

BEP 2.0 funds should be used to provide resources and training as needed.

## **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?)

As we discussed the issue of personnel, we found that personnel usage focused on:

- ◆ Developing and monitoring programs
- ◆ Meeting federal and state compliance standards

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

A full-time curriculum specialist is needed to provide staff development, mentoring, and instructional support.

**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?)

As we discussed the issue of other resources, we found that we are providing assistance and building capacity for high quality curriculum practices through:

- ◆ Pre-service teacher training
- ◆ Stockpile staff development
- ◆ Mentoring of both regular and special education teachers
- ◆ Providing more training in formative assessments
- ◆ Allocating additional funding for materials and technology (BEP 2.0)

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

As we discussed the issue of other resources, we found that we ought to be providing assistance and building capacity for high quality curriculum practices through:

- ◆ Providing more training in formative assessments
- ◆ Allocating additional funding for materials and technology

## 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.

<b>Curriculum Reflective Questions – Narrative Response Required</b>
--

Are we providing equity and adequacy to all our schools?

We are providing equity and adequacy to all our schools through:

- ◆ Equitable distribution of textbooks, materials, and training
- ◆ Equitable distribution of local, state, and federal funds to support curricular practices
- ◆ Equitable distribution of all other necessary resources and training
- ◆ **Equitable distribution of technology resources (BEP 2.0)**

<b>Curriculum Reflective Questions – Narrative Response Required</b>
--

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

We are targeting funds and resources effectively to meet the needs of our schools through:

- ◆ Comparable distribution of local, state, and federal funds

**Curriculum Reflective Questions – Narrative Response Required**

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

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8, and to increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.

## 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 data analysis of the 2007 System Report Card and the TVAAS Restricted Website, major strengths include:

- ◆ Grades 3 – 8 achievement (all areas)
- ◆ Writing, grades 5 and 8
- ◆ End of Course (all areas)
- ◆ Gateway Math
- ◆ All schools meeting AYP benchmarks
- ◆ Sufficient time for professional development for teachers and administrators
- ◆ Equitable distribution of necessary resources and training
- ◆ Meeting state and federal compliance standards for personnel allocation
- ◆ Allocating additional funding for materials and technology (BEP 2.0)

#### **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.

- ◆ AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- ◆ Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- ◆ Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- ◆ Allocating additional funding for materials and technology to accommodate plans for school system expansion (BED 2.0).
- ◆ Addition of a full-time curriculum specialist to provide staff development, mentoring, and instructional support

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

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- ◆ Hiring a full-time curriculum specialist
- ◆ Providing additional support in the area of Reading, **Language Arts and Math** at Junior High and Elementary levels. **(BEB 2.0)**
- ◆ Increase use of advanced technology to improve student academic achievement. **(BEB 2.0)**

## TCSPP TEMPLATE 4.2a

### INSTRUCTIONAL PRACTICES

<b>Current Instructional Practices</b>	Optimize instructional time as a management technique to support the learning process.	Incorporate higher level thinking and reasoning skills.	Provide class instruction aligned with standards-based curriculum.	Provide remediation to students who do not attain skills needed for success.	Provide research-based classroom instruction to accommodate diverse cultures, languages, and learning styles.	Use assessment results to gear instruction.
Evidence of Practice	Instructional Calendar (extended day)	<ul style="list-style-type: none"> <li>• Blueprint for Learning</li> <li>• CTE State Curriculum Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Blueprint for Learning</li> <li>• CTE State Curriculum Framework</li> </ul>	<ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Mentoring</li> <li>• Extended Contract</li> <li>• Tech labs</li> <li>• Reading Specialists (BEP 2.0)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Direct Instruction Reading Program</li> <li>• ELL classes</li> <li>• RTI</li> <li>• Study Island</li> <li>• Read 180</li> <li>• PLATO</li> </ul>	Instructional intervention based on disaggregated data
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> <li>• 200 day Accountability Report</li> <li>• Individual school master schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• System Report Card</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test/Post-test</li> <li>• Extended Contract evaluation</li> <li>• After-school tutoring evaluation</li> <li>• Fast ForWord logs</li> </ul>	<ul style="list-style-type: none"> <li>• ELL curriculum</li> <li>• Special Ed. Curriculum</li> <li>• <u>Curriculum Instruction That Works</u> by Marzano</li> </ul>	TVAAS Restricted Web site
Evidence of effectiveness or ineffectiveness	Met AYP benchmarks	<ul style="list-style-type: none"> <li>◆ TCAP Assessments</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>	Met all benchmarks for AYP	<ul style="list-style-type: none"> <li>• Results of evaluations</li> <li>• 98.1% promotion rate (07 school year)</li> </ul>	<ul style="list-style-type: none"> <li>• ELDA assessment</li> <li>• TCAP assessments</li> </ul>	System Report Card

Evidence of equitable system support for this practice	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	<ul style="list-style-type: none"> <li>• System-wide ELL and Special Ed. Services</li> <li>• Staff development documentation</li> </ul>	Equitable access to data on a need to know basis
Next Step (changes or continuations)	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice

## 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?)

As we discussed the issue of time, we found that we are allocating sufficient time for implementing research-based instructional practices through the following:

- ◆ Pre-service teacher training
- ◆ Stockpile staff development
- ◆ Professional development for administrative staff
- ◆ Support and assistance to schools based on individual needs

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

As we discussed the issue of time, we found that there is a need to increase the opportunity for staff development in the practice of differentiated instruction, Responsiveness to Intervention (RTI), and the effective use of classroom technology.

**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?)

As we discussed the issue of money, we found equitable distribution of all necessary resources and training for research-based instructional practices. BEP 2.0 funds have been used to hire personnel to work in the areas of ELL, truancy/behavior, RTI, reading, and fine arts.

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

As we discussed the issue of money, we find that more local funds and BEP 2.0 funds should be used for supplemental resources, personnel (to deal with at-risk issues), technology, staff development, and instructional materials.

**TCSPP TEMPLATE 4.2b**  
(continued)

**INSTRUCTIONAL GAP ANALYSIS**

**Instructional PERSONNEL Gap Analysis – Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

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

As we discussed the issue of personnel, we found that personnel usage focused on:

- ◆ Developing and monitoring research-based instructional programs
- ◆ Meeting federal and state compliance standards
- ◆ Dealing with at-risk issues

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

A full-time curriculum specialist is needed to provide staff development, mentoring, and instructional support.

**Instructional OTHER RESOURCES Gap Analysis – Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

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

As we discussed the issue of other resources, we found that we are providing assistance and building capacity for high quality research-based instructional practices through:

- ◆ Pre-service teacher training
- ◆ Stockpile staff development
- ◆ Mentoring of both regular and special education teachers
- ◆ Providing more training in formative assessments (BEP 2.0)
- ◆ Providing additional funding for materials and technology (BEP 2.0)

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

As we discussed the issue of other resources, we found that we ought to be providing assistance and building capacity for high quality research-based instructional practices through:

- ◆ Providing more training in formative assessments
- ◆ Providing additional funding for materials and technology

## TCSPP TEMPLATE 4.2c

### INSTRUCTIONAL REFLECTIVE QUESTIONS

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

#### **Instructional Reflective Questions – Narrative Response Required**

Are we providing equity and adequacy to all our schools?

We are providing equity and adequacy to all our schools through:

- ◆ Equitable distribution of textbooks, materials, and training
- ◆ Equitable distribution of local, state, and federal funds to support research-based instructional practices
- ◆ Equitable distribution of all other necessary resources and training

#### **Instructional Reflective Questions – Narrative Response Required**

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

We are targeting funds and resources effectively to meet the needs of our schools through:

- ◆ Comparable distribution of local, state, and federal funds for research-based instructional practices

**Instructional Reflective Questions – Narrative Response Required**

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

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8, and to increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.

## 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?

Based upon data analysis of the 2007 System Report Card, major strengths include:

- ◆ Grades 3 – 8 achievement (all areas)
- ◆ Writing, grades 5 and 8
- ◆ End of Course (all areas)
- ◆ Gateway Math
- ◆ All schools meeting AYP benchmarks
- ◆ Sufficient time for professional development for teachers and administrators
- ◆ Equitable distribution of necessary resources and training
- ◆ Addition of classroom technology (BEP 2.0 funds)

#### **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.

- AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- Value added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- Increase staff development in the practice of differentiated instruction and RTI.
- Allocate additional funding for supplemental material.
- Addition of a full-time curriculum specialist to provide staff development, mentoring, and

instructional support.

**Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- ◆ Hiring a full-time curriculum specialist
- ◆ Providing additional support in the area of Reading at Elementary and Junior High levels

**• TCSP TEMPLATE 4.3a**  
**ASSESSMENT PRACTICES**

<b>Current Assessment Practices</b>	Use disaggregated data to assess academic growth of all students.	Use a wide range of school level assessments.	Provide assessment information to stakeholders regarding student learning.	Provide professional development in the appropriate use of assessment.	Uses student assessments that are aligned with state curriculum standards.	Provide technical assistance to teachers and staff in creating, utilizing, and interpreting assessments.
Evidence of Practice	<ul style="list-style-type: none"> <li>Differentiated instruction</li> <li>Program eligibility (remediation &amp; enrichment)</li> </ul>	Assessment drives instruction through curriculum mapping.	<ul style="list-style-type: none"> <li>Parent/teacher conferences</li> <li>Communication with parents</li> <li>Web sites</li> </ul>	Numerous training opportunities provided at national, state, and local level	Frequent monitoring of assessment documents	Numerous training opportunities provided at national, state, and local level
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> <li>TVAAS Restricted Website</li> <li>Local disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>CRT</li> <li>Portfolio</li> <li>Curriculum-based, teacher-made tests</li> <li>GRADE</li> <li>Speed Dial</li> <li>Renaissance Learning Assessments</li> <li>Study Island</li> <li>Scott Foresman Reading Street Online Assessment and Data Management</li> </ul>	<ul style="list-style-type: none"> <li>9 week progress reports</li> <li>Friday folders</li> <li>TCAP parent information sheets</li> <li>School newsletters</li> <li>Banners &amp; signs</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> <li>sign-in sheets for national, state, and local workshops</li> <li>Agendas and sign-in sheet where teachers share what they have learned with faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>CRT</li> <li>Portfolio</li> <li>Curriculum-based, teacher – made tests</li> <li>GRADE</li> <li>Speed Dial</li> <li>Brigance</li> <li>Renaissance Learning Assessments</li> <li>Fluharty II</li> <li>DIBELS</li> </ul>	<ul style="list-style-type: none"> <li>Agendas</li> <li>Sign-in sheets for national, state, and local workshops</li> </ul>

		System				
Evidence of effectiveness or ineffectiveness	Met AYP benchmarks	Met AYP benchmarks	<ul style="list-style-type: none"> <li>Family Friendly Schools Survey</li> <li>Title 1 &amp; SIP surveys</li> </ul>	Met AYP benchmarks	Met AYP benchmarks	Met AYP benchmarks
Evidence of equitable system support for this practice	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training
Next Step (changes or continuations)	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Provide more training in formative assessments,	Continuation of effective practice	Continuation of effective practice

## 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?)

As we discussed the issue of time, we found that we are allocating sufficient time for implementing research-based assessment practices through the following:

- ◆ Providing technical assistance to teachers and staff in creating, utilizing, and interpreting assessment
- ◆ Stockpile staff development
- ◆ Professional development for administrative staff
- ◆ Pre-service teacher training

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

As we discussed the issue of time, we found that we ought to be allocating more time for implementing research-based assessment practices through the following:

- ◆ Providing staff development in disaggregating and interpreting assessment results

**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?)

As we discussed the issue of money, we found equitable distribution of all necessary resources and training for research-based assessment practices.

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

As we discussed the issue of money, we find that local funds should be used to purchase achievement tests for grade 2.

**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?)

As we discussed the issue of personnel, we found that personnel usage focused on:

- ◆ Providing technical assistance to teachers and staff in creating, utilizing, and interpreting assessment
- ◆ Meeting federal and state compliance standards
- ◆ Providing staff development opportunities in creating, utilizing, and interpreting assessment

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

**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?)

As we discussed the issue of other resources, we found that we are providing assistance and building capacity for high quality research-based assessment practices through:

- ◆ Providing assistance in distributing and processing test materials
- ◆ Providing training and assistance in testing security
- ◆ Mentoring of both regular and special education teachers in assessment practices

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

## 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.

<b>Assessment Reflective Questions – Narrative Response Required</b>
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Are we providing equity and adequacy to all our schools?
--

We are providing equity and adequacy to all our schools through:
--

- |   |
|---|
| <ul style="list-style-type: none"><li>◆ Equitable distribution of materials and training</li><li>◆ Equitable distribution of local, state, and federal funds to support research-based instructional practices</li><li>◆ Equitable distribution of all other necessary resources and training</li></ul> |
|---|

<b>Assessment Reflective Questions – Narrative Response Required</b>
--

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

We are targeting funds and resources effectively to meet the needs of our schools through:
--

- |  |
|--|
| <ul style="list-style-type: none"><li>◆ Comparable distribution of local, state, and federal funds for research-based assessment practices</li></ul> |
|--|

**Assessment Reflective Questions – Narrative Response Required**

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

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value-added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8, and to increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.

## 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?

Based upon data analysis of the 2007 System Report Card, major strengths include:

- ◆ Grades 3 – 8 achievement (all areas)
- ◆ Writing, grades 5 and 8
- ◆ End of Course (all areas)
- ◆ Gateway Math
- ◆ All schools meeting AYP benchmarks
- ◆ Providing technical assistance and professional development to teachers and staff in creating, utilizing, and interpreting assessment
- ◆ Meeting federal and state compliance standards

#### 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.

- ◆ AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- ◆ Value-added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- ◆ Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- ◆ Provide staff development in disaggregating and interpreting assessment results.
- ◆ Purchase standardized achievement test for grade 2.

**Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- ◆ Hiring a full-time curriculum specialist
- ◆ Providing additional support in the area of Reading at Elementary and Junior High levels

## TCSPP TEMPLATE 4.4a

### ORGANIZATIONAL PRACTICES

<b>Current Organizational Practices</b>	Provide on-going and sustained professional development for school leaders.	The school system's beliefs, mission, and shared vision define the purpose and direction for the district.	Provide a common instructional design to increase the opportunity for success in teaching and learning at all schools.	Alignment of programs to standards and benchmarks maximizes time on task for all students.	Provide programs and services that support a diverse learning community.
Evidence of Practice	Monthly administrative team meetings	Collaborative development of beliefs, mission, and shared vision	<ul style="list-style-type: none"> <li>◆ Blueprint for Learning</li> <li>◆ CTE State Curriculum Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Blueprint for Learning</li> <li>• Instructional Calendar (extended day)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Direct instruction programs</li> <li>• ELL classes</li> </ul>
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	<ul style="list-style-type: none"> <li>• Agendas/handouts for monthly administrative staff meetings</li> <li>• professional leave requests</li> </ul>	<ul style="list-style-type: none"> <li>• Stated mission and belief</li> <li>• Approved board policy</li> </ul>	System Report Card	<ul style="list-style-type: none"> <li>• 200 day accountability report</li> <li>• Individual school master schedules</li> </ul>	<ul style="list-style-type: none"> <li>• ELL curriculum</li> <li>• Special Ed. Curriculum</li> <li>• <u>Curriculum Instruction That Works</u> by Marzano</li> </ul>
Evidence of effectiveness or ineffectiveness	<ul style="list-style-type: none"> <li>• 100 percent attendance</li> <li>• information sharing with appropriate stakeholders</li> </ul>	Day to day effective operation of school system	<ul style="list-style-type: none"> <li>◆ Met AYP benchmarks</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>	Met AYP benchmarks	<ul style="list-style-type: none"> <li>• ELDA assessment</li> <li>• TCAP Assessments</li> </ul>
Evidence of equitable system support for this practice	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	Equitable distribution of all necessary resources and training	<ul style="list-style-type: none"> <li>• System-wide ELL and Special Ed. Services</li> <li>• Staff development documentation</li> </ul>
Next Step (changes or continuations)	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice	Continuation of effective practice

## **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.

<b>Organizational TIME Gap Analysis – Narrative Response Required</b>
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**“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?)

As we discussed the issue of time, we found that we are allocating sufficient time for implementing research-based organizational practices through the following:

- ◆ Monthly administrative team meetings
- ◆ On-going and sustained staff development
- ◆ Professional development for administrative staff
- ◆ Pre-service teacher training
- ◆ Collaborative development of beliefs, mission, and shared vision

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

**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?)

As we discussed the issue of money, we found equitable distribution of all necessary resources and training for research-based organizational practices.

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

**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?)

As we discussed the issue of personnel, we found that personnel usage focused on:

- ◆ Providing personnel to support a diverse learning community
- ◆ Providing additional full-time ELL instructor (BEP 2.0)
- ◆ Providing Reading specialist at the Elementary levels (BEP 2.0)
- ◆ Providing Assistant Principals at each Elementary School (BEP 2.0)
- ◆ Providing additional fine arts teachers at each Elementary School (BEP 2.0)
- ◆ Providing additional personnel to deal with student behavioral issues (BEP 2.0)
- ◆ Providing additional Special Education personnel to deal with the increased number of identified and certified students with special needs. (BEP 2.0)

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

As we discussed the issue of personnel, we found that personnel usage ought to focus on:

- ◆ Providing additional full-time ELL instructor to accommodate plans for school system expansion (BEP 2.0)
- ◆ Providing full-time curriculum specialist
- ◆ Providing Reading specialist at the Elementary and Junior High levels to accommodate plans for school system expansion (BEP 2.0)

**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?)

As we discussed the issue of other resources, we found that we are providing assistance and building capacity for high quality research-based organizational practices through:

- ◆ Extended school day
- ◆ Providing a common instructional design at all schools
- ◆ Mentoring of both regular and special education teachers
- ◆ Providing additional full-time ELL instructor (BEP 2.0)
- ◆ Providing Reading specialist at the Elementary (BEP 2.0)

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

As we discussed the issue of other resources, we found that we ought to be providing assistance and building capacity for high quality research-based organizational practices through:

- ◆ Providing additional full-time ELL instructor to accommodate plans for school system expansion (BEP 2.0)
- ◆ Providing full-time curriculum specialist
- ◆ Providing Reading specialist at the Elementary and Junior High levels to accommodate plans for school system expansion (BEP 2.0)

## TCSPP TEMPLATE 4.4c

### ORGANIZATIONAL REFLECTIVE QUESTIONS

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

<b>Organizational Reflective Questions – Narrative Response Required</b>
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Are we providing equity and adequacy to all our schools?

We are providing equity and adequacy to all our schools through:

- ◆ Equitable distribution of materials and training
- ◆ Equitable distribution of local, state, and federal funds to support research-based instructional practices
- ◆ Equitable distribution of all other necessary resources and training

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

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

We are targeting funds and resources effectively to meet the needs of our schools through:

- ◆ Comparable distribution of local, state, and federal funds for research-based assessment practices

**Organizational Reflective Questions – Narrative Response Required**

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

We are accurately meeting the needs of students in our schools based upon AYP data; however, AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup. Value-added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8, and to increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.

## 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?

Based upon data analysis of the 2007 System Report Card, major strengths include:

- ◆ Grades 3 – 8 achievement (all areas)
- ◆ Writing, grades 5 and 8
- ◆ End of Course (all areas)
- ◆ Gateway Math
- ◆ All schools meeting AYP benchmarks
- ◆ Providing personnel to support a diverse learning community
- ◆ Extended School Day
- ◆ Providing common instructional design at all schools
- ◆ Mentoring regular, CTE, and special education teachers
- ◆ Providing additional full-time ELL instructor (BEP 2.0)
- ◆ Providing Reading specialist at the Elementary levels (BEP 2.0)
- ◆ Providing Assistant Principals at each Elementary School (BEP 2.0)
- ◆ Providing additional fine arts teachers at each Elementary School (BEP 2.0)
- ◆ Providing additional personnel to deal with student behavioral issues (BEP 2.0)
- ◆ Providing additional Special Education personnel to deal with the increased number of identified and certified students with special needs (BEP 2.0)

#### **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.

- ◆ AYP data suggests a need to address the areas of Math, Reading, and Language Arts for the Limited English Proficient subgroup.
- ◆ Value-added data suggests a need to address Reading/Language Arts and Math, grades 5, 7, and 8.
- ◆ Increase the number of students scoring advanced on Gateway Algebra and End of Course assessments.
- ◆ Provide additional full-time curriculum specialist and reading **specialists** at the elementary and Jr. High level. (BEP 2.0)

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

How will we address our challenges?

Based upon available funds and priorities, challenges will be addressed by:

- ◆ Hiring a full-time curriculum specialist
- ◆ Providing additional support in the area of Reading at Elementary and Junior High levels
- ◆ Providing additional full-time ELL instructor (BEP 2.0)
- ◆ Providing Reading specialist at the Elementary levels (BEP 2.0)
- ◆ Provide Assistant Principals at each Elementary School (BEP 2.0)
- ◆ Provide additional fine arts teachers at each Elementary School (BEP 2.0)
- ◆ Provide additional personnel to deal with student behavioral issues (BEP 2.0)
- ◆ Provide additional Special Education personnel to deal with the increased number of identified and certified students with special needs. (BEP 2.0)

## **COMPONENT 5**

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

## TCSPP TEMPLATE 5.1

### GOAL 1 – Action Plan Development

Revised DATE: 10/29/07

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

<b>Goal</b>	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.
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<b>Which need(s) does this Goal address?</b>	Increase achievement in Math and Reading/Language Arts for Hispanic and Limited English Proficient students, grades K-8.
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<b>How is this Goal linked to the system’s Five-Year Plan?</b>	Improved student performance
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#### ACTION STEPS

#### IMPLEMENTATION PLAN

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 as applicable.

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
<b>Action Step – 1</b>	The teachers will participate in ongoing and sustained professional development (including new teacher mentoring for regular and SPED) on research – based Math and Reading/Language Arts strategies, including the effective use of educational technology, that can be adapted to meet the differentiated instructional needs of individuals and groups. Teachers will also be given the opportunity to participate in research- based behavior intervention strategies.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Powell</li> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Vaughn</li> <li>◆ Ms. Brewer</li> <li>◆ Teachers</li> <li>◆ Behavior Consultant</li> <li>◆ Mr. Dyer</li> <li>◆ ELL Staff</li> </ul>	\$5,000 annually	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title III</li> <li>◆ Local funds</li> <li>◆ Title I</li> <li>◆ IDEA</li> <li>◆ Title II-D</li> </ul> <p style="color: magenta; font-size: small;">Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ State Professional Development On-Line Survey,</li> <li>◆ Local teacher evaluation of professional development activities</li> <li>◆ Teacher Observation</li> </ul>
<b>Action Step – 2</b>	Continue to support software packages which address this goal such as: <ul style="list-style-type: none"> <li>◆ Accelerated Reader</li> <li>◆ Math Facts in a Flash</li> <li>◆ Compass</li> <li>◆ Fast ForWord</li> <li>◆ Read 180</li> <li>◆ Rosetta Stone</li> <li>◆ United Streaming Video</li> <li>◆ Study Island</li> </ul>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Ms. Hunt</li> <li>◆ Ms. Harris</li> <li>◆ Ms. Arnold</li> <li>◆ Ms. Crites</li> <li>◆ Mr. Pannell</li> <li>◆ Teachers</li> <li>◆ ELL Staff</li> </ul>	\$15,000 annually	<ul style="list-style-type: none"> <li>◆ Local Funds</li> <li>◆ Title III</li> <li>◆ Title I</li> <li>◆ IDEA</li> <li>◆ National Reference Site agreement</li> <li>◆ E-rate Funds</li> <li>◆ Title II-D Funds</li> </ul> <p style="color: magenta; font-size: small;">Federal funds are used appropriately as determined by federal program plan.</p>	<ul style="list-style-type: none"> <li>◆ Pre-Post test</li> <li>◆ TCAP assessments</li> <li>◆ Daily grades</li> <li>◆ Report cards</li> <li>◆ Fast ForWord and Study Island weekly reports</li> <li>◆ Work samples</li> <li>◆ Fluarty II</li> <li>◆ DIBELS</li> </ul>

					◆ BEP 2.0	
Action Step – 3	Schedule time for grade level meetings to analyze data and plan strategies for improving student performance/behavior.	At least one hour per month beginning in July 2007 through April 2008	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ ELL Staff</li> <li>◆ Behavior Consultant</li> </ul>	\$2,000.00	Title II-A Federal funds are used appropriately as determined by federal program plan.	<ul style="list-style-type: none"> <li>◆ Sign-in sheets</li> <li>◆ Locally developed evaluation instrument</li> <li>◆ Behavioral Assessment</li> </ul>
Action Step – 4	Continue to provide parent and community involvement initiatives for target group such as: <ul style="list-style-type: none"> <li>◆ Translation Services</li> <li>◆ Peer Tutoring (Circle of Friends)</li> <li>◆ English Education</li> <li>◆ Fast Forward Training</li> <li>◆ Child Care for participants</li> </ul>	August 2007 through May 2008	<ul style="list-style-type: none"> <li>◆ Ms. Whitham</li> <li>◆ Mr. Lazo</li> <li>◆ High School Spanish teachers</li> <li>◆ Ms. Crites</li> <li>◆ ELL Staff</li> </ul>	\$30,000.00	CLCP Grant	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ Work Samples</li> <li>◆ CLCP Portfolios</li> </ul>
Action Step – 5	Use information technology and telecommunications to improve education or library services.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	\$8,000.00	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> Federal funds are used appropriately as determined by federal program plan. ◆ BEP 2.0	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of Library Computer hardware and software</li> </ul>
Action Step – 6	Increase accessibility to technology by all students and teachers through placement of a minimum of five computers in each classroom and providing a computer lab at each school with high speed computers as defined by TESS (Technology in Education Survey System). Priority for equipping classrooms and labs will be at identified high poverty and high needs schools.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	\$20,000.00	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> Federal funds are used appropriately as determined by federal program plan. ◆ BEP 2.0	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of classroom and lab computer hardware and software</li> </ul>

<p>Action Step – 7</p>	<p>Encourage the development and use of innovative strategies for delivery of specialized curricula through the use of technology by providing classroom teachers opportunities to observe other school districts and attend both state and technology national conferences.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	<p>\$3,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Teacher lesson plan</li> <li>◆ Training of school staff</li> </ul>
<p>Action Step – 8</p>	<p>Assess the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> <li>◆ ELL Staff</li> </ul>	<p>\$250.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> </ul>
<p>Action Step – 9</p>	<p>Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that:</p> <ul style="list-style-type: none"> <li>◆ are based on a review of relevant research</li> <li>◆ are aligned to Tennessee Instructional Technology Standards (NETS)</li> <li>◆ will lead to improvements in student academic achievement.</li> </ul> <p>Provide classroom teachers opportunities to attend state and national technology conferences and to visit other schools using effective technology integration strategies.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> <li>◆ ELL Staff</li> </ul>	<p>\$3000.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> <li>◆ Title II-D Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Attendance at state and national technology conferences</li> <li>◆ Record of visits to other schools</li> </ul>

### TCSPP TEMPLATE 5.1

## GOAL 2 – Action Plan Development

Revised DATE: 10/29/07

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

<b>Goal</b>	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.
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<b>Which need(s) does this Goal address?</b>	Increase TVAAS gains for all students in Math and Reading/Language Arts grades 5, 7, and 8.
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<b>How is this Goal linked to the system’s Five-Year Plan?</b>	Improved student performance
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### ACTION STEPS

### IMPLEMENTATION PLAN

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 as applicable.

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
<b>Action Step – 1</b>	The teachers will participate in ongoing and sustained professional development (including new teacher mentoring for regular and SPED) on research – based Math and Reading/Language Arts strategies, including the effective use of educational technology, that can be adapted to meet the differentiated instructional needs of individuals and groups. Teachers will also be given the opportunity to participate in research- based behavior intervention strategies.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Powell</li> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Vaughn</li> <li>◆ Ms. Brewer</li> <li>◆ Teachers</li> <li>◆ Behavior Consultant</li> <li>◆ Mr. Dyer</li> </ul>	\$5,000 annually	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title III</li> <li>◆ Local Funds</li> <li>◆ Title I</li> <li>◆ IDEA</li> <li>◆ Title II-D</li> <li>Federal funds are used appropriately as determined by federal program plan.</li> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ State Professional Development On-Line Survey,</li> <li>◆ Local teacher evaluation of professional development activities</li> <li>◆ Teacher Observation</li> </ul>

			<ul style="list-style-type: none"> <li>◆ ELL Staff</li> </ul>			
<p>Action Step – 2</p>	<p>Continue to support software packages which address this goal such as:</p> <ul style="list-style-type: none"> <li>◆ Study Island</li> <li>◆ Math Facts in a Flash</li> <li>◆ Compass</li> <li>◆ Fast Forward</li> <li>◆ Read 180</li> <li>◆ Rosetta Stone</li> <li>◆ United Streaming Video</li> <li>◆ Renaissance Place Software</li> </ul>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Ms. Hunt</li> <li>◆ Ms. Harris</li> <li>◆ Ms. Arnold</li> <li>◆ Ms. Crites</li> <li>◆ Mr. Pannell</li> <li>◆ Teachers</li> <li>◆ ELL Staff</li> </ul>	<p>\$15,000 annually</p>	<ul style="list-style-type: none"> <li>◆ Local Funds</li> <li>◆ Title III</li> <li>◆ Title I</li> <li>◆ IDEA</li> <li>◆ National Reference Site Agreement</li> <li>◆ E-rate Funds</li> <li>◆ Title II-D Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre-Post test</li> <li>◆ TCAP assessments</li> <li>◆ Daily grades</li> <li>◆ Report cards</li> <li>◆ Work samples</li> </ul>
<p>Action Step – 3</p>	<p>Schedule time for grade level meetings to analyze data and plan strategies for improving student performance/behavior.</p>	<p>At lease one hour per month beginning in July 2007 through April 2008</p>	<ul style="list-style-type: none"> <li>◆ Behavioral Consultant</li> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ ELL Staff</li> </ul>	<p>\$2,000.00</p>	<p>Title II-A</p> <p>Federal funds are used appropriately as determined by federal program plan.</p>	<ul style="list-style-type: none"> <li>◆ Sign-in sheets</li> <li>◆ Locally developed evaluation instrument</li> <li>◆ Behavioral Assessment</li> </ul>
<p>Action Step – 4</p>	<p>Continue to provide parent and community involvement initiatives for target groups such as:</p> <ul style="list-style-type: none"> <li>◆ Translation services</li> <li>◆ Peer Tutoring (Circle of Friends)</li> <li>◆ English education</li> <li>◆ Fast Forward training</li> <li>◆ Child care for participants</li> <li>◆ AEDC Mentoring Program (WES)</li> <li>◆ Title I parent meeting</li> <li>◆ Open House</li> </ul>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Ms. Whitham</li> <li>◆ Mr. Lazo</li> <li>◆ High School Spanish teachers</li> <li>◆ Ms. Crites</li> <li>◆ Lt. Stamm</li> <li>◆ Teachers</li> <li>◆ ELL Staff</li> </ul>	<p>\$30,000.00</p>	<ul style="list-style-type: none"> <li>◆ CLCP Grant</li> <li>◆ Local funds</li> <li>◆ Title I</li> <li>◆ Federal funds are used appropriately as determined by federal program plan.</li> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ CLCP Portfolios</li> </ul>
<p>Action Step – 5</p>	<p>Provide after school tutoring and enrichment activities for target group.</p>	<p>August 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Extended Contract teachers</li> </ul>	<p>\$65,000.00</p>	<ul style="list-style-type: none"> <li>◆ Extended Contract</li> <li>◆ Title VI</li> </ul> <p>Federal funds are</p>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant</li> </ul>

					used appropriately as determined by federal program plan. ◆ BEP 2.0	◆ feedback Informal assessments
Action Step – 6	Use information technology and telecommunications to improve education or library services.	July 2007 and ongoing through the school year	◆ Dr. Yates ◆ Mr. Clark ◆ Ms. S. Morris ◆ Ms. D. Morris ◆ Mr. Dyer ◆ Media Specialists ◆ ELL Staff	\$8,000.00	◆ Title II-A ◆ Title II-D Funds ◆ E-rate Funds ◆ Local Technology Funds Federal funds are used appropriately as determined by federal program plan. ◆ BEP 2.0	◆ Locally developed evaluation instrument ◆ TESS ◆ Upgrade of Library Computer hardware and software
Action Step – 7	Increase accessibility to technology by all students and teachers through placement of a minimum of five computers in each classroom and providing a computer lab at each school with high speed computers as defined by TESS (Technology in Education Survey System). Priority for equipping classrooms and labs will be at identified high poverty and high needs schools.	July 2007 and ongoing through the school year	◆ Dr. Yates ◆ Mr. Clark ◆ Ms. S. Morris ◆ Ms. D. Morris ◆ Mr. Dyer ◆ Media Specialists ◆ ELL Staff	\$20,000.00	◆ Title II-A ◆ Title II-D Funds ◆ E-rate Funds ◆ Local Technology Funds Federal funds are used appropriately as determined by federal program plan. ◆ BEP 2.0	◆ Locally developed evaluation instrument ◆ TESS ◆ Upgrade of classroom and lab computer hardware and software
Action Step – 8	Encourage the development and use of innovative strategies for delivery of specialized curricula through the use of technology by providing classroom teachers opportunities to observe other school districts and attend both state and technology national conferences.	July 2007 and ongoing through the school year	◆ Dr. Yates ◆ Mr. Clark ◆ Ms. S. Morris ◆ Ms. D. Morris ◆ Mr. Dyer ◆ Media Specialists ◆ ELL Staff	\$4,000.00	◆ Title II-A ◆ Title II-D Funds ◆ E-rate Funds ◆ Local Technology Funds Federal funds are used appropriately as determined by federal program plan. ◆ BEP 2.0	◆ Locally developed evaluation instrument ◆ TESS ◆ Teacher lesson plan ◆ Training of school staff
Action Step 9	Assess the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.	July 2007 and ongoing through the school year	◆ Dr. Yates ◆ Mr. Clark ◆ Ms. S. Morris ◆ Ms. D. Morris ◆ Mr. Dyer ◆ School Staff	\$250.00	◆ Local Technology Funds	◆ Locally developed evaluation instrument ◆ TESS

			♦ ELL Staff			
Action Step – 10	<p>Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that:</p> <ul style="list-style-type: none"> <li>♦ are based on a review of relevant research</li> <li>♦ are aligned to Tennessee Instructional Technology Standards (NETS)</li> <li>♦ will lead to improvements in student academic achievement.</li> </ul> <p>Provide classroom teachers opportunities to attend state and national technology conferences and to visit other schools using effective technology integration strategies.</p>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>♦ Dr. Yates</li> <li>♦ Mr. Clark</li> <li>♦ Ms. S. Morris</li> <li>♦ Ms. D. Morris</li> <li>♦ Mr. Dyer</li> <li>♦ School Staff</li> <li>♦ ELL Staff</li> </ul>	\$3000.00	<ul style="list-style-type: none"> <li>♦ Local Technology Funds</li> <li>♦ Title II-D Funds</li> <li>♦ BEP 2.0</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p>	<ul style="list-style-type: none"> <li>♦ Locally developed evaluation instrument</li> <li>♦ TESS</li> <li>♦ Attendance at state and national technology conferences</li> <li>♦ Record of visits to other schools</li> </ul>

### TCSPP TEMPLATE 5.1

## GOAL 3 – Action Plan Development

Revised DATE: 10/29/07

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

**Goal** 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.

**Which need(s) does this Goal address?** Increase TVAAS gains for all students in Science and Social Studies grades 4-8.

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

### ACTION STEPS

### IMPLEMENTATION PLAN

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 as applicable.

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step – 1	The teachers will participate in ongoing and sustained professional development (including new teacher mentoring for regular and SPED) on research – based Science and Social Studies strategies, including the effective use of educational technology, that can be adapted to meet the differentiated instructional needs of individuals and groups. Teachers will also be given the opportunity to participate in research- based behavior	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>♦ Dr. Powell</li> <li>♦ Dr. Yates</li> <li>♦ Mr. Clark</li> <li>♦ Ms. S. Morris</li> <li>♦ Ms. D. Morris</li> <li>♦ Mr. Vaughn</li> <li>♦ Ms. Brewer</li> <li>♦ Teachers</li> </ul>	\$5,000 annually	<ul style="list-style-type: none"> <li>♦ Title II-A</li> <li>♦ Title III</li> <li>♦ Local funds</li> <li>♦ Title I</li> <li>♦ Title II-D</li> </ul> <p>Federal funds are used appropriately as determined by federal</p>	<ul style="list-style-type: none"> <li>♦ State Professional Development On-Line Survey,</li> <li>♦ Local teacher evaluation of professional development activities</li> </ul>

	intervention strategies.		<ul style="list-style-type: none"> <li>◆ Behavior Consultant</li> <li>◆ Mr. Dyer</li> <li>◆ ELL Staff</li> </ul>		<p>program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher Observation</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>
Action Step – 2	<p>Continue to support software packages which address this goal such as:</p> <ul style="list-style-type: none"> <li>◆ Study Island</li> <li>◆ Compass</li> <li>◆ Fast Forward</li> <li>◆ Read 180</li> <li>◆ Rosetta Stone</li> <li>◆ United Streaming Video</li> <li>◆ Subject specific software</li> <li>◆ Tech lab</li> <li>◆ PLATO lab</li> </ul>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Ms. Hunt</li> <li>◆ Ms. Harris</li> <li>◆ Ms. Arnold</li> <li>◆ Ms. Crites</li> <li>◆ Mr. Pannell</li> <li>◆ Teachers</li> </ul>	\$15,000 annually	<ul style="list-style-type: none"> <li>◆ Local funds</li> <li>◆ Title III</li> <li>◆ Title I</li> <li>◆ IDEA</li> <li>◆ National Reference Site agreement</li> <li>◆ Title II-D Funds</li> <li>◆ E-Rate Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre-Post test</li> <li>◆ TCAP assessments</li> <li>◆ Daily grades</li> <li>◆ Report cards</li> </ul>
Action Step – 3	Schedule time for grade level meetings to analyze data and plan strategies for improving student performance/behavior.	August 2007 through May 2008	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ ELL Staff</li> <li>◆ Behavioral Consultant</li> </ul>	\$2,000.00	<p>Title II-A</p> <p>Federal funds are used appropriately as determined by federal program plan.</p>	<ul style="list-style-type: none"> <li>◆ Sign-in sheets</li> <li>◆ Locally developed evaluation instrument</li> <li>◆ Behavioral Assessment</li> </ul>
Action Step – 4	<p>Continue to provide parent and community involvement initiatives for target groups such as:</p> <ul style="list-style-type: none"> <li>◆ Translation services</li> <li>◆ Peer tutoring (Circle of Friends)</li> <li>◆ English education</li> <li>◆ Fast Forward training</li> <li>◆ Child care for participants</li> <li>◆ AEDC Mentoring Program (WES)</li> <li>◆ Title I parent meeting</li> <li>◆ Open House</li> <li>◆ Science Fair</li> <li>◆ Guest speakers</li> <li>◆ Field trips</li> <li>◆ Job shadowing</li> <li>◆ Environmental Center</li> </ul>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Ms. Whitham</li> <li>◆ Mr. Lazo</li> <li>◆ High School Spanish teachers</li> <li>◆ Ms. Crites</li> <li>◆ Lt. Stamm</li> <li>◆ Teachers</li> <li>◆ Gifted teacher</li> <li>◆ ELL Staff</li> </ul>	\$30,000.00	<ul style="list-style-type: none"> <li>◆ CLCP Grant</li> <li>◆ Local funds</li> <li>◆ Title IID</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ CLCP Portfolios</li> </ul>
Action Step – 5	Provide after school tutoring and enrichment activities for target group.	August 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Extended Contract teachers</li> </ul>	\$65,000.00	<ul style="list-style-type: none"> <li>◆ Extended Contract</li> <li>◆ Title VI</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ Teacher Observation</li> </ul>

<p>Action Step – 6</p>	<p>Use information technology and telecommunications to improve education or library services.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	<p>\$8,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of Library Computer hardware and software</li> </ul>
<p>Action Step – 7</p>	<p>Increase accessibility to technology by all students and teachers through placement of a minimum of five computers in each classroom and providing a computer lab at each school with high speed computers as defined by TESS (Technology in Education Survey System). Priority for equipping classrooms and labs will be at identified high poverty and high needs schools.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	<p>\$20,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of classroom and lab computer hardware and software</li> </ul>
<p>Action Step – 8</p>	<p>Encourage the development and use of innovative strategies for delivery of specialized curricula through the use of technology by providing classroom teachers opportunities to observe other school districts and attend both state and technology national conferences.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> <li>◆ ELL Staff</li> </ul>	<p>\$3,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Teacher lesson plan</li> <li>◆ Training of school staff</li> </ul>
<p>Action Step – 9</p>	<p>Assess the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> <li>◆ ELL Staff</li> </ul>	<p>\$250.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> </ul>

<p>Action Step – 10</p>	<p>Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that:</p> <ul style="list-style-type: none"> <li>◆ are based on a review of relevant research</li> <li>◆ are aligned to Tennessee Instructional Technology Standards (NETS)</li> <li>◆ will lead to improvements in student academic achievement</li> </ul> <p>Provide classroom teachers opportunities to attend state and national technology conferences and to visit other schools using effective technology integration strategies.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> <li>◆ ELL Staff</li> </ul>	<p>\$3000.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> <li>◆ Title II-D Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Attendance at state and national technology conferences</li> <li>◆ Record of visits to other schools</li> </ul>
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## TCSPP TEMPLATE 5.1

### GOAL 4 – Action Plan Development

Revised DATE: 10/29/07

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

**Goal**

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.

Which need(s) does this Goal address?

Increase the number of students scoring Advanced on Gateway Algebra and End of Course assessments .

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

Improved student performance

#### ACTION STEPS

#### IMPLEMENTATION PLAN

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 as applicable.

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
<b>Action Step – 1</b>	The teachers will participate in ongoing and sustained professional development (including new teacher mentoring for regular and SPED) on research – based Algebra I, Foundations Math II, Physical Science, and English I strategies, including the effective use of educational technology, that can be adapted to meet the differentiated instructional needs of individuals and groups. Teachers will also be given the opportunity to participate in research-based behavior intervention strategies.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Powell</li> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Mr. Vaughn</li> <li>◆ Ms. Brewer</li> <li>◆ 9<sup>th</sup> Gr. Teachers</li> <li>◆ CTE teachers</li> <li>◆ Behavior Consultant</li> <li>◆ Mr. Dyer</li> </ul>	\$5,000 annually	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title III</li> <li>◆ Local funds</li> <li>◆ IDEA</li> <li>◆ Title II-D</li> </ul> <p style="color: magenta; font-size: small;">Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ State Professional Development On-Line Survey,</li> <li>◆ Local teacher evaluation of professional development activities</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> <li>◆ Teacher Observation</li> </ul>
<b>Action Step – 2</b>	Continue to support software packages which address this goal such as: <ul style="list-style-type: none"> <li>◆ Compass</li> <li>◆ Read 180</li> <li>◆ United Streaming Video</li> <li>◆ Subject specific software</li> <li>◆ Tech lab</li> <li>◆ PLATO lab</li> <li>◆ CTE labs</li> </ul>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Ms. Harris</li> <li>◆ Ms. Arnold</li> <li>◆ Mr. Pannell</li> <li>◆ 9<sup>th</sup> Gr. Teachers</li> <li>◆ CTE teachers</li> <li>◆ Mr. Dyer</li> <li>◆ Ms. Brewer</li> <li>◆ Mr. Vaughn</li> </ul>	\$15,000 annually	<ul style="list-style-type: none"> <li>◆ Local funds</li> <li>◆ Title III</li> <li>◆ IDEA</li> <li>◆ Title IID</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> </ul> <p style="color: magenta; font-size: small;">Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre-Post test</li> <li>◆ TCAP assessments</li> <li>◆ Daily grades</li> <li>◆ Report cards</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>

Action Step – 3	Schedule time for subject meetings to analyze data and plan strategies for improving student performance/behavior.	August 2007 through May 2008	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ 9<sup>th</sup> Gr. Teachers</li> <li>◆ CTE teachers</li> <li>◆ Mr. Vaughn</li> <li>◆ Mr. Dyer</li> <li>◆ Behavior Consultant</li> <li>◆ ELL Staff</li> </ul>	\$2,000.00	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Federal funds are used appropriately as determined by federal program plan.</li> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sign-in sheets</li> <li>◆ Locally developed evaluation instrument</li> <li>◆ Behavioral Assessment</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>
Action Step – 4	Continue to provide parent and community involvement initiatives for target group such as: <ul style="list-style-type: none"> <li>◆ Translation services</li> <li>◆ Peer tutoring</li> <li>◆ AEDC Mentoring Program</li> <li>◆ Open House</li> <li>◆ Science Fair</li> <li>◆ Guest speakers</li> <li>◆ Field trips</li> <li>◆ Job shadowing</li> </ul>	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Lt. Stamm</li> <li>◆ 9<sup>th</sup> Gr. Teachers</li> <li>◆ CTE teachers</li> <li>◆ Mr. Clark</li> <li>◆ ELL Staff</li> <li>◆ Mr. Vaughn</li> </ul>	\$2,000.00	<ul style="list-style-type: none"> <li>◆ Local funds</li> </ul>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>
Action Step – 5	Provide after school tutoring and enrichment activities for target group.	August 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Extended Contract teachers</li> <li>◆ Teachers</li> <li>◆ Mr. Vaughn</li> </ul>	\$8,000.00	<ul style="list-style-type: none"> <li>◆ Extended Contract</li> <li>◆ Title VI</li> <li>◆ Federal funds are used appropriately as determined by federal program plan.</li> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ TCAP assessments</li> <li>◆ Pre-Post tests</li> <li>◆ Participant feedback</li> <li>◆ Informal assessments</li> <li>◆ eTIGER Report for CTE</li> <li>◆ CTE MIS Report</li> </ul>
Action Step – 6	Use information technology and telecommunications to improve education or library services.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> </ul>	\$10,000.00	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> <li>◆ Federal funds are used appropriately as determined by federal program plan.</li> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of Library Computer hardware and software</li> </ul>

<p>Action Step – 7</p>	<p>Increase accessibility to technology by all students and teachers through placement of a minimum of five computers in each classroom and providing a computer lab at each school with high speed computers as defined by TESS (Technology in Education Survey System). Priority for equipping classrooms and labs will be at identified high poverty and high needs schools</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> </ul>	<p>\$8,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Upgrade of classroom and lab computer hardware and software</li> </ul>
<p>Action Step – 8</p>	<p>Encourage the development and use of innovative strategies for delivery of specialized curricula through the use of technology by providing classroom teachers opportunities to observe other school districts and attend both state and technology national conferences.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ Media Specialists</li> </ul>	<p>\$3,000.00</p>	<ul style="list-style-type: none"> <li>◆ Title II-A</li> <li>◆ Title II-D Funds</li> <li>◆ E-rate Funds</li> <li>◆ Local Technology Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Teacher lesson plan</li> <li>◆ Training of school staff</li> </ul>
<p>Action Step – 9</p>	<p>Assess the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> </ul>	<p>\$250.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> </ul>
<p>Action Step – 10</p>	<p>Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction that:</p> <ul style="list-style-type: none"> <li>◆ are based on a review of relevant research</li> <li>◆ are aligned to Tennessee Instructional Technology Standards (NETS)</li> <li>◆ will lead to improvements in student academic achievement</li> </ul> <p>Provide classroom teachers opportunities to attend state and national technology conferences and to visit other schools using effective technology integration strategies.</p>	<p>July 2007 and ongoing through the school year</p>	<ul style="list-style-type: none"> <li>◆ Dr. Yates</li> <li>◆ Mr. Clark</li> <li>◆ Ms. S. Morris</li> <li>◆ Ms. D. Morris</li> <li>◆ Mr. Dyer</li> <li>◆ School Staff</li> </ul>	<p>\$3000.00</p>	<ul style="list-style-type: none"> <li>◆ Local Technology Funds</li> <li>◆ Title II-D Funds</li> </ul> <p>Federal funds are used appropriately as determined by federal program plan.</p> <ul style="list-style-type: none"> <li>◆ BEP 2.0</li> </ul>	<ul style="list-style-type: none"> <li>◆ Locally developed evaluation instrument</li> <li>◆ TESS</li> <li>◆ Attendance at state and national technology conferences</li> <li>◆ Record of visits to other schools</li> </ul>

## TCSPP TEMPLATE 5.1

### GOAL 5 – Action Plan Development

Revised DATE: 10/29/07

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

**Goal**

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

Which need(s) does this Goal address?

Increase communication of curriculum expectations and family engagement opportunities.

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

Improved academic and non-academic communication

#### ACTION STEPS

#### IMPLEMENTATION PLAN

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 as applicable.

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

	Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
<b>Action Step – 1</b>	Inform parents of state web sites detailing state curriculum frameworks and Blueprint for Learning. Parents will be informed via the student handbook given to all students. A hard copy will be provided for parents without to a computer at the parent’s request.  July 2007 and ongoing through the school year	♦ Dr. Yates	♦ Handbook ♦ Hard copies of Curriculum Framework and Blueprint for Learning	♦ Local	♦ Handbook sent home to parents ♦ Curriculum Framework and Blueprint for Learning copies provided as requested
<b>Action Step- 2</b>	Inform parents of Internet programs through written communication and parent meetings.  July 2007 and ongoing through the school year	♦ Principals ♦ Teachers ♦ Lab Managers	♦ Project Achieve ♦ Fast ForWord ♦ Study Island	Local funds Title IID <i>Federal funds are used appropriately as determined by federal program plan.</i>	Student Progress Reports generated and sent home to parents
<b>Action Step – 3</b>	Improve public relations through accessing free media and paid advertising for the district and individual schools.  July 2007 and ongoing through the school year	♦ Dr. Yates ♦ Dr. Powell	\$1, 000.00	♦ Local Funds ♦ Title VI <i>Federal funds are used appropriately as determined by federal program plan.</i>	Improved family engagement throughout district as assessed through survey
<b>Action Step – 4</b>	Inform parents of the e-mail address of their child’s teacher, and request the parent’s e-mail address for the purpose of teacher/parent communication.  July 2007 and ongoing through the school year	♦ Principals ♦ Teachers ♦ Parents	\$100.00	Local	♦ Improved communication between parents/teachers ♦ Hits to District

						Website
Action Step – 5	Continue to maintain district web site . The web site will be maintained by a webmaster and will provide constant updates for system and school linked information.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Mark Howell</li> <li>◆ Gary Dyer</li> <li>◆ Bill Holt</li> </ul>	\$1000.00	Local funds	Reporting of number of visits to web site through parent survey
Action Step – 6	Provide parent classes/parenting programs and cooperate with adult literacy service providers in the community.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Christine Archer</li> <li>◆ Guidance Department</li> </ul>	\$2,500.00	<ul style="list-style-type: none"> <li>◆ Local funds</li> <li>◆ FRC</li> </ul>	<ul style="list-style-type: none"> <li>◆ Monthly updates checked by principals, Director of Schools, and Director of Instruction</li> <li>◆ Letter of offer of cooperation to adult literacy service providers in the community</li> </ul>
Action Step – 7	Provide at least one translator or bi-lingual teacher at each school.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Director of Schools</li> <li>◆ Principals</li> </ul>	\$32,000.00	Local funds	<ul style="list-style-type: none"> <li>◆ Documents translated</li> <li>◆ Communication with ELL parents</li> </ul>
Action Step – 8	Promote a welcoming environment by providing a comfortable reception area at each school.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Director of Schools</li> <li>◆ Principals</li> </ul>	\$200.00	Local funds	Comment cards
Action Step – 9	Schedule annual meeting with Community Advisory Committee which includes parents from each school.	July 2007 and ongoing through the school year	<ul style="list-style-type: none"> <li>◆ Director of Schools</li> <li>◆ Principals</li> </ul>	\$200.00 (for refreshments)	Title IIA Federal funds are used appropriately as determined by federal program plan.	Improved family engagement throughout district as assessed through survey

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+	N/A	N/A	N/A	N/A	+	
	<ul style="list-style-type: none"> <li>◆ Component 3.1, page 18</li> <li>◆ Component 5.1, Goals 1, 2, 3, 4, pages 61, 64, 67, 70</li> <li>◆ Highly Qualified Plan (Teachers and Paraprofessional)</li> <li>◆ Highly Qualified Statistic Report</li> <li>◆ State Professional Development On-line Survey – No Child Left Behind Consolidated Application</li> </ul>							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)	+	N/A	N/A	N/A	N/A	+	+	
	<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> </ul>							F 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)	+	N/A	N/A	N/A	N/A	+	+	
	<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 6</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 7</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 7</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 7</li> <li>◆ TESS (Technology in Education Survey System) to compare accessibility of high tech need, high poverty and high needs schools with all schools in the district</li> </ul>							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 7</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 8</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 8</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 8</li> <li>◆ TESS (Technology in Education Survey System)</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	+	+	F  T
	<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 1</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 1</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 1</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 1</li> <li>◆ TESS (Technology in Education Survey System)</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 2</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 2</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 2</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 2</li> </ul>							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
<p>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)</p>	+	N/A	N/A	N/A	N/A	N/A	+	F
<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 7</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 8</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 8</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 8</li> </ul>								
<p>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)</p>	+	N/A	N/A	N/A	N/A	N/A	+	F
<ul style="list-style-type: none"> <li>◆ Title IID-NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 5, Page 73 Action Steps 1,2,3,4,5</li> <li>◆ Community Learning Center Program Grant</li> </ul>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. (Title IID)	+	N/A	N/A	N/A	N/A	N/A	+	F
	♦ Component 5.1, Goal 5, Page 73 Action Step 6							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>♦ Component 5.1, Goal 1, Page 61 Evaluation Strategies for each Action Step</li> <li>♦ Component 5.1, Goal 2, Page 64 Evaluation Strategies for each Action Step</li> <li>♦ Component 5.1, Goal 1, Page 67 Evaluation Strategies for each Action Step</li> <li>♦ Component 5.1, Goal 2, Page 70 Evaluation Strategies for each Action Step</li> </ul>							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.	N/A	N/A	N/A	N/A	N/A	N/A	+	
	♦ State Report Card (all benchmarks met)							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> <li>Annually measuring the English proficiency of LEP students (by use of the ELDA.)</li> <li>meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116)</li> </ul> <b>Title III Accountability LEA Requirement</b> —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>Title III Plan</li> <li>Component 5.1, Goal 1, page 61</li> </ul>							
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)	+	+	N/A	N/A	N/A	N/A	+	F S
	<ul style="list-style-type: none"> <li>No Child Left Behind Consolidated Application</li> <li>System Homeless Policy (6.503)</li> <li>System Migrant Policy (6.504)</li> <li>Westwood Elementary School Improvement Plan (School-Wide Title I School)</li> <li>Component 5.1, Goal 1, Page 61</li> <li>Component 5.1, Goal 2, Page 64</li> <li>Component 5.1, Goal 3, Page 67</li> <li>Component 5.1, Goal 4, Page 70</li> <li>IDEA Comprehensive Plan</li> <li>BEP 2.0</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ NCLB Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Head Start Agreement</li> <li>◆ CLCP Program Grant</li> <li>◆ Title III Plan</li> <li>◆ No Child Left Behind Consolidated Application</li> <li>◆ Voluntary Pre-School Plan</li> <li>◆ Circle of Friends (Coffee County High School Spanish Program)</li> <li>◆ Component 5.1, Goal 1, Page 61</li> </ul>							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+	N/A	N/A	N/A	+	F S C
	<ul style="list-style-type: none"> <li>◆ Highly Qualified Plan (Teachers and Paraprofessionals)</li> <li>◆ Consolidated Application</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ No Child Left Behind Consolidated Plan</li> <li>◆ System Homeless Policy (6.503)</li> </ul>							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ CLCP</li> <li>◆ Component 5.1, Goal 5, page 66</li> <li>◆ Annual Title I Planning Committee meeting</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) <b>High Priority LEA Requirement</b> —The LEA’s revised 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.)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ State Professional Development On-line Survey – No Child Left Behind Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> <li>◆ Consolidated Application</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
<p>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)</p> <p><b>High Priority LEA Requirement</b>—The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.</p>	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> <li>◆ Professional Development for Reading is based upon research-based components of the NCLB Act.</li> <li>◆ Consolidated Application</li> </ul>							
<p>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)</p>	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> <li>◆ Consolidated Application</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ State Professional Development On-line Survey – No Child Left Behind Consolidated Application</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> <li>◆ Local staff development survey</li> </ul>							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ State Professional Development On-line Survey – No Child Left Behind Consolidated Application</li> <li>◆ Teacher mentoring</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> <li>◆ Local staff development survey</li> <li>◆ Component 4, page 48 – Staff development documentation (teachers and principals)</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title IIA and IID)</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step 1</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step 1</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step 1</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step 1</li> <li>◆ District Technology Plan</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 2.1, page 13 (Belief Statement)</li> <li>◆ Consolidated Application</li> <li>◆ Components 4.2a, 4.2b, 4.3a, and 4.4a, pages 30, 31, 39, 48</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Consolidation Application</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 5, page 73</li> <li>◆ CLCP</li> <li>◆ Consolidated Application</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Consolidated Application</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ School Improvement Plan needs assessments</li> <li>◆ Family Engagement Survey (Component 5.1, Goal 5, page 73)</li> <li>◆ Professional Development Survey</li> <li>◆ State Professional Development On-line Survey – Electronically calculated for No Child Left Behind Consolidated Application</li> <li>◆ Consolidated Application</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Template 1.1, page 7</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Safe and Drug Free survey</li> <li>◆ Family Engagement Survey</li> <li>◆ Private school participation letter</li> </ul>							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Safe and Drug Free survey</li> <li>◆ Family Engagement Survey</li> <li>◆ Private school participation letter</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Consolidated Application</li> <li>◆ Parent/Student/Teacher Handbook</li> </ul>							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title IVA)</li> <li>◆ Safe and Drug Free Survey</li> <li>◆ Template 1.1, page 7</li> </ul>							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title IVA)</li> <li>◆ Safe and Drug Free survey</li> <li>◆ Family Resource program community meetings on alcohol and drug abuse</li> <li>◆ Template 3.1, page 19</li> <li>◆ Template 1.1, page 7</li> </ul>								
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title IVA)</li> <li>◆ Template 1.,1 page 7</li> <li>◆ Staff development documentation</li> </ul>								
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title IVA)</li> <li>◆ Template 1.1, page 7</li> <li>◆ Family Resource program</li> <li>◆ Template 3.1, page 19</li> </ul>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include 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)	+	N/A	N/A	N/A	N/A	+	+	F
	<ul style="list-style-type: none"> <li>◆ E-Rate application</li> <li>◆ Technology Plan</li> <li>◆ Consolidated Application (Title IID)</li> <li>◆ Technology In Education Survey System (TESS)</li> </ul>							T
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)	+	N/A	N/A	N/A	N/A	+	+	F
	<ul style="list-style-type: none"> <li>◆ E-Rate</li> <li>◆ Local budget</li> <li>◆ Consolidated Application (Title IID)</li> <li>◆ Division of Funds for Technology Spreadsheet</li> <li>◆ BEP 2.0</li> </ul>							T
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)	N/A	N/A	N/A	N/A	N/A	+	+	T
	<ul style="list-style-type: none"> <li>◆ Technology in Education Survey System (TESS)</li> <li>◆ Technology inventory</li> <li>◆ Component 5.1, Goal 1, Page 61 Action Step Evaluation Strategies</li> <li>◆ Component 5.1, Goal 2, Page 64 Action Step Evaluation Strategies</li> <li>◆ Component 5.1, Goal 3, Page 67 Action Step Evaluation Strategies</li> <li>◆ Component 5.1, Goal 4, Page 70 Action Step Evaluation Strategies</li> <li>◆ Component 5.1, Goal 5, Page 73 Action Step Evaluation Strategies</li> </ul>							T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?	N/A	N/A	N/A	+	N/A	N/A	+	E
	<ul style="list-style-type: none"> <li>◆ Extended Contract Plan</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> </ul>							
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?	N/A	N/A	N/A	+	N/A	N/A	+	E
	<ul style="list-style-type: none"> <li>◆ Extended Contract Plan</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> </ul>							
Describe the process for evaluating the work you have done?	N/A	N/A	N/A	+	N/A	N/A	+	E
	<ul style="list-style-type: none"> <li>◆ Extended Contract</li> </ul>							
Include an extended contracts employment summary?	N/A	N/A	N/A	+	N/A	N/A	+	E
	<ul style="list-style-type: none"> <li>◆ Extended Contract</li> </ul>							
Define your leadership team?	+	+	+	N/A	+	N/A	+	F S C A
	<ul style="list-style-type: none"> <li>◆ Template 1.1, pages 6 – 7</li> </ul>							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	N/A	+	N/A	+	F S C A
	◆ Template 1.1, pages 6 – 7							
Define your subcommittees?	+	+	+	N/A	+	N/A	+	F S  E A
	◆ Template 1.1, pages 6 – 7							
Define significant system and common factors?	N/A	+	N/A	N/A	+	N/A	+	S  A
	<ul style="list-style-type: none"> <li>◆ Template 1.1, pages 8 – 11</li> <li>◆ Individual school SACS study</li> <li>◆ Individual school improvement plans</li> <li>◆ Family Engagement Survey</li> </ul>							
Profile your system and community?	+	+	N/A	+	+	N/A	+	F S  E A
	<ul style="list-style-type: none"> <li>◆ Template 1.1, pages 8-11</li> <li>◆ Individual school SACS study</li> <li>◆ Individual school improvement plans</li> <li>◆ Family Engagement Survey</li> </ul>							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
	<ul style="list-style-type: none"> <li>◆ Meeting agendas</li> <li>◆ Meeting sign-in sheets</li> <li>◆ Template 1.1, pages 8 – 11</li> </ul>							
Define your beliefs?	+	+	+	N/A	+	N/A	+	F S C  A
	◆ Template 2.2, page 13							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your mission?	+	+	+	+	+	N/A	+	F S C E A
	◆ Template 2.2, page 13							
Define your vision?	+	+	+	+	+	N/A	+	F S C E A
	◆ Template 2.2, page 14							
Identify academic and non-academic assessment measures?	+	+	+	+	+	N/A	+	F S C E A
	◆ Template 3.1, pages 16 – 20							
Define data collection and analysis processes?	+	+	+	+	+	N/A	+	F S C E A
	◆ Meeting agendas ◆ Meeting sign-in sheets ◆ Template 3, pages 16 – 20							
Include report card results?	+	+	+	+	+	N/A	+	F S C E A
	◆ Template 3.1, pages 16 – 20							
Explain what you learned from all of the data?	+	+	+	N/A	+	N/A	+	F S C A
	◆ Template 3.1, pages 16 – 20							
Prioritize your goals?	+	+	+	+	+	+	+	F S C E A T
	Template 3, page 20 Template 5.1, pages 61 – 73							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) at: <a href="http://www.state.tn.us/education/speced/sereports.php">http://www.state.tn.us/education/speced/sereports.php</a> , SPP/APR Indicators # 15-19.	+	+	+	N/A	N/A	N/A	+	F S C
	<ul style="list-style-type: none"> <li>◆ Special Education Complaint Manual/Parent Rights brochure</li> <li>◆ System policies</li> <li>◆ Teacher contract</li> <li>◆ Parent/Student/Teacher Handbook</li> </ul>							
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+	N/A	+	N/A	+	F S C A
	<ul style="list-style-type: none"> <li>◆ SSMS (Star Student, Easy IEP, State Attendance Web site)</li> </ul>							
Identify strengths and weaknesses based on the data?	+	+	+	N/A	+	N/A	+	F S C A
	<ul style="list-style-type: none"> <li>◆ Template 3.1, pages 16 – 20</li> </ul>							
Compare the graduation rate for 12 <sup>th</sup> grade career-technical concentrators to the graduation rate of 12 <sup>th</sup> grade academic graduates?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ PreK – 9 District</li> </ul>							
Compare the performance results for special population, 12 <sup>th</sup> grade career-technical concentrators with non-special population, 12 <sup>th</sup> grade career-technical concentrators?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ PreK – 9 District</li> </ul>							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators achieving academic attainment for graduation?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	◆ PreK – 9 District							
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators attaining 75% of career-technical competencies?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	◆ PreK – 9 District							
Determine the percentage of 12 <sup>th</sup> grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	◆ PreK – 9 District							
Determine the percentage of non-traditional students enrolled in a career-technical program?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	◆ PreK – 9 District							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	◆ PreK – 9 District							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the results derived from analyzing the state assessment by student subgroup? <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+	N/A	+	N/A	+	F S C A
	<ul style="list-style-type: none"> <li>◆ Template 3.1, pages 16 – 20</li> <li>◆ Template 4.3a, page 39</li> <li>◆ Template 4.3b, pages 40 – 43</li> <li>◆ Template 4.3c, pages 44 – 45</li> <li>◆ Template 4.3d, pages 46 –47</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> </ul>							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+	N/A	+	+	N/A	+	F S E A
	<ul style="list-style-type: none"> <li>◆ Template 4.3a, page 39</li> <li>◆ Template 4.3b, pages 40 – 43</li> <li>◆ Template 4.3c, pages 44 – 45</li> <li>◆ Template 4.3d, pages 46 –47</li> </ul>							
Analyze disaggregated high school graduation rates and define what was determined?	N/A	N/A	N/A	N/A	N/A	N/A	+	F S C A
	PreK – 9							
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+	N/A	N/A	+	N/A	+	F S A
	<ul style="list-style-type: none"> <li>◆ SSMS</li> <li>◆ State Attendance Web site</li> <li>◆ State Report Card</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+	N/A	N/A	N/A	+	F S C
	<ul style="list-style-type: none"> <li>◆ TCAP Home Reports</li> <li>◆ Translations provided for SPED/Title I/ESL assessments</li> <li>◆ CLCP provides translation services.</li> </ul>							
Define the current reality of student learning?	N/A	N/A	N/A	+	+	N/A	+	E A
	<ul style="list-style-type: none"> <li>◆ Template 3.1</li> <li>◆ Template 4</li> <li>◆ Template 5.1</li> <li>◆ Extended Contract Plan</li> <li>◆ SACS school plan</li> </ul>							
Analyze faculty perception of your system?	N/A	+	N/A	+	+	N/A	+	S E A
	<ul style="list-style-type: none"> <li>◆ SACS school plan</li> <li>◆ Extended Contract Plan</li> <li>◆ State Professional Development On-line Survey – Electronically calculated for No Child Left Behind Consolidated Application</li> <li>◆ Local teacher evaluation of professional development activities</li> <li>◆ SACS Parent Survey</li> </ul>							
Analyze parent perception of your system?	N/A	+	N/A	+	+	N/A	+	S E A
	<ul style="list-style-type: none"> <li>◆ Family Engagement Survey</li> <li>◆ SACS Parent Survey</li> <li>◆ CIMP (Continuous Improvement Monitoring Process) Parent Survey</li> <li>◆ CIMP Early Childhood Transition Parent Survey</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze community perception of your system?	N/A	+	N/A	+	+	N/A	+	SE A
	<ul style="list-style-type: none"> <li>◆ Family Engagement Survey</li> <li>◆ SACS Parent Survey</li> <li>◆ CIMP (Continuous Improvement Monitoring Process) Parent Survey</li> <li>◆ SPED Parent Early Intervention Survey</li> </ul>							
Analyze student perception of your system? (if applicable)	N/A	+	N/A	+	+	N/A	+	SE A
	<ul style="list-style-type: none"> <li>◆ SACS Student Survey</li> <li>◆ Safe &amp; Drug Free survey</li> </ul>							
Identify your Component 3 priorities of need?	+	+	+	N/A	+	N/A	+	F S C A
	<ul style="list-style-type: none"> <li>◆ Template 3.1, Page 20</li> </ul>							
Identify the strengths and weaknesses of your decision-making process?	N/A	+	+	+	N/A	N/A	+	S C E
	<ul style="list-style-type: none"> <li>◆ Template 3.1, pages 15 – 20</li> </ul>							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+	N/A	+	F S C E A
	<ul style="list-style-type: none"> <li>◆ Component 4, Templates and Gap Analysis, pages 21 – 56</li> </ul>							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+	N/A	+	F S C E A
	◆ Component 4.1a,b,c,d, pages 22 – 29 ,Gap Analysis							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+	N/A	+	F S C E A
	◆ Component 4.2a,b,c,d, pages 30 – 38, Gap Analysis							
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?	N/A	+	+	N/A	N/A	N/A	+	S C
	◆ Component 4.3a,b,c,d, pages 39 – 47							
Determine the needs of children with disabilities based on information from an appropriate evaluation?	N/A	+	N/A	+	N/A	N/A	+	S E
	<ul style="list-style-type: none"> <li>◆ SPED referral and evaluation process</li> <li>◆ IEP team meetings and development of appropriate IEPs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?	N/A	+	N/A	N/A	N/A	N/A	+	S
	<ul style="list-style-type: none"> <li>◆ Parent Rights Brochure</li> <li>◆ Parent training agendas and sign-in sheets</li> <li>◆ Pamphlets</li> <li>◆ Multi-media Child Find communications</li> <li>◆ Parents notifications of IEP meetings</li> <li>◆ CIMP surveys</li> <li>◆ Parent/Student/Teacher Handbook</li> <li>◆ System Web site</li> </ul>							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?	N/A	N/A	+	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ Student Six Year Plan (for high school program) started with 8<sup>th</sup> grade students</li> <li>◆ CTE classes</li> <li>◆ CTE MIS Report</li> <li>◆ eTIGER Reports for CTE</li> </ul>							
Define how you will assist career-technical students in mastering occupational skill competencies?	N/A	N/A	+	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ Student Six Year Plan (for high school program) started with 8<sup>th</sup> grade students</li> <li>◆ CTE classes</li> <li>◆ CTE MIS Report</li> <li>◆ eTIGER Reports for CTE</li> </ul>							
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?	N/A	+	+	N/A	N/A	N/A	+	S C
	<ul style="list-style-type: none"> <li>◆ CTE MIS Report</li> <li>◆ eTIGER Reports for CTE</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?	N/A	+	+	N/A	N/A	N/A	+	S C
	<ul style="list-style-type: none"> <li>◆ IEP Transition Plan</li> <li>◆ Parent Rights Brochure</li> </ul>							
Determine how you will promote non-traditional enrollment in career-technical programs?	N/A	N/A	+	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ Student Six Year Plan (for high school program) started with 8<sup>th</sup> grade students</li> <li>◆ IEP Transition Plan</li> </ul>							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 <sup>th</sup> grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 <sup>th</sup> grade plans.)	N/A	+	+	N/A	N/A	N/A	+	S C
	<ul style="list-style-type: none"> <li>◆ Parent invitation for initial Six Year Plan development (Grade 8 - 9)</li> <li>◆ Annual review and/or revision of plan with student and parent as necessary (Grade 9)</li> </ul>							
Determine how the system will provide additional educational assistance to low-achieving students? <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+	N/A	+	F S C E A
	<ul style="list-style-type: none"> <li>◆ Consolidated Application (Title VI)</li> <li>◆ After-school tutoring program at each school</li> <li>◆ Extended Contract Plan</li> <li>◆ BEP 2.0</li> </ul>							
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	N/A	N/A	N/A	N/A	N/A	N/A	+	F S  E A
	N/A							
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	N/A	N/A	N/A	N/A	N/A	N/A	+	F S
	N/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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	N/A	N/A	N/A	N/A	N/A	N/A	+	F S
	N/A							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+	N/A	N/A	N/A	N/A	+	F S
	<ul style="list-style-type: none"> <li>◆ Head Start Agreement</li> <li>◆ Pre-K Advisory Council</li> </ul>							
If applicable, describe the activities funded by the system which support preschool programs?	+	+	N/A	+	N/A	N/A	+	F S E
	<ul style="list-style-type: none"> <li>◆ Pre-K Advisory Council</li> <li>◆ SPED, Title I, Voluntary Pre-K programs</li> <li>◆ Annual Child Find activities</li> <li>◆ Annual Pre-School Screening</li> </ul>							
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+	N/A	N/A	+	N/A	N/A	+	F E
	<ul style="list-style-type: none"> <li>◆ Family Engagement Team (including parents)</li> <li>◆ System parent involvement policies posted on System Web site and in handbook</li> <li>◆ Component 5.1, Goal 5, Page 73</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, describe the system’s extended learning time programs (after or before school, or extended school year)? <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	+	+	N/A	+	N/A	N/A	+	F S E
	<ul style="list-style-type: none"> <li>◆ Extended Contract Plan</li> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ CLCP Program (Circle of Friends)</li> <li>◆ Title VI after school tutoring programs</li> <li>◆ Instructional Calendar (remediation week in Fall and Spring)</li> <li>◆ SPED extended school year services</li> </ul>							
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+	N/A	+	N/A	+	F S C A
	Component 4 (with Gap Analysis), pages 21 - 56							
Determine to what degree you meet SACS standards?	N/A	N/A	N/A	N/A	+	N/A	+	A
	◆ School SACS visiting team reports							
Determine to what degree the stakeholder perception matches your current reality?	N/A	+	N/A	N/A	+	N/A	+	S A
	◆ Component 4, Gap Analysis							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 4 priority of needs?	+	+	+	N/A	+	N/A	+	F S C A
	♦ Assessment Summary Question for each section of Component 4							
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	N/A	+	+	+	+	+	+	S C E A T
	<ul style="list-style-type: none"> <li>♦ Component 5.1, Goal 1, Page 61</li> <li>♦ Component 5.1, Goal 2, Page 64</li> <li>♦ Component 5.1, Goal 3, Page 67</li> <li>♦ Component 5.1, Goal 4, Page 70</li> <li>♦ Component 5.1, Goal 5, Page 73</li> </ul>							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	N/A	+	+	N/A	+	+	+	S C A T
	<ul style="list-style-type: none"> <li>♦ Component 5.1, Goal 1, Page 61</li> <li>♦ Component 5.1, Goal 2, Page 64</li> <li>♦ Component 5.1, Goal 3, Page 67</li> <li>♦ Component 5.1, Goal 4, Page 70</li> <li>♦ Component 5.1, Goal 5, Page 73</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your implementation plans?	N/A	+	+	+	+	N/A	+	S C E A
	<ul style="list-style-type: none"> <li>◆ Component 5.1, Goal 1, Page 61</li> <li>◆ Component 5.1, Goal 2, Page 64</li> <li>◆ Component 5.1, Goal 3, Page 67</li> <li>◆ Component 5.1, Goal 4, Page 70</li> <li>◆ Component 5.1, Goal 5, Page 73</li> </ul>							
Address in your action plan the required clusters for your program area?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	N/A							
Based on data, determine how the system goals include and address continuous career-technical program improvement?	N/A	N/A	N/A	N/A	N/A	N/A	+	C
	N/A							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)	N/A	+	+	N/A	N/A	N/A	+	S C
	<ul style="list-style-type: none"> <li>◆ CTE MIS Report</li> <li>◆ eTIGER Reports for CTE</li> </ul>							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?	N/A	N/A	+	N/A	N/A	N/A	+	C
	<ul style="list-style-type: none"> <li>◆ CTE MIS Report</li> <li>◆ State provided training on core indicators</li> <li>◆ eTIGER Reports for CTE</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define what summative assessment will be used?	N/A	N/A	N/A	N/A	N/A	N/A	+	S A
	◆ PreK – 9 only							
Describe how you will evaluate the SIP process?	N/A	+	N/A	N/A	+	N/A	+	S A
	◆ Annual review to monitor and adjust plan ◆ Re-submit SIP plan every two years							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?	N/A	+	+	N/A	+	N/A	+	S C
	◆ Program Improvement Plan and monitor annually							
Address in the action plan the evaluation process required for each question within each cluster area?	N/A	+	+	N/A	N/A	N/A	+	S C
	◆ CTE MIS Report ◆ eTIGER Reports for CTE							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?	N/A	N/A	+	N/A	N/A	N/A	+	C
	◆ CTE MIS Report ◆ eTIGER Reports for CTE							

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 ©	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? <b>High Priority LEA Requirements</b> — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.	+	+	N/A	N/A	+	N/A	+	F S
	♦ Component 6							
Define your plans for implementation and evaluation of your action plan?	+	+	N/A	N/A	+	N/A	+	F S C A
	♦ Component 6							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
<p>The 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?</p> <p><b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))</p>	N/A	N/A	N/A	N/A	N/A	N/A	+	S C
	♦ PreK – 9 only							
<p>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?</p> <p><b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p>	N/A	N/A	N/A	N/A	N/A	N/A	+	S
	♦ PreK – 9 only							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
	N/A	+	N/A	N/A	N/A	N/A	+	
<p>Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup.</p> <p>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.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?</p> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))</p>	<ul style="list-style-type: none"> <li>◆ Component 3</li> <li>◆ AYP Detail Report</li> <li>◆ Individual Test Report for TCAP Alt Students</li> <li>◆ TCAP achievement reports school &amp; district (Class Summary, Group Performance Level Report, Objective Performance Summary, Objective Performance Report</li> <li>◆ Student IEPs</li> </ul>						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	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ State Suspension/Expulsion Year End Report for CIMP							
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ State Suspension/Expulsion Year End Report for CIMP							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number and percentage of 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)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ SPED End of Year Report (Table 8, Section B; Table 8, Section B, Service Delivery Status.)							
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? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ Student IEP Progress Reports							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.	N/A	+	N/A	N/A	N/A	N/A	+	S
	◆ CIMP Parent Survey							
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	N/A	+	N/A	N/A	N/A	N/A	+	S
	◆ Letter from Joe Fisher							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	N/A	+	N/A	N/A	N/A	N/A	+	S
	◆ Letter from Joe Fisher							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ SPED Assessment Tracking Log							
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))	N/A	+	N/A	N/A	N/A	N/A	+	S
	♦ SPED End of Year Report (Table 8, Section B, Early Childhood Data; Table 8, Section B, Service Delivery Status.)							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
<p>The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals?  <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))</p>	N/A	N/A	N/A	N/A	N/A	N/A	+	S
	PreK – 9 Only							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
<p>The number and percentage of 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?</p> <p><b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))</p> <p>* LEA can use state transition survey (in process of development) or develop own procedure for TCSPP</p>	N/A	N/A	N/A	N/A	N/A	N/A	+	S
	PreK – 9 Only							

**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