

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

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

For Submission On or Before May 15, 2010



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

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

Document Version, November, 2005

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

I certify that **Dayton 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.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Richard Fisher	Superintendent
Mike Latham	Principal
Linda Abel, Chair	Ass't. Principal / Federal Programs Director
Lyndie Cotton	Special Education Supervisor-IDEA
Tammy Travis	Food & Nutrition Services Manager
Angie Henschen	Student Data Manager
Trish Newsom	Guidance Counselor
Matt Marcus	Technology
Pat Carden	Paraprofessional
Brenda Marler	7 th and 8 th grade English teacher
Jamie Warfield	6 th grade teacher
Brittany West	Community Representative
Linda Klee	Parent
Susan Tallent	Instructional Facilitator
Becky Young	ELL teacher
Jennifer Hollingsworth	Instructional Facilitator
<p>NOTE: Since we are a one-school school system, our administrators are our Central Office personnel. All of their offices are in the school building. We are PK-8 so we do not have vocational, elementary or secondary supervisors.</p>	

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Linda Abel	Chair
Mike Latham	Member
Component 2 Member	Role
Brenda Marler	Chair
Jamie Warfield	Member
Component 3 Member	Role
Linda Abel	Chair
Lyndie Cotton	Member
Tammy Travis	Member
Tricia Newsom	Member
Angie Henschen	Member
Mike Latham	Member
Linda Klee	Member
Brittany West	Member

Composition of the Component Leadership Teams –Listing required	
Susan Tallent	Instructional Facilitator
Becky Young	ELL teacher
Jennifer Hollingsworth	Instructional Facilitator

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Richard Fisher	Chair
Linda Abel	Member
Mike Latham	Member
Pat Carden	Member
Matt Marcus	Member
Component 5 Member	Role
Linda Abel	Chair
Richard Fisher	Member
Mike Latham	Member
Jamie Warfield	Member
Component 6 Member	Role
Linda Abel	Chair
Mike Latham	Member
Richard Fisher	Member
Susan Tallent	Member
Jennifer Hollingsworth	Member

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?

- State report card
- Parent, staff and student surveys, **completed in April, 2010**
- Family Friendly Schools surveys
- Comments from website and parent-teacher conferences
- TCAP data, **April, 2009**
- Special Education records, including December 1 Federal Tables 1, 3 and 6 and End-of-Year Federal Tables 2, 4 and 5

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?

Parent, staff and student input are very important. Parent comments will be used to revise the mission and vision statements. Staff comments will be used to evaluate and/or revise the beliefs of our system.

Student surveys are used to make sure we address student concerns.

Collection of Student Performance Data - Narrative Response Required

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

- TCAP results
- Gateway results
- Writing Assessment
- State report card
- System Profile
- IEP's
- Grade cards
- ELDA

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?

We have only one school in our district and all administrators have offices at the school. The administrative staff is easily accessible to all staff members.

Delivery of Services - Narrative Response Required

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

Parent, student and staff surveys completed in **April, 2010** seem to indicate that a majority of stakeholders are satisfied with the delivery of services.

Evaluation of the Collaborative Process- Narrative Response Required

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

The strength is in the detailed research of our school's data. We feel that we have a better idea of where our weak areas are at this point and can now make plans to improve these deficits.

The TCSPP process is cumbersome and time-consuming for a small system like ours. It is our hope that in the future, the components will be streamlined so that the collaborative process will be a better use of time. We appreciate the fact that the Office of Accountability, under the direction of Dr. Connie Smith, is allowing Dayton City School to use the TCSPP as our TSIP.

(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:

- To promote the practices of all children in assuming leadership, in choosing leaders wisely, and in teamwork by providing democratic experiences in the classroom and promoting extracurricular activities.
- To provide growth in knowledge of the core competencies and related arts by providing a collaborative staff who provide a caring, innovative educational environment.
- To promote multiculturalism and tolerance and to provide equity and adequacy in resources, support and personnel.
- To promote health and safety of our children as well as our staff through a safe environment, a well-planned physical education program, a supervised school meal program, and health and safety instruction in the classroom.
- To identify and meet the needs of all the children and to work cooperatively with parents through parent-teacher conferences and an active PTO. Also, to enable them to lead fulfilling and productive lives in a rapidly changing and complex society.
- To promote camaraderie between members of the faculty and staff and to encourage continuous professional growth.
- To help all children understand the correlation between freedom and responsibility, and to understand that labor which contributes to society is dignified and worthwhile.
- To establish an ongoing cycle of evaluation that reconciles in the community with the Consolidated Planning and Needs Assessment process that anticipates the financial impact of that plan, and regularly communicates that in the broader community.
- To ensure that all stakeholders are included in the process of evaluating data for the purpose of setting goals and outcomes for all student groups
- School Board policies and school procedures focus on moving all students beyond the benchmarks into high performance areas.

MISSION STATEMENT:

It is the purpose of Dayton City School :

- To provide a wide array of instructional programs that assure core competencies and nurture the creative talents of the students, and to regularly revise the programs to meet the current needs and anticipated challenges and,
- To provide and regularly review a relevant array of extra-curricular and co-curricular activities that fosters lifelong learning and promotes responsibility.

SHARED VISION STATEMENT:

Dayton City School has a long and outstanding tradition of equipping students with the tools necessary to be successful in society. In the 2007-2008 school year, we celebrated our Centennial Year. A school and community event was held on August 31, 2007 to celebrate our history and our future. We pledge to continue to provide an excellent program of study for all students, to support our professional staff and to reach out to involve parents and the community-at-large in this effort.

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?

- **All benchmarks in the Title III AMAO (Annual Measurable Achievement Objectives) were met**
- **The 2009 converted data for academic achievement show all “B” grades but scores that are higher than the state average**
- **Our school moved from “Target” status to “Good Standing” status in 2009**
- **The attendance rate remained at 95.4% and was higher than the state average of 93.0%**

What evidence/sources support your response?

State Report Card

K-8 Criterion Referenced Achievement Assessment

Title III AMAO

Evaluation of Disaggregated Data – Narrative Response Required

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

STRENGTHS:

- **5th grade writing remained the same 4.1 (A)**
- **8th grade writing remained at 4.1 (A)**
- **Percentage of all students, Hispanic, white, ED and SWD in the below proficient range decreased in Math**
- **In Math, the subgroups of all students, Hispanic, White, ED and SWD increased in the proficient/advanced range**
- **In Reading, the subgroups African-American, Hispanic, White, ED and SWD decreased the number of students in the below proficient range**
- **Also in Reading, the subgroups of African-American, Hispanic, white, Ed and SWD increased in the proficient/advanced range**
- **The percent of SWD in the proficient/advanced range in Math increased from 58% to 79%**

- **The percent of African-American students scoring in the proficient/advanced range in reading increased from 69% to 86%; the Hispanic subgroup increased from 71% to 84%; SWD increased from 64% to 77%**
- **Asian/Pacific Islander, Native American subgroups have no scores in math or reading for 2009; no representatives were enrolled at the time of testing**
- **TVAAS scores reflect the restart of all comparison reporting and therefore no trend data are available**

NEEDS:

- **The number of African-American students in the below proficient range in Math increased from 15% to 20%**
- **The number of African-American students in the proficient/advanced range in Math decreased from 85% to 80%**
-

What evidence/sources support your response?

- State Report card data analysis
- AYP report
- TCAP Achievement Disaggregated Summary Report
- TCAP Writing Assessment
- TVAAS Report
- Title III Accountability Information and District Status 2008-2009
- **ELDA**

Evaluation of Non-Academic Data- Narrative Response Required

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DAYTON CITY

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

STRENGTHS:

- Good standing status
- Highly qualified professional staff
- K-8 attendance
- Expulsion rate remains at zero
- Safe School status
- Number of tuition students increased in the last 3 years

Student Demographics:

White – 83.8% (621 students)

African-American – 6.5% (48 students)

Hispanic – 8.2% (61 students)

Pacific Islander/Asian – 1.2% (9 students)

Native American – 0.3% (2 students)

LEP – 6.9% (51 students)

Students with Disabilities – 14.5% (107 students)

Economically Disadvantaged – 63.3% (458 students)

Title I – 105.3% (780 students)

Male-51.6% (382 students)

Female – 48.4 (359 students)

Community Characteristics:

According to the 2003 Census, Rhea County has a population of 29,286 and is ranked 50th among Tennessee's counties in size. **Specific parent demographics are not available.** Dayton, the county seat, is the largest of the three municipalities with 6,371 residents. Rhea County's economic base is very diverse. Over the past 30 years, it has moved from an agricultural economy into an industrial and service economy. There are approximately 11,000 people employed full-time and part-time in Rhea County. Unemployment rates seldom exceed 8 percent. Rhea County continues to prosper because of its industrial base.

School Characteristics:

Bryan College is a four-year, liberal arts, nondenominational college located in Dayton. Eighty-two percent of the faculty hold doctoral degrees and the faculty-student ratio is 14:1. Chattanooga State Technical Community College is also located in Dayton. It provides residents with access to two-year degree programs and also a number of certification programs. Oxford Graduate School is a Category IV research institution located in Dayton. It was chartered in Dayton in 1981 and serves approximately 80 graduate students.

Rhea County has two school systems. Dayton City is a one-school school system serving students in grades PK-8. We serve approximately 800 students. All of our teachers and paraprofessionals are Highly Qualified. Dayton City System uses strategies to attract Highly Qualified teachers to its school by offering mentoring of new teachers, opportunities to use state-of-the-art technology and working with a highly collaborative staff. We feature technology equipment and outstanding academic, music and art programs. We apply for and receive E-Rate funds. They are used to fund Internet access. Our internet service provider is Education Networks of America. In a recent upgrade, we quadrupled our bandwidth from two T-1 lines (3Mb) to a 12 Mb fiber egress. This upgrade allows adequate access to the school website; school management tools like email, STAR Student, Portal Gradebook; and online learning resources such as Accelerated Reader, United Streaming, and BrainPop. Rhea County Schools serve more than 4,000 students in 6 schools. Students are served in grades PK-12.

NEEDS:

- Reduce the number of out-of-school suspensions, especially males
- Increase in ADM
- Increase in ADA
- Continue to encourage family engagement

What evidence/sources support your response?

- State Report card data analysis – Part I: System Profile
- Highly Qualified Update Report
- Component 1 Profile
- Rhea County Chamber of Commerce website

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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

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

STRENGTHS:

- **AYP met in White and ED subgroups; <45 students in subgroups African-American, Asian/Pacific Islander, Hispanic, Native American, SWD and LEP**
- **Highly qualified teachers in all subject areas; all paraprofessionals are highly qualified**
- **K-8 attendance remains above the state average**
- **Many faculty have advanced degrees: 29 BS, 26 M.Ed., and 4 Ed.S. and 1 Ed.D.**
- **Orientation for rising 7th graders each summer before school starts eases the transition from elementary to middle school**
- **Attendance by most students is timely and consistent**
- **Providing access to state-of-the art technology in the classroom and in computer labs**

NEEDS:

- Continue to emphasize the importance of good attendance
- Continue to encourage parents to become more involved in their student's education
- **Updating teacher computer workstations to continue to provide cutting-edge access to educational websites for student achievement**
- **An RTI model is in place for reading in grades 1-5**

What evidence/sources support your response?

- TVASS report
- Part II - State Report Card Subgroup Disaggregation
- K-8 Criterion Referenced Academic Achievement
- Part I – State Report Card System Profile
- Report card attendance data
- **7th grade orientation parent and student surveys**

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

Academic:

- Improve Reading and Language Arts scores in grades 5 and **8**
- Improve Math scores in grades **4,5, 7** and 8
- Improve scores in science in grades 5, **7 and 8**
- Improve social studies scores in grades **5, 7** and 8
- Maintain or increase scores in all other grades and subject areas
- **Continue to improve scores for all subgroups, especially African-American**

Non-Academic:

- Continue to decrease the number of out-of-school suspensions
- Maintain good standing status
- Retention and hiring of Highly Qualified teachers

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Curriculum Mapping	Adoption of a standards based curriculum	Support system in place for enhancing the quality of curriculum and instruction				
				(identify practice)	(identify practice)	(identify practice)	(identify practice)
Evidence of Practice	Professional Development calendar; copies of maps	Tennessee State Standards	Title I SWS Special Education ESL Extended Contract Professional Development Guidance Speech and Language classes Paraprofessionals in the classrooms Practicum and student teachers from local colleges Addition of an Instructional Facilitator Reading Coaches for grades 1-4				
Is the current practice research-based?	Yes	Yes	Yes				
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes				
Has the current practice been effective or ineffective?	Effective	Effective	Effective				

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>TCAP scores State Report card Gateway scores Writing Assessment scores Meeting IEP goals</p>	<p>Unit/lesson plans, TCAP scores, state report card, Gateway and Writing scores, TVASS</p>	<p>Psychological evaluations, TCAP scores, ELDA scores</p>				
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Increased percentage of students in all subgroups scoring in the proficient / advanced range</p>	<p>Gateway scores, TCAP scores</p>	<p>Reading scores increase in students who attended summer classes (Accelerated Reader test data), AIMSWeb scores for students in grades 1-4, additional day added for speech therapist, assessments used in small group instruction. Case load continues to increase for guidance counselor</p>				
<p>Evidence of equitable system support for this practice</p>	<p>Professional development log; Systemwide writing day</p>	<p>Distribution of Blueprint for Learning to all faculty members Staff Development</p>	<p>Fulltime guidance counselor hired Making services available to students as needed and necessary</p>				
<p>Next Step (changes or continuations)</p>	<p>Continue Implementation</p>	<p>Continue implementation</p>	<p>Ongoing professional development Plan time for teacher collaboration</p>				

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

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

Curriculum TIME Gap Analysis – Narrative Response Required
<p>“What is” The Current Use of: TIME (How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)</p> <ul style="list-style-type: none"> • Two fulltime administrators • Curriculum developed by working with teachers during in-service; work towards increasing test scores • We are a one-school system; we have time to give individual attention to staff, students and parents • Curriculum mapping is done each year and continually updated through the use of grade-level meetings on a regular basis • Superintendent’s office located in building <p>“What Ought to Be” – How Should we be Using Our: TIME</p> <ul style="list-style-type: none"> • Continue the development and review of curriculum maps • Continue to focus on all staff working collaboratively

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?)

- Funds used to establish and maintain a Science Lab for grades K-6
- In-Kind funds for Lottery Pre-K program
- Special Education funds used to provide services for students who qualify under IDEA guidelines
- Federal funds pay for some teaching staff and provide materials for all students and professional development
- **Subscription to AIMSWeb online testing for reading and math in grades 1-4; scores used in RTI**
- **ARRA funds used to hire a full-time Instructional Facilitator**

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

- Planning and budgeting must be an integral component of curriculum development and instructional delivery
- Continuation of extended contracts for improvement in reading and math

TCSP 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?)

- Administrative staff plan and conduct in-service activities; outside sources are used as needed
- Instructional delivery system begins with the Board of Education and flows to the administration and the staff
- The curriculum is revised to meet areas of need based on teacher evaluations by the administrative staff
- We exceed the benchmarks for highly qualified personnel; 100% of our teachers are Highly Qualified; 100% of our paraprofessionals are Highly Qualified
- We have a partnership with Bryan College to provide training for practicum students and student teachers
- The SRO receives periodic in-service training in safe and disciplined learning environments. He shares this information with building personnel, parents and community partners.

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

- Hold school administrators accountable as instructional leaders to improve student performance
- The principal will continue to meet with grade level groups to determine specific instructional needs

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

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

- We have a school website that is available to all stakeholders (www.daytoncity.net)
- The technology available to our students and teachers is outstanding. We currently have over 400 student computers, projectors and mimio boards in each classroom, and wireless access in the entire building.
- We have added a third computer lab and a computer coach in this class.
- **Provide the Tennessee State Standards to every teacher**
- **Technology hardware and software are updated as funds allow**

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

- Continue to develop curriculum maps
- Continue to improve our website
- Continue to encourage all stakeholders to participate in all facets of the curriculum at Dayton City School
- **Update the teacher computer workstations (have not been updated in 7 years) to allow better access to educational technology for improved student achievement**

TCSPP TEMPLATE 4.1c

CURRICULUM REFLECTIVE QUESTIONS

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

Curriculum Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- The Special Education department and the ESL classes provide additional services for students who qualify. We adopted the Saxon Math program for grades 5-8 several years ago in an attempt to vertically align our math curriculum.
- We have one school in our system and we feel that we are successful in addressing the needs of all of our students.
- We have sufficient resources to provide for all of our students. The state funding formula, BEP funds, Federal and local dollars are all used to make sure that each student has equal access to learning.

Curriculum Reflective Questions - Narrative Response Required

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

Federal and State funds are used to reduce the pupil/teacher ratio in some large classes. We will continue to provide supplemental materials to all students to enhance the curriculum.

Curriculum Reflective Questions - Narrative Response Required

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

TVASS data indicates some progress in all areas.

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?

- K-8 Writing – State Report card
- K-8 Reading – State Report card
- SWD, ED and LEP groups are targeted for extra help with tutors, after-school and summer programs – attendance logs and teacher referrals
- **Students in grades 1-4 participate in RTI and we use Reading Coaches to implement Tier I and Tier II**

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.

- **Improving reading /language arts and math in 8th grade, based on 2009 TVAAS Report**
- **Improving Math in grades 4,5,7 and 8 based on 2009 TVAAS data**
- **Decrease the number of African-American students in the below proficient range in Math and increase the number in the proficient/advanced range**
- **Improve reading skills in grades 1-4, based on AIMSweb data, for students who fall below the 10-25% range**

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Orientation for new 7th graders to explain expectations and class requirements
- Maintain small class size in 7th grade math
- Addition of another reading teacher in middle school will create smaller classes for reading
- Focus on adolescent literacy skills
- Continue to develop and revise curriculum maps in all grades and subject areas
- Ongoing evaluation and modification of the curriculum maps by the principal
- Adoption of a new scientifically-based **English** series; training for teachers who use this curriculum
- **Use ARRA funds to hire an Instructional Facilitator**
- **Use General Purpose funds to hire and train Reading Coaches to work in grades 1-5**

TCSPS TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	Accelerated Reading Program	Technology Integration	Inclusion	Advanced Learning Systems Software (identify practice)	Response to Intervention for Reading (identify practice)	Academy Classes (identify practice)	_____ (identify practice)
Evidence of Practice	STAR tests, log of tests taken	Daily implementation SIP Library Computer Lab Techno Lab Ongoing professional development	Daily implementation in all classrooms Teacher lesson plans ESL students receive services in ESL and general education classrooms	Student log-in on computers	Daily implementation in grades 1-4 Tiers I, II and III Teacher's lesson plans Reading Coaches lesson plans	Small classes in grades 1-4 set up for students who need extra instruction but do not qualify for Special Education	
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)	TCAP Reading scores, State report card, AR test results	Classroom observations Log of time spent on computers by students Log of professional development activities	Student report cards TCAP scores Teacher observation IEP goals met Goals for ESL students met	Student report cards TCAP scores IEP goals met	Student report cards TCAP scores AIMSWeb scores	TCAP scores AIMSweb data Report cards	
Evidence of effectiveness or ineffectiveness	Grade "B" on 2009 report card value-added scores; 5% increase in	Classroom observations Parent, teacher, student feedback	Increased student participation Improved math grades Improved scores	Improved skills in all academic areas Increased student participation	Improved skills in Reading	Improved performance by the majority of students enrolled	

	proficient-advanced from 2008 to 2009		on the TCAP by ESL students				
Evidence of equitable system support for this practice	Books and tests purchased Teacher / student data	Available to all students in Pre-K-8 Used in ESL and Special Education classrooms	Available to all students in 2 classes All students have Title I materials available since we are a Schoolwide school	Available to all students, including ESL and Special Education classes Also used in our Alternative School setting	Available to all students in grades 1-4, including ESL students	Available to any qualifying student, including ESL and homeless	
Next Step (changes or continuations)	Continue implementation	Continue implementation	Continue implementation	Continue Implementation	Continue implementation	Continue implementation	

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?)

- District provides high quality, ongoing professional development for teachers and administrators on effective instruction
- Two fulltime administrators participate in TASL training which provides training in instructional leadership and research-based instructional strategies
- Technology training is provided to teachers by a trainer
- **Professional development provided to teachers in grades K-8 for the new English series**
- **The principal has established a 90-minute block of time each day for the balanced literacy program. This time includes students in all subgroups in all grades.**
- **We will establish a 60-minute Math block in the Fall of 2010.**

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

- School administrators will be held accountable for instructional growth of all grades and subgroups, especially economically disadvantaged, SWD and LEP.
- The principal and assistant principal will continue to communicate to the superintendent the effectiveness of adopted instructional practices and make changes as necessary.

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?)

- Dayton City School used Federal, state and local funds for the purchase of computers and printers for all teachers. All teachers have projectors and mimeo boards in their classrooms, including guidance, pre-k and Alternative School.
- Federal funds were used to purchase a 5-year contract for United Streaming from the Discovery Channel for use in the classroom.
- Federal and local funds were used to create a hands-on science lab for students in grades K-6.
- Local in-kind funds were used in the Pre-K Lottery classroom.
- **Federal funds were used to provide professional development in expanding our use of United Streaming**

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

- Dayton City School needs to make sure that purchases made for instructional supplies and materials are research-based and needed by the teachers and students.
- **ARRA funds will be used to update teacher instructional computers to further student achievement**

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?)

- The assistant principal also serves as the Federal Programs Director (after regular school hours). She oversees all of the entitlement programs and the disbursement of funds for those programs.
- Services are provided by the Special Education Department for children with disabilities in the LRE. These employees also participate with TEIS and Rhea County personnel in the annual Child Find. Accommodations for Section 504 students are available as needed.
- Two fulltime and one part-time technology employees support the technology needs of our school.
- Professional and support staff contribute to the delivery of quality instruction to all students at Dayton City School.
- An additional part-time ESL teacher was added in January, 2007 to meet the needs of our LEP students.

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

- We need a system in place to evaluate school administrators as instructional leaders.
- Dayton City School needs better cooperation across departments (general and special education, technology and ESL) so that instructional services provided are seamless.

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?)

- Two fulltime employees and one part-time employee maintain over 400 computers.
- Extended contracts are available for students during the school year and in the summer
- Dayton City School has an in-school/Alternative school setting which provides a certified teacher for grades K-8.
- **Parents indicated in the Fall, 2007 surveys that they feel our strengths are: high quality learning, caring teachers, great learning environment, an environment that supports the learning process an abundance of technology, great administrators, a secure facility, and small class size.**
- **Staff indicated in Fall, 2007 surveys an overwhelming strength in quality of instruction, the use of technology as an instructional tool, encouraging attendance, establishing firm discipline, providing for student’s needs and abilities, the administration and positive morale.**

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

- Parents feel that we could improve in the following areas: more parent involvement, better communication with teachers, more programs in art, music and foreign language, **and more PTO meetings**
- Staff members feel that we can improve in these areas: **exposing students to various cultural differences, involving parents in the decision-making process, and encouraging attendance**
- Parent, student and staff surveys **were completed in the Fall of 2007**

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?

All classes meet state pupil/teacher ratios. All federally funded programs meet the required guidelines. The Federal Programs and Special Education Programs consistently meet Maintenance of Effort in providing services to students. Sufficient resources are available to meet the needs of all students. The state funding formula, BEP funds and Federal dollars provide opportunities for all students.

Instructional Reflective Questions - Narrative Response Required

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

The majority of Title I funds are used for salaries to reduce class size. The required set-asides in Title II-D technology and funds in Title II-A are used for high quality professional development **(including ARRA fund set-asides)**. Instructional technology is more than adequate. Dayton City School has over 400 computers for **800** students. All teachers have work stations and we have **three** separate computer labs. Teachers are trained in-house to use mimeo boards, create power point presentations and develop their own web pages. The teachers also received training in using our updated ALS software, **AIMSWeb assessments and United Streaming.**

Instructional Reflective Questions - Narrative Response Required

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

Component 3 data suggest that we need to do more for our students in grades 4, 5, 7 and 8 in the areas of math. There was a decrease in these grades on the 2009 Report Card.

We were awarded a Pre-K Lottery classroom four years ago. We also have a good working relationship with the Head Start program and local preschool centers. We try to make needed interventions for our youngest students. **Transition visits take place in the Spring of each year. The preschool students and their parents are given a tour of the school and meet the Kindergarten teachers.**

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?

- Percentage of students passing Gateway Algebra I assessment
- Rise in science scores since establishing a science lab for grades K-6
- 100 % of teachers highly qualified
- Advancement in the use of instructional technology for teachers and students
- Completion of curriculum maps in all grades and subjects
- **ESL program has good-standing status for 08-09; met and exceeded all state benchmarks**
- **The number of students in below proficient range in reading and math decreased in 2009**

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.

- **Students in 5th and 8th grade showed a decrease in reading on TVAAS data for 2009**
- **Students in grades 4, 5, 7 and 8 showed a decrease in math on TVAAS data for 2009**
- Although our attendance is above the state average, we would like to see the level rise higher and reduce the number of tardy students
- Providing quality professional development that is relevant for our faculty

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- Refine structure of curriculum maps
- Make time for teachers and instructional leaders to evaluate progress and make changes as needed
- Provide smaller classes for 7th and **8th** graders in reading and math
- Develop and/or refine procedures for reporting and prosecuting truant and tardy students
- **Provide a 60-minute block for math instruction in grades 1-5 and provide math coaches in grades 1-5**

TCSPP TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	TVASS Reading & Math	State Report Card	Gateway	CRT/AYP Reading & Math	AIMSWeb Component 3	<u> </u> (identify practice)	<u> </u> (identify practice)
Evidence of Practice	Component 3	Component 3	Component 3	Component 3	Component 3		
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)	Component 3	Component 3	Component 3	Component 3	Individual teacher results		
Evidence of effectiveness or ineffectiveness	Ensures that appropriate decisions are made to guide student achievement	Analyze data in comparison to state scores Track progress of all cell groups	Compare scores to coursework grades Adjust curriculum as necessary	Identifies strong cell groups and those cell members needing additional instruction	Provides weekly, monthly and 3-times per year benchmark scores		
Evidence of equitable system support for this practice	Systemwide	Systemwide	8 th grade Algebra I classes	Systemwide	Systemwide		
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue		

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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

Assessment TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

- Dayton City School meets AYP and is in good standing status
- **Administrators and Instructional Facilitator** meet regularly to discuss and plan professional development to make sure our teachers stay abreast of current assessment practices

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

- Continue to monitor AYP and develop goals that measure our progress

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?)

- Professional development provided concerning new state assessment and curriculum standards
- Special Education department provides in-house psycho-educational testing for students referred for learning difficulties
- **AIMSWeb used in 2009-2010 for ongoing assessment**

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

- Continue to search for professional development that will meet the need to be familiar with successful assessment practices across the state.

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?)

- Dayton City School has two fulltime administrators who perform a multitude of duties. It is difficult to stay informed of current assessment strategies when overwhelmed by other, more pressing needs.
- **ARRA funds used to hire a full-time Instructional Facilitator to deal with curriculum issues**

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

- Specific time needs to be scheduled for administrators to review current assessment practices and to implement these practices at the system level.
- The State Department of Education should consider offering more training for administrators in the area of assessment.

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?)

- Assessment results are shared with parents through individual reports and at parent-teacher conferences
- Grade level groups meet regularly to review TCAP and AIMSWeb data

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

- Continue to share assessment results with parents but also include other important stakeholders in the community

TCSPP TEMPLATE 4.3c

ASSESSMENT REFLECTIVE QUESTIONS

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

Assessment Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

Dayton City School met AYP and is in good standing status for **2009**.
Funds are provided for all students and teachers.

Assessment Reflective Questions - Narrative Response Required

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

We use the STAR test component of Accelerated Reading to show baseline levels and improvement in our student's reading scores. We need to make sure that all teachers are giving the test and using the results in an effective way.
State Lottery funds are used to provide one Pre-K program at Dayton City School. Federal funds are used to supply personnel and materials to all students (we are a school-wide school). Special Education funds are used to provide personnel and materials. Title III funds provide materials for LEP students.

Assessment Reflective Questions - Narrative Response Required

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

In Reading, the percentage of African-American, Hispanic, White, ED and SWD students in the below proficient range decreased.

The percent of SWD in the proficient/advance range in Math increased.

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?

- **2009 CRT/AYP Math-95% of all students at proficient/advanced level; 4 points higher than state average of 91%**
- **2009 CRT/AYP Reading-95% of all students at proficient/advanced level; 4 points higher than state average of 91%**
- **Significant gains in math and reading in certain subgroups: Hispanic, SWD, ED in 2009**
- **SWD increased in Math from 58% to 79% in the proficient/advanced level**
- **SWD increased in Reading from 64% to 77% in the proficient/advanced level**

Assessment Summary Questions- Narrative Response Required

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

- **To continue to improve the TVAAS scores for students in grades 4,5,7 and 8 in math**

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- Dayton City School **will** continue to look at our data and focus our efforts to improve assessment of all students.

TCSPP TEMPLATE 4.4a

ORGANIZATIONAL PRACTICES

Current Organizational Practices	Teaching & Learning	Belief and Mission	Maintaining highly qualified professional staff	Response to Intervention model (identify practice)	Safe Learning Environment (identify practice)	(identify practice)	(identify practice)
Evidence of Practice	100% teachers highly qualified 100% of paraprofessional highly qualified Research-based teaching strategies	The Belief and Mission statements have been shared with stakeholders.	Hiring practices and retention effort Use of Title VI funds for retention	Training for all teachers; implemented in grades 1-4; Tiers I, II and III in place before referrals for Special Education for SLD	Training of staff to ensure a safe and disciplined learning environment		
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	Begin implementation in Aug., 2008	Begin implementation in Fall, 2010		
What data source(s) do you have that support your answer? (identify all applicable sources)	State Report card Component 1 Component 3	SIP Component 2 Parent surveys	Expenditure of Title VI funds for 2004-2009	AIMSweb scores; student report cards We will look at the number of students needing Tier II and III interventions and the number of referrals for testing after they complete time in these tiers	Professional development records for school-wide positive behavior training		

Evidence of effectiveness or ineffectiveness	Significant gains in test scores	Effective: Gains in test scores	Length of service records for employees	Referrals to Special Ed.	Referrals to guidance counselor and administration		
Evidence of equitable system support for this practice	Systemwide	None	Systemwide	Systemwide	Systemwide		
Next Step (changes or continuations)	Continue teaching strategies with adjustments made based on yearly test data; Implement new state curriculum standards in all classrooms	Input from stakeholders and changes made to reflect the current status of DCS.	Continue use of Title VI funds for retention, if available	Continue	Implement in Fall, 2010		

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

For the 2010-2011 school year, the TCSPP will also serve as our TSIP. We were given permission to do this by Dr. Connie Smith, Office of Accountability, Tennessee State Department of Education. Updates and changes may be seen throughout the entire document.

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

The **TCSPP/SIP** should be reviewed more often. It should always be a “work in progress” instead of a completed plan on a shelf.

The administration of Dayton City School needs to **update its** 3-year strategic plan to guide daily decision making—what do we need to do, how will we do it, who is in charge of doing it and how will we know when it’s done?

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?)

- Dayton City School beginning teacher salaries are in line with neighboring Rhea County.
- Stakeholders are aware of academic performance but not necessarily budget items. Budget hearings are held in late spring at public meetings. All interested persons may attend to ask questions and offer comments. The dates of the meetings are publicized in the local paper.

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

- Stakeholders need to know how and why our funds are spent and how to determine if the funds were spent well.

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?)

- **100%** of teachers highly qualified
- **100% of paraprofessionals are highly qualified**
- Two fulltime administrators have too many obligations
- Use of Title VI funds for teacher retention
- **Job descriptions for administrators, office staff, teaching personnel and paraprofessionals are on file.**
- **All personnel will receive training is using the school-wide positive behavior support model in their classrooms.**
-

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

- Dayton City School administrators need training in effective use of time
- Continue to recruit and hire only highly qualified applicants
- Continue to use Title VI funds for teacher retention

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?)

- Dayton City School has its own website, enhanced telephone system and paper communication to inform the stakeholders of important information.
- Dayton City offers “AlertU” text messaging for any stakeholder that signs up for it for notification of emergencies
- A state-approved Family Engagement Plan is in place
- Several businesses regularly contribute funds or supplies to the school

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

- Continue to encourage parents and other stakeholders to become involved at the school
- Continue to develop relationships in the community

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.

Organizational Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- The school website is easy to navigate. It contains school news, curriculum standards and teacher web pages.
- Dayton City School is a school-wide Title I school. Federal funds are distributed in an equitable manner. Materials purchased with these funds are available to all students.
- Maintenance of Effort is met each year with Federal and Special Education funds.

Organizational Reflective Questions - Narrative Response Required

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

- Per pupil expenditures (ADA) were **\$7449 in 2009; the state amount was \$8518**. We continue to see gains in our AYP.
- Attendance exceeds the state level and this impacts our funds in a positive way.

Organizational Reflective Questions - Narrative Response Required

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

- Establishment of an Alternative School to meet the needs of students who would traditionally be placed out of school for suspensions
- Child Find in place
- Pre-K Lottery classroom
- Addition of a part-time certified teacher in the ESL program to address the needs of these students. We now have a total of 1.5 teachers for this class.
- Addition of an instructional computer lab and computer coach for all students in grades K-8
- **Addition of reading coaches in grades 1-4**
- **Creation of a 90-minute literacy block in grades K-6**
- **Addition of an instructional facilitator to oversee RTI and curriculum issues**

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
<p>What are our major strengths and how do we know?</p> <ul style="list-style-type: none"> • New school board policy manual available • Special Education department continues to receive commendations • Federal programs received commendations in TCSPP document, monitoring, budget and family engagement • Dayton City School exceeds benchmarks for highly qualified professional staff • Outstanding Information Technology department provides and consultation to all staff • Increase in parent involvement – higher attendance at PTO meetings, volunteers and visiting the school

Organizational Summary Questions- Narrative Response Required
<p>What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.</p> <ol style="list-style-type: none"> 1. Improve math scores in grades 4,5,7 and8 2. Reduce the number of out-of-school suspensions 3. Continue to show gains on TCAP scores and AYP data 4. Continue to emphasize the importance of parent involvement

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

- Use the **TCSPP/TSIP**, Family Engagement Plan and Consolidated Application to guide our decision-making for the future
- Continue to recruit and hire only highly qualified teachers and paraprofessionals
- **Provide professional development to deal with behavior issues**
- **Provide a 60-minute block for concentrated math instruction**

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Revised DATE: 04/12/2010

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

Goal

To increase the number of 5th grade students in all subgroups, including homeless, who score in the proficient/advanced range in TCAP Math for 2010-2011

Which need(s) does this Goal address?

TCAP Math scores, NCLB Benchmarks, IDEA requirement

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	Provide opportunities for students to use computers to enhance the classroom standards being presented TECH: United Streaming, BrainPop, Voyager	August, 2010-May, 2011	5 th grade teachers, Special Ed. personnel	No cost-already in place	NA	Improved TCAP math scores in Spring, 2011
Action Step	Use of Advanced Learning Systems (ALS) software for programmed instruction during the day TECH: Use of software by students during the school day	August, 2010-May, 2011	Mark Shaver, Pam Stephens, 5 th grade teachers	No cost-already in place	NA	Improved performance by students, Increased scores in ALS program
Action Step	Provide a 60-minute math block in each day's schedule	August, 2010-May, 2011	Mike Latham	No cost	NA	Teacher's individual schedules, Master schedule
Action Step	Use of AIMSweb to evaluate student's math abilities-used weekly and 3 times per year for progress reports PARENT: Parents are notified of results	August, 2010-May, 2011	Richard Fisher, 5 th grade teachers, math coaches	\$1600	General Purpose	Students progress as shown by AIMSweb results
Action Step	Hire and train math coaches to work with students who are struggling with math skills	August, 2010-May, 2011	Mike Latham, Susan Tallent		General Purpose	Improved student performance, Spring, 2011 TCAP test scores

CSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Revised DATE: 04/12/2010

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

Goal	To decrease the number of out-of-school suspensions in all subgroups, including homeless
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Which need(s) does this Goal address?	Report card results, TCSPS needs assessment, Suspension records
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How is this Goal linked to the system’s Five-Year Plan?	Improved attendance and fewer juvenile court referrals
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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
Action Step	April, 2010	Linda Abel, Lyndie Cotton, Trish Newsom	\$500	Title II-A, IDEA	Travel forms, Registration forms
Action Step	Summer, 2010	Linda Abel, All faculty		Title II-A	Teachers implementing strategies learned in training, fewer discipline referrals
Action Step	August, 2010- May, 2011	Trish Newsom	None-already in place	NA	Improved behavior among students; fewer discipline referrals
Action Step	August, 2010- May, 2011	Mike Latham, Linda Abel, Lyndie Cotton, Trish Newsom	None	NA	Reduction in the number of out-of-school suspensions

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: _____

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

Goal Establish innovative programs that meet guidelines for Race to the Top Funds

Which need(s) does this Goal address? TCAP scores, NCLB Benchmarks, IDEA requirement, Tennessee First to the Top

How is this Goal linked to the system’s Five-Year Plan? Improved student and teacher 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	Revise current local curriculum and pacing guides to reflect new standards and provide substitutes for 5 meetings during the year to update pacing guides	August, 2010 and 5 times in the 2010-2011 school year	Principal	\$7950	Race to the Top	Teachers attend summer standards training, create pacing guides and present to other teachers
Action Step	Purchase new teacher computer workstations to build capacity for data analysis and presentation	Purchase and install in Fall, 2010 and provide training	Director of Schools, Technology Director	\$60,000	Race to the Top Title II-D	Teachers are trained in data retrieval; analyze and compare data on a yearly basis
Action Step	Provide training for all teachers in the use of the “Dashboard” system for guiding instructional decisions	2010-2011 school year	Assistant Principal	\$5000	Race to the Top	Teachers are able to navigate through the Dashboard to make instructional decisions for each student
Action Step	Expand use of online assessments to include Math and Language Arts curriculum-based measurements and include training for teachers in use of the instrument	2010-2011 school year	Principal, Instructional Facilitators	\$8300	Race to the Top	Teachers will evaluate all students 3 times per year in reading, math and language arts using online assessments

Action Step	Purchase formative assessments for grades KG-2 and provide training for teachers in administering the assessment	Spring, 2011	Principal, Test Coordinator	\$1940	Race to the Top	Spring, 2011 scores
Action Step	Provide additional training for online reading program in grades KG-8 and expand Tier II interventions in reading	2010-2011 school year	Principal, teachers in grades KG-8, Instructional Facilitator	\$13,000	Race to the Top	Increased student scores; teachers know how to analyze test data
Action Step	Implement mentoring program for new and struggling teachers	2010-2011 school year	Director, Principal	\$7553	Race to the Top	Improved teacher evaluation scores
Action Step	Provide enrichment classes for average and high-average students before and after school	2010-2011 school year	Principal, selected teachers	\$10,688	Race to the Top	Improved TCAP scores

TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Revised DATE: _____

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

Goal

Which need(s) does this Goal address?

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

ACTION STEPS

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.*

IMPLEMENTATION PLAN

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

Action Step

Action Step

Action Step

TCSPP TEMPLATE 5.1

GOAL 5 – Action Plan Development

Revised DATE: _____

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

Goal

Which need(s) does this Goal address?

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

ACTION STEPS

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

Action Step

Action Step

Action Step

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+						F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+					+		F T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+							F
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+					+		F T
	F,T: Consolidated Application for Federal Funding, p. 12, part II – Proposed Activities							
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+						+	F
	F: Consolidated Application for Federal Funding, p. 12, #6							
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	NA							F
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child’s education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+							F
	F: Component 5, Template 5.1, Goal 1, p. 62 Family Engagement Plan, Goal 5, p. 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	NA							F
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+							F
	F: Consolidated Application, pp. 12-13							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.	NA	NA			NA			F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+							F
	F: End-of-Year ESL Report for Superintendent (Local Document)							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+	+		+				F S
	End-of-Year ESL Report for Superintendent (Local Document) S: Comprehensive Plan F: Component 5, Template 5.1, Goal 1 E: Extended Contract Approved Proposal							
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+							F
	F: Consolidated Application for Federal Funding, p. 11							
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+	+						F
	F: Family Engagement Plan, Goal 1 (p.1), Goal 4 (p. 2) S: Comprehensive Plan End-of-Year ESL Report for Superintendent							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	NA					F S C
	F: Title II-A Accountability Information and System Status Report S: Comprehensive Plan Component 3, Template 3.1 (State Report Card 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	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
	F: Federal Programs Budget Worksheet and completed budget							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+							F
	F: Family Engagement Plan Component 5, Template 5.1, Goal 2							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+							F
	F: Component 5, Template 5.1, Goal 1							
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+							F
	F: Component 5, Template 5.1, Goal 1 Professional Development Calendar							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)	+							F
	F: Component 5, Template 5.1, Goal 1							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+							F
	F: Description of Professional Development activities In-Service calendar							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+						+	F
	F: Log of Professional Development activities, In-service calendar, Title IIA Accountability Report							
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+							F
	F: Consolidated Application, p. 12, Professional Development Activity							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+							F
	F: Title II-A Budget; evidence of professional development sources; reviews by participants							
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	+							F
	F: Professional development at in-service by outside contracted source							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+							F
	F: Professional development at in-service by outside contracted source							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+							F
	F: Professional development at in-service by outside contracted source							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+							F
	F: “Needs Assessment” surveys on file with Federal Programs Director							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

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	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)						NA		T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				E
	E: Extended Contract Proposal, Contracts 1-5							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?				+				E
	E: Extended Contract Proposal, Contracts 1-5							
Describe the process for evaluating the work you have done?				+				E
	E: Parent and student surveys Improved student performance							
Include an extended contracts employment summary?				+				E
	E: Extended Contract Expenditures Analysis Funding Request and Report							
Define your leadership team?	+	+	NA		NA			F S C A
	F,S: Component 1, Template 1.1, p.2							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	NA		NA			F S C A
	F,S: Component 1, Template 1.1, p.5							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?	+	+	NA	+	NA			F S
	F,S,E: Component 1, Template 1.1, pp.6-8							E A
Define significant system and common factors?		+						S
	S: Component 3, Template 3.1, p.17,18							A
Profile your system and community?	+	+		+	NA			F S
	F,S,E: Component 3, Template 1.1, p. 19							E A
Use a collaborative process to develop your program goals/objectives?	+	+	NA	+	NA	+		F S C E A T
	F,S,E,T: Component 1, Template 1.1, pp. 6-8							
Define your beliefs?	+	+	NA		NA			F S C
	F,S: Component 2, Template 2.1, p.14							A
Define your mission?	+	+	NA	+	NA			F S C E A
	F,S,E: Component 2, Template 2.1, p. 14							
Define your vision?	+	+	NA	+	NA			F S C E A
	F,S,E: Component 2, Template 2.1, p. 15							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?	+	+	NA	+	NA			F S C E A
F,S,E ; Component 3, Template 3.1, pp. 17-19								
Define data collection and analysis processes?	+	+	NA	+	NA			F S C E A
F,S,E: Component 3, Template 3.1, p. 21								
Include report card results?	+	+	NA	+	NA			F S C E A
F,S,E: Component 3, Template 3.1, pp. 17-21								
Explain what you learned from all of the data?	+	+	NA		NA			F S C A
F,S,E: Component 3, Template 3.1, pp. 17-21								
Prioritize your goals?	+	+	NA	+	NA	+		F S C E A T
F,S,E,T: Component 3, Template 3.1, p. 22								
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	NA					F S C
F: Exit meeting, Monitoring Report S: Exit meeting, Monitoring Report								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	NA		NA			F S C A
	F: Consolidated Application for Federal Funds, Program Assurances, Part A S: Comprehensive Application Assurances							
Identify strengths and weaknesses based on the data?	+	+	NA		NA			F S C A
	F,S: Component 3, Template 3.1, p. 21							
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?			NA					C
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?			NA					C
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?			NA					C
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?			NA					C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?			NA					C
Determine the percentage of non-traditional students enrolled in a career-technical program?			NA					C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?			NA					C
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	NA		NA			F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	NA			F S E A
Analyze disaggregated high school graduation rates and define what was determined?	NA	NA	NA		NA			F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			NA			F S A
F,S: Component 3, Template 3.1, p. 21								
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?	+	X	NA					F S C
F: Family Engagement Plan								
Define the current reality of student learning?	+			+	NA			E A
F: Family Engagement Plan, Goal 4, p. 2 E: Extended Contract Proposals								
Analyze faculty perception of your system?	+	X		X	NA			S E A
F: Staff surveys on file								
Analyze parent perception of your system?	+	X		X	X			S E A
F: Family Friendly School surveys on file								
Analyze community perception of your system?		X		X	NA			S E A
Analyze student perception of your system? (if applicable)	+	X		X	X			S E A
F: Student surveys on file								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?	+	+	NA		NA			F S C A
	F,S: Component 3, Template 3.1, p. 22							
Identify the strengths and weaknesses of your decision-making process?		+	NA	X				S C E
	S: Component 4, Template 4.4a, p. 52							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	NA	+	NA			F S C E A
	F,S,: Component 4, Template 4.4b (pp. 54-55), 4.4a (pp. 52-53) E: Extended Contract Proposals							
Identify what programs and processes are in place for curriculum analysis and support?	+	+	NA	+	NA			F S C E A
	F,S,E: Component 4, Template 4.2a, pp. 23-31							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	NA	+	NA			F S C E A
	F,S,E: Component 4, Template 4.2a, pp. 34-43							
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?		+	NA					S C
	S: Letter from Joe Fisher, April, 2007							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+		+				S
	S,E: Copies of student IEP's							E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?		+						S
	S: End-of-Year Report, June, 2009							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?			NA					C
Define how you will assist career-technical students in mastering occupational skill competencies?			NA					C
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?		NA	NA					S
								C
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?		NA	NA					S
								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?			NA					C
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)		+	NA					S C
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	NA	+	NA			F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	NA	NA		NA	NA			F S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	NA	NA						F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	NA	NA						F S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	X	+						F S
	S: Comprehensive Plan ESL Superintendent's Report (local report)							
If applicable, describe the activities funded by the system which support preschool programs?	X	X		X			+	F S
	Pre-K Lottery Grant Application							E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+			X				F
	F: Family Engagement Plan							E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.		+		+				F S
	Extended Contract Program Proposal, Contracts 1-5 S: Some IEP's have summer services listed							E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	NA		NA			F S C
	F,S: Component 4, pp. 24-60							A
Determine to what degree you meet SACS standards?					NA			A
								A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?	+	X			NA			S
	F: Family Friendly Schools surveys							A
Identify your Component 4 priority of needs?	+	+	NA		NA			F S C
	F,S: Component 4, pp. 33,43, 51, 60							A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	NA	+	NA	+		S C E A T
	S,T: Component 5, Template 5.1, Action Plan Development Goals 1 and 2, pp. 62-63 E: Extended Contract Proposals							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	NA		NA	+		S C
	S,T: Component 5, Template 5.1, Action Plan Development Goals 1 and 2, pp. 62-63							A T
Define your implementation plans?		+	NA	+	NA			S C E A
	S: Component 5, Template 5.1, Action Plan Development Goals 1 and 2, pp. 62-63 E: Extended Contract Proposals							
Address in your action plan the required clusters for your program area?			NA					C
	Component 5, Template 5.1, Action Plan Development Goals 1 and 2, pp. 62-63							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			NA					C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		NA	NA					S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?			NA					C
Define what summative assessment will be used?		+			NA			S
	S: IEP's TCAP, Gateway, Writing Assessment							A
Describe how you will evaluate the SIP process?	+	NA			NA			S
	F: TCSPP is used as the SIP (one-school school system); see note on p. 12							A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?		+	NA					S C
	S: Program Improvement Plan (PIP), p. 38							
Address in the action plan the evaluation process required for each question within each cluster area?		NA	NA					S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?			NA					C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.	+	+						F S
	F,S: TCSPP updated yearly							
Define your plans for implementation and evaluation of your action plan?	+	+	NA		NA			F S C A
	F,S: Component 5, Template 5.1, pp. 62-63							

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))		NA						S
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))		+						S
	S: A) State Report Card-April, 2009 B) IEP's, students with disabilities subgroup on TVASS disaggregated data (April, 2009) C) Students with disabilities disaggregated data, April, 2009							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))		NA						S
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))		+						S
	S: Table 3, Section F, Part I, Federal Data Report/Census, December, 2009, p. 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	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))		+						S
	S: Table 3, Section A, Federal Data Report/Census, December, 2009, p. 7							
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))		+						S
	S: IEP's on file							
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.		+						S
	S: Needs Assessment for Parents (developed locally)							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA