

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

**Components 1-6 Templates for
SCHOOL SYSTEM:
MONROE COUNTY**

For Submission On or Before May 15, 2007



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

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

James M. Millsaps
Signature of Director of Schools

May 11, 2007
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
James M. Millsaps	Director of Schools
Sharon Benton (Component 1 and 5 Chair)	Supervisor of Instruction K-8
Elton Frerichs (Component 2 Chair)	Assistant Director of Schools
Joe Helms (Component 3 Chair)	Supervisor of Instruction 9-12 and Career/Technical Director
Bruce Beaty (Component 4 Chair)	Director of Special Education
Dan Schlafer (Component 6 Chair)	Federal Programs Director
John Swatzell	Technology Coordinator
Sherry McConkey	Career/Technical Secretary
Kathy Davis	School Health Supervisor
Charles Underwood	Maintenance Supervisor
Steve McSpadden	Transportation Director
Michael Garren	Consulting Teacher
Tim Blankenship	Principal, Madisonville Intermediate School
Sandra Raper	Parent, Sequoyah High School
Benjamin Self	Student, Sequoyah High School
Janice Ledford	Coordinated School Health Coordinator
Doris Davis	School Board Member
Lisa Rouvelas	Community Member
Lacey Curtis	Family Resource Director
Linda Martin	Paraprofessional

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
Sharon Benton, Chair	Supervisor of Instruction K-8
Sonia Hardin	School Health Coordinator
Tim Blankenship	Principal, Madisonville Intermediate School
Becky Duncan	Principal, Vonore Elementary School
Kathy Davis	Food Services Supervisor
Jean Allison	School Board Member
Donnie Ballard	School Psychologist
Linda Dalton	Teacher, Madisonville Primary School
Benjamin Self	Student, Sequoyah High School
Lisa Rouvelas	Community Member
Joyce Daugherty	Educational Assistant, Madisonville Intermediate School
Component 2 Member	Role
Elton Frerichs, Chair	Assistant Director of Schools
Colleen Sloan	Federal Programs Secretary
Rex Rhodes	Assistant Principal, Sweetwater High School
Ron Eydtt	Principal, Tellico Plains Junior High School
James M. Millsaps	Director of Schools
Larry Stein	School Board Member
Larry Mason	Community Member
Hollie Long	Student, Sweetwater High School
Kim Dockery	Parent, Tellico Plains High School
Vicki Bivens	Cafeteria Manager, Vonore Middle School
Lee Anne Strickland	School Counselor, Madisonville Intermediate School

Composition of the Component Leadership Teams –Listing required	
Component 3 Member	Role
Joe Helms, Chair	Supervisor of Instruction 9-12/Career Technical Director
Michael Garren	Consulting Teacher
Gary Sharp	Consulting Teacher for Technology
Melanie Bibee	Behavioral Specialist
Maurice Moser	Principal, Sequoyah High School
Sandra Tilley	Special Ed. Teacher, Tellico Plains Elementary School
Susan Schaffer	Parent, Vonore Middle School
Debra Tipton	Principal, Vonore Middle School
Danny Moses	Custodian, Vonore Middle School
Diane Wall	Educational Assistant, Tellico Plains Elementary School
Lindsey Ingram	Student, Sweetwater High School
Dean Williams	School Board Member
David Crabtree	Community Member
Sarah Kile	School Counselor, Madisonville Middle School
Michelle Graves	Secretary, Central Office
Sonia Hardin	School Health Supervisor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Bruce Beaty, Chair	Director of Special Education
Christy Sorrell	School Psychologist
Gus Davis	Principal, Madisonville Middle School
Janet Tweed	Assistant Principal/Teacher, Madisonville Intermediate School
Russell Harris	Principal, Tellico Plains High School
Cynthia Gaskey	Assistant Finance Director
Katie Denton	Student, Sequoyah High School
Tama Pilkey	Parent, Tellico Plains High School
Angie Sutton	Cafeteria Manager, Sweetwater High School
Brenda White	Industrial Cooperative Education, Sequoyah High School
Bill Shadden	County Commissioner/Community Member
Terry Moser	Assistant Principal/Teacher, Madisonville Middle School
Debbie McDaniel	Special Education Secretary
Component 5 Member	Role
Sharon Benton, Chair	Supervisor of Instruction K-8
Elton Frerichs	Assistant Director of Schools
Dan Schlafer	Federal Programs Director
Bruce Beaty	Special Education Director
John Swatzell	Technology Coordinator
Joe Helms	Supervisor of Instruction 9-12/Career Technical Director
Michael Garren	Consulting Teacher
Stanley Shadden	Principal, Rural Vale Elementary School
Joan Lovelace	Finance Department, Requisitions and Purchase Orders
Emily Trentham	Student, Tellico Plains High School
Laura Harris	Parent, Tellico Plains Elementary School

Composition of the Component Leadership Teams –Listing required	
Component 5 cont.	
Linda Martin	Educational Assistant, Madisonville Primary School
Ted Cagle	Community Member
David Watts	Principal, Sweetwater High School
Regan Dalton	School Board Member
Component 6 Member	Role
Dan Schlaffer, Chair	Federal Programs Director
James M. Millsaps	Director of Schools
Elton Frerichs	Assistant Director of Schools
Joe Helms	Supervisor of Instruction 9-12/Career Technical Director
Bruce Beaty	Director of Special Education
Sharon Benton	Supervisor of Instruction K-8
Rick Saunders	Adult Education Coordinator
Michael Garren	Consulting Teacher
DeWitt Upton	School Board Member
Bryson Burris	Student, Tellico Plains High School
Jody Curtis	Community Member
Carolyn Phillips	Principal, Coker Creek Elementary School
David Hester	Principal, Madisonville Primary School
Dinah Ledford	Assistant Principal, Tellico Plains High School
Ronny Burger	Custodian, Tellico Plains Elementary School
Mike Curtis	Parent, Vonore Elementary School

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?

Monroe County Chamber of Commerce provided data collected for United States Census to our committee. From the reports we found the demographics for Monroe County including the breakdown of the area's diverse population, work force, economic impact, and areas of growth. System and school report card data were collected and examined by Component 1 members. Included in these reports were Tennessee Comprehensive Assessment Program (TCAP), Tennessee Value-Added Assessment System (TVAAS), Gateways, six weeks tests, student report cards, unit tests, dropout rates, attendance reports, graduation rates, Vocational Management Information System (MIS) Report data, *Career Technical Report Card*, *Perkins Plan and Perkins Budget*, *Career Technical monitoring reports*, *Academic Improvement Monitoring System (AIMS) web reports*, *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data*, *EdPerformance tests*, and Special Education reports. Each school collected and assembled a random sampling of student work, student projects and student report cards to be reviewed by Component 1 members. Curriculum offerings at each of the three high schools were collected and examined. Career-Technical and Special Education information, gathered from completion of Work Guide 1.5 Tennessee Comprehensive Systemwide Planning Process (TCSPP), was examined. Southern Association of Colleges and Schools/Tennessee School Improvement Planning Process (SACS/TSIPP) plans were collected from each school along with updated Executive Summaries. Student, school, and staff characteristics were included in these plans. A survey of the school community designed to help in the writing of system goals was also conducted. The Director of Schools and State Department personnel provided us with financial data in order to prioritize our goals and action steps.

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?

Surveys, interviews and questionnaires were used by our collaborative team in order to facilitate the TCSPP process and to formulate our goals and action steps. Included in this process was also a review of Federal Programs, *Career Technical*, *Special Education*, School Improvement and SACS Plans which helped to set priorities including our goals and timelines.

Collection of Student Performance Data - Narrative Response Required

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

Student academic performance (all subgroups included) on the State Writing Assessment for grades 5, 8, and 11, Tennessee Comprehensive Assessment Program (TCAP) achievement test data for grades 3-8, Tennessee Value-Added Assessment System (TVAAS) Report, Gateway, End of Course, ACT, and SAT test scores for high school students, and Tennessee Report Cards (2003-2006) were all included. Brigance, Early Childhood Reading Interventions, student six weeks report cards, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Academic Improvement Monitoring System (AIMS) web (subgroups including special education and vocational/career technical), *Career Technical Report Card*, *EdPerformance test data*, monthly STAR dropout reports, graduation rate, Tennessee School Improvement Planning Process/Southern Association of Colleges and Schools (TSIPP/SACS) School Improvement Plans, Coordinated School Health program, and No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) results. Student work samples and student projects from all grade levels were collected to help identify strengths and challenges for students in the classroom. TCAP-ALT and student portfolios' assessment data were also included.

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?

The Director of Schools and Central Office Supervisors have an open door policy to school administrators, teachers, parents and community members at all times. Phone calls, emails, or office visits are met with a willingness to give assistance when needed. The Director of Schools and Supervisors are physically present in schools at various times throughout any given week. If a specific problem or need arises, it is dealt with in a timely manner. All schools and stakeholder groups are represented in the Tennessee Comprehensive Systemwide Planning Process (TCSPP). Teachers serve on the County-Wide In-Service Committee, *County-Wide Calendar Committee*, and *Textbook Adoption Committee* and are asked for input of needed training and staff development. Resources are made available to schools after data are collected and their needs are determined. Personnel assignments are made after input from schools concerning student needs.

Delivery of Services - Narrative Response Required

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

Component One committee members learned that:

1. Services are based on student enrollment.
2. More money is distributed to students *and schools* with greatest needs.
3. Systemwide needs for technology personnel and equipment are evident.
4. Professional development long range plan needs to be developed.
5. A curriculum specialist at every school is needed.
6. Barriers to learning need to be addressed.

Evaluation of the Collaborative Process- Narrative Response Required

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

Members of all stakeholder groups were involved in compiling the information that was needed for TCSPP. All Central Office personnel participated in the Systemwide Leadership Team meetings in order to discuss our present use of time, money, personnel, and other resources. A better understanding of all departments was evidenced as we worked collaboratively through the TCSPP process. School administrators were helpful in defining their school strengths and challenges. A feeling of pride was evidenced as each administrator

had the chance to talk about their school programs. The main concern about the process is time constraints. Central Office personnel, school administrators, and teachers have trouble finding time in their already busy work schedules to devote to this process. However, the process has been valuable.

(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

Through a process of collaboration and informed decision making, the Component 2 Committee has met and discussed the possibility of changing Monroe County's Mission and Vision statements. The Monroe County Board of Education had previously approved the Mission and Vision statements and desired to make no changes at the present time. Component 2 accepted the Board's wishes and after revamping our Belief's, left our Mission and Vision statements as the Monroe County Board had decreed.

BELIEFS:

We believe:

1. All students should be in a safe school environment.
2. All students can learn; therefore, we must offer a variety of programs *addressing developmental domains including social, emotional, physical, cognitive, civic, and morals to meet students' needs.*
3. A strong work ethic is necessary for students to show mastery of knowledge and skills.
4. Students are to be held responsible for personal and social behavior as defined in the student handbook.
5. In order to accomplish the school's mission, the staff must have the support of students, their families, and community members.
6. *Educational decisions concerning curriculum, instruction, and assessment will be data-driven and research-based.*
7. *All students will be challenged to reach high expectations.*
8. *Adherence to all local, state, and federal policies and procedures will enhance educational services and provide a quality education for all students.*
9. *Effective communication, both internal and external, among stakeholders is imperative to the fulfillment of the mission of the Monroe County School System.*
10. *The collaborative decision-making process is a necessity.*
11. *Everyone must be recognized for his/her worth.*
12. *An efficient use of current and emerging technology will be available to all members of the Monroe County School System.*

MISSION STATEMENT:

The mission of the Monroe County School System is to provide all students with a quality education that will enable them to be a contributing member in a changing society.

SHARED VISION STATEMENT:

Monroe County's vision is that all students will reach their potential, will contribute to the community, and will be prepared to compete successfully in a changing society.

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 school community stakeholders were represented in our Component 3 committee and carefully reviewed the following data: *E-Tiger* Reports, Special Education Federal Tables, Socioeconomic Status Information, United States Census, English Language Learners (ELL) Student Report, school community surveys, State Writing Assessment, Tennessee Comprehensive Assessment Program (TCAP), Tennessee Value-Added Assessment System (TVAAS), Gateway, End of Course, ACT *High School Profile Report*, SAT, Tennessee Report Cards, Brigance, Early Childhood Reading Interventions, student six weeks report cards, Academic Improvement Monitoring System (AIMS web), Performance Series Testing, monthly STAR dropout reports, graduation rate, *TCSPP work guides*, Tennessee School Improvement Planning Process/Southern Association of Colleges and Schools (TSIPP/SACS) School Improvement Plans, Coordinated School Health Program, *Perkins Plan Budget*, and No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) results. Also included in this analysis were student work samples and student projects from all grade levels which helped to identify strengths and challenges for students in the classroom. TCAP-ALT and student portfolios assessment data were also included.

The strengths of our aggregated data include: *All elementary and middle schools are in good standing under NCLB guidelines, K-12 attendance exceeds state benchmarks, Highly Qualified Staff is greater than 98%, 100% of schools are SACS Accredited, 100% of schools are designated as safe schools, TVAAS scores (K-8) of A in all subject areas, Math scores (K-8) exceeds AYP benchmark for all students with 86% proficient, Reading /Language Arts (K-8) meets AYP benchmark for all students with 83% proficient, 5th and 8th grade writing scores receive an A, Math scores (9-12) for first time test takers exceeds AYP benchmarks for all students with 80% proficient, Reading/language plus writing scores (9-12) for first time test takers meets AYP with two year average of 89% proficient, Performance series test data shows strengths in reading for grades 2-8. Part V of the Perkins Report Card indicates that 3S1 (student placement) 4S2 (completion of non-traditional students) are being met or exceeded as mandated by NCLB. AIMS web data that shows reading improvement above targets in kindergarten and first grade.*

The aggregated data also suggest that Monroe County's student (*CTE, Special Education, and other subgroups*) needs are: *reduce number of student dropouts which will increase the graduation rate from 77% which failed to meet the graduation rate track set by the state,*

increase proficiency of all test takers in Algebra I, increase writing scores of 11th grade students from 3.6 to 4.0, increase gains in proficiency below state average to state average in Algebra I, Math Foundations, English I, English II, and Biology I, increase ACT Math score (19.1), ACT English score (19.5) and ACT Reading score (19.9). All state and federal core indicators need to meet or exceed the negotiated performance level.

Data also suggests that Monroe County increase personnel and training in technology, develop a five-year professional development plan, and increase parental communication and involvement, as well as developing more partnerships with business and industry.

What evidence/sources support your response?

As was determined by the Component 3 Committee after analysis of the above referenced data, clearly, the data supported the areas of strengths and challenges. This committee used a *data synthesis worksheet for data disaggregation analysis* and the reflective questioning method to determine its conclusions.

Evaluation of Disaggregated Data - Narrative Response Required

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

Monroe County has analyzed the disaggregated data and *included all five areas of race/ethnicity, however, a limited number of Native American and Asian students doesn't allow for a reliable data analysis at the system level and these students are addressed in individual school improvement plans at the school level. Additionally, students that are Limited English Proficient are addressed in the same manner. The following analysis does include white, Hispanic, African-American, economically disadvantaged, students with disabilities, male, female, low, middle and high achievers along with student proficiency levels. The analysis and synthesis has determined that we have the following strengths based on TCAP, Gateway proficiencies and TVAAS:*

Math K-8 (whites, Hispanic, African-American, economically disadvantaged, male and female): Specific areas of strengths based on TCAP proficiency are: 4th grade white students at 90%, 5th grade Hispanic students at 100%, 4th and 7th grade African-American students at 100%, 5th grade economically disadvantaged students at 87%, 5th grade male students at 90%, 4th grade female students at 93%, limited number of Native American, Asian and LEP students to produce reliable data. Specific areas of strength based on TVAAS improved proficiency are: 4th grade white students at 2.8%, 8th grade Hispanic students at 26.1%, 7th grade African-American students at 28.6%, 5th grade economically disadvantaged students at 2.4%, 5th grade students with disabilities at 33.4%, 5th grade male students at 6.4%, and 4th grade female students at 4.5%.

Reading/Language Arts K-8 (All students, whites, Hispanic, African-American, economically disadvantaged, students with disabilities, male and female): 5th grade white students at 89%, 5th grade Hispanic students at 100%, 8th grade African-American students at 89%, 5th grade

economically disadvantaged students at 85%, 3rd grade students with disabilities at 79%, 3rd and 5th grade male students at 86%, 5th grade female students at 94%. Specific areas of strengths based on TVAAS improved proficiency are: 8th grade white students at 7.2%, 5th grade Hispanic students at 37.5%, 8th grade African-American students at 22.3%, 8th grade economically disadvantaged students at 11.1%, 5th grade students with disabilities at 26.5%, 7th grade male students at 10.2%, and 5th grade female students at 5.9%. 5th and 8th grade writing scores average of 4.1.

Algebra (All students, white, economically disadvantaged, Hispanic, students with disabilities, male and female): Specific areas of strength based on Gateway are: white students at 81%, Hispanic students at 83%, male students at 81%. Specific areas of strengths based on TVAAS improved proficiency are: students with disabilities at 4% and male students at 5%.

English (All students, white, African-American, and female: Specific areas of strength based on Gateway are: white students at 89%, African American students at 93%, and female students at 90%. There are no specific areas of strength based on TVAAS improved proficiency.

Monroe County has analyzed the disaggregated data and has determined that we have the following needs based on TCAP, Gateway proficiencies and TVAAS:

Math K-8 (whites, Hispanic, African-American, economically disadvantaged, male and female): Specific areas of strengths based on TCAP proficiency are: 8th grade white students at 80%, 6th grade Hispanic students at 60%, 8th grade African-American students at 67%, 8th grade economically disadvantaged students at 75%, 7th and 8th grade students with disabilities at 28%, 8th grade male students at 76%. Specific areas of need based on TVAAS decreased proficiency are: 8th grade white students at -3.8%, 6th grade Hispanic students at -11.5%, 8th grade economically disadvantaged students at -4.6%, 7th grade students with disabilities at -4.7%, 8th grade male students at -3.5%, and 8th grade female students at -2.4%.

Reading/Language Arts K-8 (All students, whites, Hispanic, African-American, economically disadvantaged, students with disabilities, male and female): 7th grade white students at 80%, 8th grade Hispanic students at 58%, 7th grade African-American students at 80%, 3rd grade economically disadvantaged students at 79%, 8th grade students with disabilities at 47%, 7th grade male students at 76%, 3rd grade female students at 83%, limited number of Native American, Asian and LEP students to produce reliable data. Specific areas of need based on TVAAS decreased proficiency are: 3rd grade white students at -2%, 4th grade Hispanic students at -9%, 7th grade African-American students at -5.7%, 3rd grade economically disadvantaged students at -4.2%, 4th grade students with disabilities at -13.2%, 4th grade male students at -6.6%, and 3rd grade female students at -9.6%.

Algebra (All students, white, economically disadvantaged, Hispanic, students with disabilities, male and female): Specific areas of need based on Gateway are: African-American students at 52%, economically disadvantaged students at 72%, students with disabilities at 38%. Specific areas of need based on TVAAS decreased proficiency are: Hispanic students at -7% and female students at -4%.

English (All students, white, African-American, and female): Specific areas of need based on Gateway are: economically disadvantaged students at 80%, students with disabilities at 52%, and male students at 80%. Specific areas of need based on TVAAS decreased proficiency are: white students at -7%, economically disadvantaged students at 7%, students with disabilities at -9%, male students at -8%, and female students at -5%. 11th grade writing score was 3.6.

TVAAS prior achievement data indicate the following strengths for low achievers: 4th and 7th grade math students; 4th, 5th, 6th and 8th grade reading students. TVAAS prior achievement data indicate the following needs for low achievers: 5th, 6th and 8th grade math students; 7th grade reading students; Algebra I and math EOC students; English I and English II students.

TVAAS prior achievement data indicate the following strengths for average achievers: 4th, 5th, 6th, 7th, 8th grade math students; 4th, 5th, 6th and 8th grade reading students. TVAAS prior achievement data indicate the following needs for average achievers: 7th grade reading students; Algebra I and math EOC students; English I and English II students.

TVAAS prior achievement data indicate the following strengths for high achievers: 8th grade math students; 5th, 6th and 8th grade reading students; Algebra I students; English II students. TVAAS prior achievement data indicate the following needs for high achievers: 4th, 5th, 6th, 7th grade math students; 4th and 7th grade reading students; math EOC students; English I students.

Specific strengths in Science based on TCAP proficiency and TVAAS increased proficiency are: 5th grade white students at 84% (+5%), 5th grade economically disadvantaged students at 78% (+5%), 3rd grade students with disabilities at 62%, 5th grade students with disabilities (+29%), 3rd grade male students at 86% (+10%), and 5th grade female students at 84% (-+10%).

Specific strengths in Social Studies based on TCAP proficiency and TVAAS increased proficiency are: 4th grade white students at 85%, 4th grade economically disadvantaged students at 78%, 4th grade students with disabilities at 52%, 6th grade students with disabilities(+23%), 4th grade male students at 82%, and 4th grade female students at 86%.

Specific strengths in the CTE program, based on Part V of state report card (Perkins Report card), indicates that student placement (3S1) is 98.78% which is above state negotiated performance level (89.89%). Completion of non-traditional students (4S2) core indicators reflects above average performance levels of 21.64% exceeding the negotiated performance level of 13.22%.

Specific strengths in the CTE program also indicate improvement in the area of non-traditional students (4S1). A positive change of this core indicator has resulted in a -.71% below the negotiated performance level.

Specific needs in Science based on TCAP proficiency and TVAAS decreased proficiency are: 8th grade white students at 66%, 8th grade economically disadvantaged students at 58%, 8th grade students with disabilities at 19% (-12%), 8th grade male students at 65%, and 8th grade

female students at 63% (-6%). Science Biology I students.

Specific needs in Social Studies based on TCAP proficiency and TVAAS decreased proficiency are: 8th grade white students at 57% (-5%), 8th grade economically disadvantaged students at 47%, 7th grade students with disabilities at 10%, 8th grade male students at 53%, and 8th grade female students at 59%(-10%).

Specific needs in the CTE program are identified through Part V (Perkins Report Card) of the state report card. These include core indicators academic attainment (1S1) is -10.26% below the negotiated performance level, skill proficiencies (1S2) is -1.69% (out of 100%) below the negotiated performance level, student completion (2S1) is -10.26% below the state negotiated performance level.

What evidence/sources support your response?

Monroe County has based its response on data from the following sources: State Report Card (including Part V, Perkins), NCLB Report, TCAP data, Gateway data, E-Tiger Reports, School SACS reports, Attendance reports, Special Education Federal Tables Report, ACT High School Profile Report, TVAAS Report, AIMS web data , and Performance Series testing data.

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

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

Monroe County has identified the following strengths when evaluating non-academic data: a highly qualified teaching staff of 98.5%, K-8 student attendance rate of 94.3% exceeds state goal of 93% and increased from previous year, 9-12 attendance rate of 93.4% exceeds state goal of 93% and increased from previous year, K-8 promotion rate of 99% exceeds state goal of 97%, 100% of schools are designated as safe schools, and 100% of all schools are SACS accredited. A high percentage (63.16%) of the high school student population are currently enrolled in CTE courses. All CTE instructors meet industry certification standards where required. All elementary and middle schools have an NCLB status of good standing, as well as, a system status of good standing. Furthermore, studies suggest that the addition of various health, social, recreational, and other support services is essential to children's success in school. Nearly a century of research has come to one conclusion: children develop along multiple, interconnected domains and when one developmental domain is ignored, other domains may suffer (Brainerd). Monroe county has integrated the Centers for Disease coordinated School Health Model to address such non-academic barriers to success. Through this model the basic physical, mental, social and emotional health needs of young people and their families are recognized and addressed. In addition, community engagement, together with school efforts promotes a school climate that is safe, supportive, and respectful. Educating the whole child requires the whole community. Monroe County brings the community into the school and has the school see the community as a resource. Strong community partnerships developed through the Coordinated School Health Model are interweaving their resources into the school setting. Chota Community Health Services provides 3.4 FTE nursing personnel, 3.5 days of nurse practitioners, a medical director, and the equivalent of 1 Licensed Clinical Social Worker. Cherokee Health Services provides the equivalent of 2.5 Licensed Clinical Social Workers as well. Specific strengths include nurse-to-student ratio 1:492; school counselor-to-student ratio is 1:492; school psychologist-to-student ratio of 1:1081, all above the state or national organizational recommendation for student support staff. Other partnerships collaborate including the Monroe County Health Department to take the leadership role in the teen pregnancy prevention task force, The Tennessee Nutrition and Consumer Science Program (TNCEP) through the University of Tennessee Agricultural Extension Department for nutrition education, and The Monroe County Health Council to support nutrition education, bullying prevention, drug and alcohol use and abuse, and other social issues. The Monroe County Federal Programs Director Dan Schlafer is the school system contact person for ELL, migrant, and homeless students. In accordance with the McKinney-Vento Act, Title I funds are set aside to provide homeless students assistance with transportation, materials, and supplies. Monroe County Board of Education policies 3.400, 4.502, 4.603, 6.203, and 6.503 provide for fair and equitable treatment for homeless and displaced youth.

The following strengths were identified in a Monroe County Schools Survey administered to 334 7th grade students. 80% of students reported they are safe at school, 77% of students reported their teachers have high expectations for them and motivate them to do their best work, and 76% of students reported their teachers take time to help them when they don't understand.

What evidence/sources support your response?

The following needs were also identified when evaluating non-academic data: cohort dropout rate of 12%, graduation rate of 77%, and lack of proper funding on a per pupil expenditure (system was \$6,830 while state was \$7,469), poor social worker-to-student ratio 1:5494 but with improvement to 1:1423 with community support, less than recommended ratio of certified physical education teacher-to-student ratio 1:570 below the recommended 1:500.

In addition, the rate of disciplinary episodes per 1000 students has continued to increase over the past 5 years with the percent of total students suspended and expelled at 12.7 exceeded the state average of 9.5. The Monroe County Adolescent Pregnancy 5 year median for 15 to 17 year-old females at 36.74 is also above the state median of 34.96.

The following needs were identified in a Monroe County Schools Survey administered to 334 7th grade students. 46% of students reported their teachers make most schoolwork interesting by providing different activities and only 55% report they enjoy being at school most of the time.

The following sources were used to identify the strengths and needs of Monroe County Schools: NCLB Report, State Report Card (Part V-Perkins Report), Monroe County's five year plan, monthly attendance reports, statement of expenditures and encumbrances, community and student surveys (perception surveys) and the Coordinated School Health Evaluation Data independently compiled by East Tennessee State University.

Teachers and administrators realize the need for data analyzation to drive instruction, however, teachers' and administrators' time constraints hinder the effective use of data in this matter. Monroe County's increased use of formative assessments has provided a large amount of data for teachers to access.

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?**

After analyzing the data Monroe County has recognized the following strengths in meeting the needs of all students: Summer School K-12 including students with disabilities, tutoring-before and after school hours, ESL teachers and aides, on going in-service to meet special problems of students as they arise these include, but are not limited to, poverty and bullying prevention workshops, and extensive training for staff identifying community involvement activities. *Professional development for teachers based on scientifically based research and planned to correlate with areas of greatest need based upon student data. Curriculum mapping to better align instruction with state assessments and provide greater consistency throughout system. System wide diagnostic testing in grades 2-8 to determine individual student needs and drive classroom instruction. The CTE programs are meeting the needs of the Hispanic population as identified on the Perkins Report Card in the following core indicators, 1S1, 1S2, and 2S1. The ESL performance data as reflected on the Perkins Report Card indicates a 100% success rate in the following core indicators 1S1, 1S2, 2S1 and 3S1.* Some special programs that are in place in Monroe County Schools are Upward Bound, Talent Search, Child and Parenting Skills (CAPS), Students Teaching and Respecting Sexuality (STARS), Talented and Gifted (TAG), and other programs throughout our school system. Monroe County also has an extensive medical program with a school nurse at each school and a nurse practitioner in a school in each community one day a week, and a publicly funded full service clinic to serve our students and staff. Monroe County also has dental services provided to students by a doctor of dentistry and has an extensive behavioral counseling program. We also are on the Safe School Status and provide school resource officers at each high school and in every community. *Staff at each school has been trained in the Crisis Prevention Intervention Program (CPI). School Resource Officers annually attend and participate in the National Association of School Resource Officers (NASRO) convention.*

Based on the data analyzed the following needs should be addressed: tutorial program, especially at high school level, more researched based reading programs, more financial assistance on the local level, additional English as a Second Language (ESL) teachers, *more researched based formative testing in grades K-12, data teams at each school to evaluate data and drive instruction. Disaggregate group data indicates weakness in the following core indicators of the Perkins Report Card, males (1S1, 2S1 4S1), students with disabilities (1S1, 2S1, 4S1), single parents (1S1, 1S2, 4S1) and economically disadvantaged in (1S1, 2S1, 4S1). Weaknesses in the Coordinated School Health Model Program include student-to-social worker ratio; certified physical education teacher-to-student ratio, teen pregnancy rate, bullying, discipline and expulsion rates.*

What evidence/sources support your response?

Monroe County's grade card, community and student surveys (*perception surveys*), State Report Card (*Part V, Perkins Report*), Five Year Plan, and statement of expenditures and encumbrances were analyzed by this committee.

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

1. *Monroe County needs to improve the graduation rate to meet the graduation rate track of the percent designated by the state under NCLB and the cohort dropout rate for students in grades 9-12 (all subgroups included) needs to be decreased. In 2005-2006, all three high schools and the system failed to meet the graduation rate under NCLB.*
2. *To ensure that all Monroe County students (all subgroups included) meet AYP in Reading/Language Arts as mandated by state and federal guidelines. Elementary and Middle School benchmark of 83% and High School benchmark of 90%. In 2005-2006 data indicated that economically disadvantaged high school students (80% proficient) and high school students with disabilities (52% proficient) failed to meet AYP.*
3. *To ensure that all Monroe County students (all subgroups included) meet AYP in Mathematics as mandated by state and federal guidelines. Elementary and Middle School benchmark of 79% and High School benchmark of 74%. In 2005-2006 data indicated that high school students with disabilities (62% proficient) failed to meet AYP.*
4. *To increase the participation of non-traditional students in CTE classes to meet or exceed the state mandated negotiated performance level.*
5. *To increase Monroe County 11th grade writing scores from 3.6 to 4.0.*
6. *To improve proficiency in 7th and 8th grades reading/language arts to 83% for white, Hispanic, African-American, economically disadvantaged, students with disabilities, and male subgroups.*
7. *To improve proficiency in 6th, 7th and 8th grades mathematics to 79% for Hispanic, African-American, economically disadvantaged, students with disabilities, and male subgroups.*
8. *To show increased proficiency gains for low, average, and high prior achievement subgroups in English I, English II, Math EOC, and Algebra I.*
9. *To provide professional development to teachers based on scientifically based research and aligned with deficiencies indicated by data.*
10. *To ensure teachers and students will use technology to improve student learning.*
11. *To improve social worker to student ratio to address social and emotional nonacademic barriers to achievement.*
12. *To provide a structured safe environment that supports the basic needs of children and their families, including health, nutrition, physical and social well-being in order to improve academic performance as indicated by Coordinated School Health data .*

- 13. To increase the core indicator test data for economically disadvantaged students in the core indicators (1S1, 2S1) for students in the CTE program.*
- 14. To increase the core indicators for male students in the following areas, 1S1, 2S1, and 4S1. Student attainment will improve to meet state and federal negotiated performance levels.*
- 15. To empower teachers and administrators at the school level with the ability to interpret data and use it to drive instruction.*

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Curricular Mapping	Six Weeks Objectives	Course Syllabi	Small/Individual Group Instruction	TN Blueprint for Learning	Wilson Foundations Literacy	Textbooks
Evidence of Practice	School committees are currently engaged in the process; lesson plans are correlated to curricular mapping; six weeks objectives, student achievement benchmarks, scope & sequence Charts, and SIP's.	Yes, via the web, objectives to parents, newsletters, parent conferences, P.T.O.; and SIP's.	Reviewed dept. chairs and administrative staff; signed sheet by parents; newsletters; parent conferences; P.T.O.; and SIP's.	Title I Early Intervention Program	Personal copies and web access available to all teachers; teacher & learning materials are correlated and distributed to instructional staff according to the state standards.	Implementation and evaluation of program, observation of teachers; research project reports.	Teachers use textbooks as guide for instruction
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes, if correlated with state standards
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes, if correlated with state standards

Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Somewhat effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP, Dept. head meetings, Lesson plans, Gateway, End-of-Course tests, and NCLB standards	TCAP, Parent surveys, Syllabus, <i>AIMS web</i>	Decrease in parent complaints; students better informed.	ERSI Tests, <u>Tennessee Blueprint for Learning</u> ; Curriculum Based Measures (CBM).	TCAP scores for system accountability, End-of-year master/partial/non-mastery sheets	<i>AIMS web</i> , CBM, Woodcock Johnson, review TCAP scores	Scores, observations
Evidence of effectiveness or ineffectiveness	On-going data still being collected; teacher evaluations	On-going data still being collected; teacher evaluations	Gateway, End-of-course tests; teacher evaluations	Increase in CBM and ERSI test scores.	Effective as indicated by TCAP scores; objectives checklist, & self-monitoring ineffective because of non-flexibility.	<i>AIMS web</i> progress reports, reduction of referrals, TCAP scores	TCAP, TVAAS Gateway, End-of Course
Evidence of equitable system support for this practice	Staff development; each teacher has a copy; administration and staff reviews.	County-wide support, adequate materials; professional development.	System support time for administration.	Educational assistants at every Title I school; materials purchased; staff development.	Every teacher provided with a copy and training; observations indicate support.	Purchased by system, staff development.	Every child and teacher has a book.
Next Step (changes or continuations)	Process is progressing and will continue.	Continue and change as needed.	Continuation of implementation in all courses and all High Schools.	Continue program.	Continuation of implementation.	Continue & implement in all K-3 schools.	Correlate textbook as support with curricular mapping to meet State Standards

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Ensuring implementation of objectives</p>	<p><i>AIMS web performance testing, TCAP scores</i></p>					
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Increase in students' scores</p>	<p><i>On-going data analysis, all elementary and middle schools are making AYP</i></p>					
<p>Evidence of equitable system support for this practice</p>	<p>Planning time given, staff development</p>	<p><i>Expanding with data teams in each school. System-wide training for data teams for each school, quarterly analysis of data</i></p>					
<p>Next Step (changes or continuations)</p>	<p>Continued and increased departmental meetings</p>	<p><i>Continue to analyze data and expand curriculum mapping to high schools.</i></p>					

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

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

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)

Central office administrative and support staff are pro-active in the time spent in schools and are available as an additional resource for ongoing support. Time is spent working with staff to provide high quality, scientific, research-based instruction. This outcome is ensured by bringing the highest of quality professional development to all staff, both administrative and teaching. All teachers have been provided a copy of the Tennessee Blueprint for Learning. Alignment to the curriculum is currently being done countywide to ensure that all teachers are concentrating on those objectives that have been deemed important for each grade level. Textbooks and resource materials are available for every student in our system. Teacher training is provided on how to use these books effectively to increase student outcomes. Central office staff provides timely evaluations for all non-tenured teachers, and support evaluations for tenured teachers. *All Central Office Staff are logging time spent at individual schools.*

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

Time, as it is being used, can be justified by the needs that are documented at the school level. There is always a need for more personnel to interact with administrators and teachers. Currently, there is a need for curriculum specialists to enhance the instructional process. Technology is another area of need. Through our survey to the school community, a technology person in each school is needed for the day-to-day handling of technology problems.

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 are used in an equitable manner to purchase appropriate curricular materials that are coordinated with Tennessee State Standards, to provide staff development, and to provide support staff as required or needed. Schools not reaching AYP receive additional financial assistance. Comparability and maintenance of effort are addressed through Title I, Special Education and Vocational funds.

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

Additional local funding would allow us to expand our efforts in technological improvement, curricular programs, staff development and much needed personnel.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS**Curriculum PERSONNEL Gap Analysis - Narrative Response Required****“What is” The Current Use of: PERSONNEL**

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

We equitably determine caseloads based on teacher: student ratio. Support staff is equitably determined by need (i.e. Sp. Ed. Assistant 1 on 1 with special needs child). Personnel distribution is based on state and federal guidelines and student need. Central Office personnel are available for support and consultation.

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

Curricular Specialists and technology personnel should be employed at each school to ensure monitoring, evaluating, & implementation of curricular instruction.

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?)

Staff development opportunities are made available to all staff system-wide. We are equitably distributing materials and supplies according to student needs and/or enrollment. The University of TN School Psychologist Practicum Students are doing consultation with administrators and teachers. Computer labs are available at every school site, and we have ongoing partnerships with business organizations.

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

Increasing partnerships with local businesses and civic groups are needed.

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?

Based on current funding, we are providing equity and adequacy to all of our schools. Time, materials, and personnel are equitably distributed among all schools, based on student enrollment/needs. Time, materials and personnel are adequately distributed, based on current funding.

Curriculum Reflective Questions - Narrative Response Required

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

We are targeting funds and resources effectively, based on current funding. However, in order to become a High Performing School District, more funding is needed in order to provide additional personnel, to help meet student needs.

We are targeting funds and resources per student need and by student enrollment, utilizing test scores as a determining factor.

Curriculum Reflective Questions - Narrative Response Required

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

The needs of students in our schools are being addressed, as relates to curriculum materials and practice. However, more funding is needed to ensure steady progress.

TCSPS 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?

Our major strengths are:

- (1) Implementing six weeks objectives sent home to parents
- (2) Implementing curricular mapping, as tied to State Standards
- (3) Intervention programs for students falling behind (i.e. Title I Early Intervention Reading, Wilson Reading, after-school tutoring)
- (4) Staff development as correlated to attain High Performing School standards
- (5) System benchmarks are aligned with state standards.
- (6) TCAP scores are showing steady progress.

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.

The major challenges are:

- (1) Increase the graduation rate and decrease dropout rate
- (2) Special Education Students need to increase TCAP scores
- (3) Increase number of schools proficient AYP for all sub groups (*including Special Education, Career/Technical and economically disadvantaged.*)
- (4) Increase per pupil expenditures

We know this by viewing the State Report Card and test data.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

We will continue to seek out and implement research based strategies that will provide quality education for all students. We will track progress of students through technological intervention and tutoring with integration of strategies developed by the faculty. We will increase collaborative efforts with community business partners and educate the community about our needs.

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>After-school tutoring, Brigance, Computer Curricular Corporation; Success-maker Software progress, pre and post-testing; TCAP</p>	<p>TCAP, Gateway, individual student grades</p>	<p>Computer Curricular Corporation; lab reports, Accelerated Reader reports; TCAP scores.</p>	<p>Vocational competencies and TCAP scores.</p>	<p>TCAP, lesson plans, teacher and student observations, and student progress Reports.</p>		
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Ongoing, being researched, Test scores</p>	<p>TCAP scores show this practice is somewhat effective.</p>	<p>Students more motivated by using technology and on-task behavior.</p>	<p>Feed back from the community, Percent mastery on competencies; lab; proficient on tests.</p>	<p>Increase mastery of objectives and Gateway scores.</p>		
<p>Evidence of equitable system support for this practice</p>	<p>Staff development, in-service, ESL, and poverty training.</p>	<p>Textbooks are provided for all students.</p>	<p>Technology money budgeted per student. All schools have computer labs. System-wide staff development is available to all staff.</p>	<p>All classes use manipulatives; materials, and staff development.</p>	<p>Teacher observations and professional development for teachers</p>		
<p>Next Step (changes or continuations)</p>	<p>Continue and follow-up with staff development</p>	<p>Correlate textbook with state standards; provide instructional materials outside textbooks</p>	<p>Continued training and upgrade equipment. <i>Software packages (i.e.) Success Maker, Destination Math,</i></p>	<p>Continue to provide and expand materials and methods of interactive learning. <i>Software packages (i.e.) Success</i></p>	<p>Continue and expand to all schools and increase awareness. <i>Software packages (i.e.) Success Maker, Destination</i></p>		

			<p><i>Destination Reading have been purchased and implemented to address students with diverse ethnic backgrounds and learning styles.</i></p>	<p><i>Maker, Destination Math, Destination Reading have been purchased and implemented to address students with diverse ethnic backgrounds and learning styles.</i></p>	<p><i>Math, Destination Reading have been purchased in implemented to address students with diverse ethnic backgrounds and learning styles.</i></p>		
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TCSPS 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?)

Central office personnel are easily accessible. They go to schools to conduct teacher observations, give praise for good work, suggestions for improvement, and to gather data. The Central Office personnel respond to situations at building level on an “as needed” basis, also being available by promptly returning phone calls and e-mail messages. Emphasis is placed on research based practices (i.e. what’s best for students). *Central Office personnel provide training for building level administrators.*

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

Continue to press forward- use time allocation. Curriculum Specialist, with time to give individual attention to problems, needs to be available in all schools. We need to review/revisit technology plan. Additional training is needed school-wide for teachers/personnel on technology.

Instructional MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

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

We are currently allocating funding for technology and instructional supplies and materials, based on school enrollment/needs.

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

Funding is needed for more pro-active long range planning and expenditures.

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?)

Personnel provided to address research-based instructional practices include:

- (1) Teaching Assistants
- (2) Class size reduction teachers
- (3) Employment of only highly qualified personnel to meet class size standards
- (4) System-wide leadership team and support staff
- (5) Team Leader Meetings
- (6) Personnel to provide staff development in research-based practices

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

Continue to enhance classroom instruction through research, modeling of best practice instruction in the classroom, and provide materials & leadership in the area of instruction.

Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

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

We are currently allocating other resources in providing assistance through community-based business partnerships. All stakeholders are currently involved in the school improvement and the TCSPP decision-making process

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

We should be using our resources to develop:

- *A Teacher Resource Center
- *A Coordinated County-wide Volunteer Program
- *A *Parent Training on Instructional and Data Interpretation*

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?

Yes, instruction is delivered equitably and adequately in all schools, based on student enrollment/needs, as evidenced by distribution of instruction programs and materials.

Instructional Reflective Questions - Narrative Response Required

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

Yes, within budget constraints, funds and resources are targeted according to needs as identified by needs assessments and state/local reports.

Instructional Reflective Questions - Narrative Response Required

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

Yes, but there are still gaps between current levels of performance by students and the goals as set forth by No Child Left Behind (NCLB). Our goal is to be a High Achieving School System.

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?

Our major strengths are:

- (1) Utilizing test data, along with TN state standards for learning to help drive instructional goals. Teachers are trained extensively on research-based instructional strategies.
- (2) Level of student participation, aggregation and disaggregation of data, and analysis of school improvement plans.
- (3) Steady, positive improvement on State Report Cards and NCLB scores
- (4) *Hired a curriculum specialist- (consulting teacher who analyzes and interprets data)*

The level of student participation, aggregation & disaggregation of test scores, and analysis of school improvement plans are proof of our major strengths.

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.

The major challenges:

- (1) Increase the graduation rate and decrease the dropout rate
- (2) Increase number of schools proficient in reading/language arts and math in AYP for all subgroups
- (3) Increase per pupil expenditures

We know this by viewing the State Report Card and test data.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We will address our challenges by:

- (1) Seeking additional funding
- (2) Providing additional professional training
- (3) Increasing technology training and support
- (4) Implementing research based strategies
- (5) Tracking student process
- (6) Hiring additional personnel (i.e. curriculum specialist)
- (7) Increasing community partnerships

TCSPS TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	TCAP Achievement Testing	TCAP Writing Assessment	Portfolios	TCAP End-of-Course, Gateway	Curriculum-based Measurement	Performance Based	Early Reading Screening Instrument (ERSI)
Evidence of Practice	Annually grades 2-8 participating, State Report Card	Given to fifth, eighth, and eleventh grade students.	Students meeting TCAP Alt, PA criteria as identified in IEP's	Participation rate on report card, annual administration	AIMS web	Teacher administration and use of manipulatives, hands on, demonstrations, science fairs. <i>Scantron diagnostic program for second through eighth grades.</i>	Early Intervention Reading Program monitoring and testing
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Improved data scores, TCAP, scores, disaggregated data	State Report Card data	TCAP scores and student portfolios	State Report Card and disaggregated data	Assessment scores from administration three times per year show	Teacher made check list and rubric, <i>Scantron performance</i>	ERSI Assessment scores three times per year

					student progress toward benchmark	<i>reports</i>	
Evidence of effectiveness or ineffectiveness	Increased mastery, and Adequate Yearly Progress (AYP)	State Report Card scores indicate increase in proficiency and use data in SIP's.	The portfolio contents show progress toward goals	Number of students passing; graduation rate increased; mastery/ proficiency rate increased	Need for progress monitoring is determined through results of DIBELS.	Mastery of competencies, <i>ongoing analysis in correlation with TCAP</i>	Goals are set based an assessment results.
Evidence of equitable system support for this practice	Extended contract, pay for tests, staff development on results interpretation	Extended contract, staff development, writing across curriculum	Extended contract, staff development	Extended contract, staff development, Test administration, data interpretation, system-wide review, SIP's	Extended contract, Staff development, Interpretation of scores, Funded through AIMS web	Extended contract and staff development. manipulatives, materials, and supplies available to all schools <i>and testing program to all K-8 schools.</i>	Extended contract, used in all primary schools, Staff development, materials and personnel
Next Step (changes or continuations)	Continue <i>Effectively develop a mode of communication for data interpretation for all stakeholders</i>	Continue <i>Effectively develop a mode of communication for data interpretation for all stakeholders</i>	Continue and adapt as necessary. <i>Effectively develop a mode of communication for data interpretation for all stakeholders</i>	Continue to use this test by state mandates. <i>Effectively develop a mode of communication for data interpretation for all stakeholders.</i>	Continue literacy assessment and add component to assess math in all K-8 schools <i>Effectively develop a mode of communication for data interpretation for all stakeholders.</i>	Continue and expand. <i>Effectively develop a mode of communication for data interpretation for all stakeholders.</i>	Continue <i>Effectively develop a mode of communication for data interpretation for all stakeholders.</i>

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?)

- 1) Staff development is provided by Central Office Staff, as it relates to test interpretation and analysis.
- 2) Staff development is provided as related to portfolios.

School psychologists work with individual teachers and staff on implementing and training for curricular based measurement and AIMS web Program.

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

Appropriate balance needs to be maintained between the instructional process and the assessment process.

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?)

Funds are allocated to purchase materials and for staff development in the use of research based assessments including Wilson Reading, AIMS web, *Scantron component testing*, *learning curve data*, and other appropriate programs of High Performing Schools.

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

Funds should support only research data driven assessment programs. Where applicable, funds should be dedicated to consolidating assessments.

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?)

Central office personnel are available on an “as needed” basis to provide assistance with understanding and implementing assessment practices. School psychologists are allocated on an equitable basis and provide staff development at individual school levels on current research based practices.

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

The optimal solution would be a test administrator/trained curriculum specialist, with duties dedicated to assessment, assigned to each school.

Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

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

We are currently utilizing assessment staff from the University of Tennessee at Knoxville to provide assistance in collecting, *analyzing, and entering* AIMS web data. Military personnel assist in the administration of the Armed Services Vocational Aptitude Battery (ASVAB).

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

We would like to include personnel from other universities to provide additional assistance in the collection of AIMS web data.

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?

According to the system report card all sub groups of students are being assessed according to State and Federal Standards.

Assessment Reflective Questions - Narrative Response Required
--

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

Based on student enrollment/needs, funds and resources are effectively targeted.
--

Assessment Reflective Questions - Narrative Response Required
--

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

Student outcomes are progressing; however, problems are being addressed. More personnel are needed to ensure that student outcomes continue.
--

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?**

Monroe County does a good job with data analysis and interpretation of data from a variety of assessment instruments. We continue to show progress toward meeting our goals. We are currently at or above the NCLB standard for the percent of students to be tested. Disaggregated data, promotion and graduation rates, and AYP have shown improvement.

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.**

AIMS web and Scantron Performance Testing provide periodic, measured progress for kindergarten thru eighth grades in language and math. Because of this valued, but time consuming assessment process, we need to find a way to appropriately balance the time for assessment and analysis of test results versus instructional time. Due to the amount of time necessary to complete these assessments and analysis, more personnel are needed.

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

We could:

1. expand funding for AIMS web assessments to encompass all grades (K-8)
2. provide further staff development on test interpretation
3. employ a curricular specialist, who would assist in *curriculum instruction*

TCSPP TEMPLATE 4.4a

ORGANIZATIONAL PRACTICES

Current Organizational Practices	Building Leadership Team and Grade Level and Department Meetings	Departmentalized by Grade or Subject	Scheduling	Communication to Stakeholders	<i>Systematic Staff Development Plan</i>	<i>Administrative Leadership Training</i>	<hr style="width: 100%; border: none; border-top: 1px solid black; margin-bottom: 5px;"/> (identify practice)
Evidence of Practice	Agendas and minutes from the meetings.	School map and common planning time.	Star Student Software Program and heterogeneous grouping.	Monthly newsletter, e-mail updates, weekly announcements, school and county websites, newspaper, staff meetings and parent/teacher conferences.	<i>Scientific research and data driven staff development is provided with follow-up. Two year school calendars allow advanced planning to acquire high quality staff development, analysis of teacher and parent surveys.</i>	<i>Monthly administrative meetings, agendas for monthly meetings, professional development/ attendance accountability sign-in sheets, e-mails, and memos for announcements.</i>	
Is the current practice research-based?	Yes	Yes	Yes	Yes	<i>Yes</i>	<i>Yes</i>	
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	<i>Yes</i>	<i>Yes</i>	
Has the current practice been effective or ineffective?	Effective	Effective when implemented. However, inconsistent across the system.	Effective	Effective when implemented.	<i>Effective</i>	<i>Effective</i>	

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Minutes from meetings, agendas, input from principals' meetings.</p>	<p>Teacher feedback and teacher surveys.</p>	<p>Preliminary reports, workable schedule, TCAP, test scores, students placed in classes according to academic needs. Teacher lists show classes are balanced.</p>	<p>Surveys number in attendance and number of electronic distributions, Parent complaint logs, Progress reports & discipline</p>	<p><i>TCAP scores, parent and teacher survey</i></p>	<p><i>Monthly administrative meetings, agendas for monthly meetings, professional development/ attendance accountability sign-in sheets, e-mails, and memos for announcements.</i></p>	
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Student outcomes, test data, faculty feedback, review & revisions of grade-level policies, objectives.</p>	<p>Continuity of curriculum and instruction in those grade situations and collaboration.</p>	<p>Effective because we're able to project the number of personnel needed to serve the students. Test core analysis ineffective due to glitches with the Star Student Software.</p>	<p>Decrease in parental complaints; test scores; increase awareness of student progress; parental involvement, increased attendance, less discipline referrals, and ineffective-inconsistency across system.</p>	<p><i>Surveys of participating teachers revealed positive and effective comments. TCAP scores from selected schools increased.</i></p>	<p><i>Monroe County forms are being used state wide, presentations have been given by administration at regional and state conferences, academically, all schools are making AYP.</i></p>	
<p>Evidence of equitable system support for this practice</p>	<p>Advisory committee participation and staff development, planning time.</p>	<p>Staff development by subject area and grade levels, planning time, and scheduling more educational assistant time in the classrooms.</p>	<p>Personnel Assignments</p>	<p>Star System, e-mail and supplies equitably distributed.</p>	<p><i>Teachers from all schools</i></p>	<p><i>All administration are involved, release time for training.</i></p>	
<p>Next Step (changes or continuations)</p>	<p>Increase the practice; more participation; recommend</p>	<p>Continue based on enrollment, but with consistency and</p>	<p>Improve scheduling programs</p>	<p>Continue with more consistency across the</p>	<p><i>Continue providing data that shows highest needs</i></p>	<p><i>Continue and expand implementation of the plethora</i></p>	

	meetings held two times per month; integrate Special Ed. teachers in meetings.	full implementation. Funding for personnel to be fully implemented.		system with full implementation. Mandate more communication between central office and schools (via e-mails, parent letters, staff meetings)	<i>and expand to other grade levels, based on need.</i>	<i>of high quality staff development necessary for administration to effectively carry out their duties.</i>	
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TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

Central Office Personnel are readily available on an “as needed” and pre-determined basis to address issues related to building capacity around understanding and implementing research-based organizational practices. Assistance and training is provided in the practices of building team leadership, vocational practices, scheduling, departmentalizing and effective communication techniques.

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

Continued emphasis needs to be placed on training of administrators and instructional staff on research-based organizational practices. The system should *continue developing* a long-range plan to address staff development changes that are needed to improve student outcomes.

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?)

Federal, state and local funds are departmentalized and utilized according to the needs of individual programs, such as vocational, special education, and Title I reading programs. The process of combining the efforts is underway, thus reducing fragmentation of programs.

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

The system should continue the efforts to consolidate staff development and other practices so that funds address a system-wide long-range plan.

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?)

Central Office personnel are available on an “as-needed” or “required basis” to address research-based organizational practices. Central office staff performs multiple duties, but to effectively implement research-based practices across the curriculum, trained curriculum specialists are needed to reduce the work load of supervisors.

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

Trained curriculum specialists and additional assistance in technology, at both the system and school level, are needed.

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?)

Input is provided by advisory councils comprised of community stakeholders, such as corporate retirees, business partners, and parent groups.. Assistance is provided through universities and military personnel. Volunteers are used throughout the system.

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

The system should expand the role of community partnerships in system decision -making.

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?

<p>Equity and adequacy per current funding and personnel are based on state and federal standards, but an expanded role is needed to involve more community stakeholders, increase technological assistance, and address curriculum issues. This can be accomplished by an expanded staff development plan and the employment of trained curriculum specialists.</p>
--

Organizational Reflective Questions - Narrative Response Required
--

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

<p>Based on current funding and resources, the needs of students are being effectively targeted. However, to become a high-performing school district, gaps exist that need to be addressed with staff development, curriculum specialists and technological assistance. The social, emotional, and physical needs of students are also a concern.</p>
--

Organizational Reflective Questions - Narrative Response Required
--

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

<p>Steady progress is being achieved toward state and federal standards. The gaps that currently exist can be closed by funding curriculum specialists, providing technological assistance, and working toward meeting the social, emotional, and physical needs of students.</p>

TCSPP TEMPLATE 4.4d

ORGANIZATIONAL SUMMARY QUESTIONS

The following summary questions are related to **Organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Organizational Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Professional development in the areas of scheduling and student placement with highly qualified teachers was made available to all administrators and their staff by central office personnel. As a result, scheduling and student placement are strengths in Monroe County. Equity of resources for all schools and students is a priority for the supervisory staff in central office and thus is strength as well. Flexibility of faculty with collaboration between colleagues and continuing to strive for excellence and effectiveness in classroom is promulgated by all supervisors in central office.

Organizational Summary Questions- Narrative Response Required

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

Since funding of education in Monroe County is under the State and Federal average, the following educational practices are at risk:

1. Available personnel to cover classes for planning time
2. Time for teachers to plan as a department
3. Needed improvements in technology *as indicated by survey.*

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

An organized effort by the stakeholders to convince the funding fathers of educational needs in ensuring a High Performing School System.

We would like to see the following needs addressed:

- * *building level administrative training on scheduling,*
- * *staff development time to analyze data,*
- * *data teams to analyze data,*
- * *funds allocated for either release time or extended day for staff development,*
- * *funding secured for additional personnel to allow planning time for instructional staff.*

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Revised DATE: March 29, 2007

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

Goal

The graduation rate of Monroe County students (including all sub-groups; Career/Technical) will increase to a minimum target of 81.1% as mandated by state and federal regulations during the school year 2007-2008.

Which need(s) does this Goal address?

Weaknesses found in Component 3 and Monroe County Report Card.

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

To increase the graduation rate of all students in Monroe County. (Goal 2 in Monroe County’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

Teachers and administrators will attend research based professional development training concerning strategies to prevent student dropout and to increase graduation rate (instructional strategies, technology training, and workshops on poverty).

July 2007-
May 2008

Federal Programs Director (Dan Schlafer)

\$58,000 for speakers, substitutes, materials, stipends, and travel

Federal Programs, Special Education, BEP, Coordinated School Health, grants, and Career Technical

Record of attendance, teacher evaluations, STAR management program, Monthly reports

Action Step

Teachers will attend research based training on reading instructional strategies for at-risk students (K-12) and increasing the number of tutorial programs for all students in K-12 (all subgroups).

August 2007-
May 2008

Instructional Supervisors K-8 (Sharon Benton) and 9-12 (Joe Helms), Consulting teacher (Mike Garren)

\$75,000

Title III, Federal Programs, Special Ed., and grants

Report of attendance of professional development (PD), teacher evaluations, TCAP scores (Achievement, Gateway, End of Course, Writing Assessment), AIMSweb, Performance Testing

Action Step	<i>Teachers will be assigned to be a mentor to each at-risk K-12 student (all subgroups included).</i>	August 2007	<i>Instructional Supervisors K-8 (Sharon Benton) and 9-12 (Joe Helms)</i>	No budget expense	Teacher and support staff time during work hours	Roster of time spent, survey of students involved, graduation rate improvement percentage
Action Step	<i>Teachers and building administrators will continue to implement parent resource centers within each school.</i>	May 2007-May 2008	Federal Programs Director (Dan Schlafer)	\$20,000	Federal Programs, BEP, Special Ed., Coordinated School Health	Parent sign-in logs, parent and teacher surveys, graduation rate improvement
Action Step	<i>Systemwide Leadership Team will continue to identify barriers to graduation and factors that are increasing the drop-out rate including budget deficits.</i>	May 2007-May 2008	<i>School Health Supervisor (Sonia Hardin), Instructional Supervisor 9-12/Career Technical Director (Joe Helms)</i>	\$10,000	Grants, Coordinated School Health, and Career Technical	Youth Risk Behavior Survey (YRBS) student survey, parent and teacher surveys, school counselors' reports, nursing reports, assets building surveys
Action Step	Support staff will improve student's physical, mental and emotional health, and support social needs in order to decrease barriers to learning.	May 2007-May 2008	<i>School Health Supervisor (Sonia Hardin), Coordinated School Health Coordinator (Janice Ledford)</i>	\$60,000 for Behavioral Health Counselor	Community support (Chota, Cherokee, Hiwassee College, Monroe County Health Council), School based clinics, Behavior Health Clinic, and Family Resource Center	YRBS student survey, parent and teacher surveys, school counselors' reports, nursing reports, assets building surveys
Action Step	Teachers and school counselors will provide intervention programs addressing conflict resolution, bullying-prevention, decision making strategies, and character education to promote the resilient child.	May 2007-May 2008	<i>Assistant Director of Schools (Elton Frerichs)</i>	\$9,500	Coordinated School Health, Federal Programs, and community collaboration	YRBS student survey, parent and teacher surveys, and school counselors' reports
Action Step	<i>Teachers will offer opportunities for students to improve their ability to achieve academic success and recover unattained credits through the Credit Recovery and Virtual Schools Programs.</i>	September 2007-May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional Supervisor 9-12 (Joe Helms), Special Ed. Director</i>	<i>\$80,000 to purchase more site licenses, personnel</i>	<i>Federal Programs, Career Technical, Special Ed., and local money</i>	<i>Graduation rate, drop out rate, students credits attained</i>

			(Bruce Beaty)			
Action Step	Teachers will extend additional opportunities to students needing remediation or credits for graduation by offering summer school courses (K-12).	June 2007-June 2008	Assistant Director of Schools (Elton Frerichs)	\$100,000	Extended Contract and student fees	Record of attendance, successful completion rate
Action Step	Administrators and teachers will ensure that core indicators 1S1 and 2S1 are emphasized through staff development and requirements of Carl Perkins legislation are met or exceeded.	July 2007-May 2008	Career Technical Director (Joe Helms)	\$10,000	Carl Perkins Grant and local money	Carl Perkins Report Card, Credit Recovery results, teacher evaluations
Action Step	Teachers will attend staff development and learning opportunities for the enhancement of non-traditional careers (Core Indicator 4S1).	July 2007-May 2008	Career Technical Director (Joe Helms)	\$5,000	Carl Perkins Grant and local money	Carl Perkins Report Card, placement records (follow up report), teacher evaluations
Action Step	Teachers will use data to drive instruction with the assistance of a school level data team (K-12).	May 2007-June 2008	Federal Programs Director (Dan Schlafer)	\$81,500 for a curriculum specialist, data consultant, stipends, teacher substitutes	Federal Programs	Data synthesis, reflective questioning, participant evaluations

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Revised DATE: March 29, 2007

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

Goal *Eighty-nine percent of students in K-8 (including all subgroups) and ninety-three percent of students in 9-12 (including all subgroups; Career/Technical) will score at the proficient level or above in reading/ language arts by May 2008.*

Which need(s) does this Goal address? Taken from identified needs in Component 3 and the Reflective Matrix.

How is this Goal linked to the system’s Five-Year Plan? *To improve all students’ achievement as measured by State and NCLB standards. (Goal 3 in Monroe County’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	<i>Teachers in grade levels (9-12) will develop a curriculum map for timelines in the teaching of reading goals and objectives for each six weeks.</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional Supervisor 9-12 (Joe Helms), Consulting Teacher (Mike Garren)</i>	<i>\$15,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, Special Ed.</i>	<i>Curriculum maps, agendas of meetings, attendance rosters</i>
Action Step	<i>Teachers will implement Monroe County’s curriculum map in each K-8 classroom along with increased use of technology.</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional Supervisor K-8 (Sharon Benton), Consulting Teacher (Mike Garren)</i>	<i>\$15,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, BEP, Special Ed.</i>	<i>Curriculum committee review of curriculum maps, Administrator review of lesson plans and teacher evaluation.</i>
Action Step	<i>Teachers will attend professional development on effective content reading, language arts,</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer),</i>	<i>\$55,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, BEP, Special Ed.</i>	<i>Building administrator review of Teacher evaluations,</i>

	<i>and writing strategies for all grade levels.</i>		<i>Instructional Supervisor K-8 (Sharon Benton) and 9-12 (Joe Helms) Consulting Teacher (Mike Garren)</i>			meeting agendas, attendance rosters
Action Step	<i>Teachers will send home specific ideas for parent support in reaching reading, language arts, and writing goals in grade cards at the beginning of each six weeks.</i>	October 2006-June 2008	<i>Instructional Supervisor K-8 (Sharon Benton), Special Ed. Director (Bruce Beaty)</i>	\$2,500	BEP, Federal Programs, Special Ed.	<i>Committee to evaluate quality of suggested parent activities, improved test scores in the area of reading, language arts, and writing</i>
Action Step	<i>Continue to increase funding for needed intervention programs for at risk students at all grade levels (K-12).</i>	May 2007-May 2008	<i>Director of Schools (Mitch Millsaps)</i>	\$200,000	Monroe County School Board	Budget increases
Action Step	<i>Teachers will give three writing assessments during the school year.</i>	<i>September 2007, November 2007, January 2008</i>	<i>Instructional Supervisor K-8 (Sharon Benton), and 9-12 (Joe Helms), Consulting Teacher (Mike Garren)</i>	<i>\$4,000 for teacher substitutes to score tests</i>	<i>Federal Programs, Special Ed.</i>	<i>Committee to review test scores</i>
Action Step	<i>Teachers will use formative assessments in grades K-8 (AIMS web and EdPerformance) to monitor and adjust instruction.</i>	<i>September 2006-May 2008</i>	<i>Special Ed. Director (Bruce Beaty) Consulting Teacher (Mike Garren), Instructional Supervisor K-8 (Sharon Benton)</i>	<i>\$60,000 to purchase programs</i>	<i>Federal Programs, Special Ed.</i>	<i>TCAP scores, student performance on formative assessments</i>
Action Step	<i>Teachers will extend learning opportunities to at risk students by providing after school tutoring and remediation activities including the use of technology and hands on activities.</i>	<i>September 2007-May 2008</i>	<i>Assistant Director of Schools (Elton Frerichs)</i>	\$30,000	Career Ladder	<i>TCAP scores, attendance, academic improvement in classroom</i>
Action Step	<i>Teachers will increase student attainment (Core Indicator 1S2) in reading, to proficient levels as required by Carl Perkins legislation.</i>	<i>July 2007-May 2008</i>	<i>Career Technical Director (Joe Helms)</i>	10,000	<i>Carl Perkins Grant and local money</i>	<i>Carl Perkins Report Card, Gateway exam results, retention rates, End of Course results and competency attainment</i>

<p>Action Step</p>	<p><i>Teachers will use data to drive instruction with the assistance of a school level data team (K-12).</i></p>	<p><i>May 2007-June 2008</i></p>	<p><i>Federal Programs Director (Dan Schlafer)</i></p>	<p><i>\$81,500 for a curriculum specialist, data consultant, stipends, teacher substitutes</i></p>	<p><i>Federal Programs</i></p>	<p><i>Data synthesis, reflective questioning, participant evaluations</i></p>
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TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: March 29, 2007

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

Goal

Eighty-six percent of students in K-8 (all subgroups included) and eighty-three percent of students in 9-12 (all subgroups included; Career/Technical) will score at or above the proficient level in math by May 2008.

Which need(s) does this Goal address?

Taken from identified needs in Component 3 and the Reflective Matrix.

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

To improve all students’ achievement as measured by state and NCLB standards. (Goal 3 in Monroe County’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
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Action Step	<i>Teachers in grades 9-12 will develop a curriculum map for timelines in the teaching of math goals and objectives for each six weeks.</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional Supervisor 9-12 (Joe Helms), Consulting Teacher (Mike Garren)</i>	<i>\$15,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, Special Ed.</i>	<i>Curriculum maps, agendas of meetings, attendance rosters</i>
Action Step	<i>Teachers will implement the curriculum map in each K-8 classroom along with increased use of technology.</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional Supervisor K-8 (Sharon Benton), Consulting Teacher (Mike Garren)</i>	<i>\$15,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, Special Ed., Teachers’ and administrators’ time within their contracts</i>	<i>Curriculum committee review of curriculum maps, Administrator review of lesson plans and teacher evaluation.</i>
Action Step	<i>Teachers will attend professional development on research based instructional strategies for math all grade levels (K-12).</i>	May 2007- May 2008	<i>Federal Programs Director (Dan Schlafer), Instructional</i>	<i>\$56,000 for teacher substitutes, stipends, and materials</i>	<i>Federal Programs, BEP, Special Ed.</i>	<i>Building administrator review of teacher evaluations, meeting agendas,</i>

			Supervisor K-8 (Sharon Benton) and 9-12 (Joe Helms) Consulting Teacher (Mike Garren)			attendance rosters
Action Step	Teachers will send home specific ideas for parent support in reaching math goals in grade cards at the beginning of each six weeks.	October 2006- June 2008	Instructional Supervisor K-8 (Sharon Benton), Special Ed. Director (Bruce Beaty)	\$2,500	BEP, Federal Programs, Special Ed.	Committee to evaluate quality of suggested parent activities, improved test scores in the area of math
Action Step	Continue to increase funding for needed intervention programs for at risk students at all grade levels (K-12).	May 2007- May 2008	Director of Schools (Mitch Millsaps)	\$200,000	Monroe County School Board	Budget increases
Action Step	Teachers will use formative assessments in grades K-8 (AIMS web and EdPerformance) to monitor and adjust instruction.	September 2006-May 2008	Special Ed. Director (Bruce Beaty) Consulting Teacher (Mike Garren), Instructional Supervisor K-8 (Sharon Benton)	\$60,000	Federal Programs, Special Ed.	TCAP scores, student performance on formative assessments
Action Step	Teachers will extend learning opportunities to at risk students by providing after school tutoring and remediation activities including the use of technology and hands on activities.	September 2006-May 2008	Assistant Director of Schools (Elton Frerichs)	\$30,000	Career Ladder	TCAP scores, attendance, academic improvement
Action Step	Teachers will increase student attainment (Core Indicator 1S2) in math, to proficient levels as required by Carl Perkins legislation.	July 2007- May 2008	Career Technical Director (Joe Helms)	\$10,000	Carl Perkins Grant and local money	Carl Perkins Report Card, Gateway exam results, retention rates, End of Course results and competency attainment
Action Step	Teachers will use data to drive instruction with the assistance of a school level data team (K-12).	May 2007-June 2008	Federal Programs Director (Dan Schlafer)	\$81,500 for a curriculum specialist, data consultant, stipends, teacher substitutes	Federal Programs	Data synthesis, reflective questioning, participant evaluations

TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Revised DATE: March 29, 2007

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

Goal

Students (including all subgroups; Career/Technical) will be exposed to and use technology to improve student learning and enhance instructional program.

Which need(s) does this Goal address?

Taken from identified needs in Component 3 and the Reflective Matrix.

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

To improve all students’ achievement as measured by state and NCLB standards. (Goal 3 in Monroe County’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	<i>Teachers, paraprofessionals, and administrators will attend professional development training in the use of technology.</i>	May 2006- May 2008	<i>Technology Coordinator (John Swatzell)</i>	<i>\$52,000 for teacher substitutes, stipends, and materials</i>	BEP, Federal programs, Special Education, and Career Technical	<i>Professional development agendas, attendance rosters, administrator review of lesson plans and teacher evaluations</i>
Action Step	<i>Teachers will be provided timely technology assistance in every school.</i>	August 2006- May 2009	<i>Technology Coordinator (John Swatzell), Director of Schools (Mitch Millsaps)</i>	<i>\$55,000 for additional technician</i>	Federal programs, local funds, BEP, and Career Technical	Administrator and teacher surveys
Action Step	<i>Current and new technologies will be used to enhance instructional strategies to increase student learning.</i>	August 2006- August 2009	<i>Technology Coordinator (John Swatzell)</i>	<i>\$250,000 for technology purchases</i>	Federal programs, and Career Technical	Instructional booklets, agendas, attendance rosters

Action Step	Increase communication among staff, parents, and administration using email and county website.	August 2006- May 2009	<i>Technology Coordinator (John Swatzell)</i>	\$5,000	Federal programs, local funds, BEP	Emails, surveys
Action Step	<i>Career Technical instructors will increase instructional strategies using technology to meet or exceed all core indicators as mandated by Carl Perkins legislation.</i>	July 2007- May 2008	<i>Career Technical Director (Joe Helms)</i>	\$70,000	<i>Carl Perkins grant and local money</i>	<i>Carl Perkins Report Card and teacher evaluations</i>
Action Step	<i>Technology department will support adult literacy services by providing technology resources e.g. internet access, use of computer labs after school hours, software, and maintenance for their computers.</i>	May 2007- May 2008	<i>Technology Coordinator (John Swatzell), Adult Education Supervisor (Rick Saunders)</i>	\$1,000	<i>Adult Education funds, BEP</i>	<i>Survey of Adult Education Staff</i>

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

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

MONROE COUNTY

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP 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
No Child Left Behind Information Pamphlet Title II A accountability information and system status (http://141.225.19.139/pdsurvey/) Monroe County Report Card – On file at Central Office TCSP, Component 5, pages 60-70								
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
TCSP, Component 5, Goal 4- Action Step 2 and 3, page 69								
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
TCSP, Component 5, Goal 4 – Action Steps 2 and 3, pages 69								
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
TCSP, Component 5, Goal 4, pages 69 and 70								
	+					+		F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP 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)								T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+							F
	TCSPP, Component 5, Goal 4- Action Steps 2 and 3, page 69							
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)	+							F
	TCSPP, Component 5, Goal 4 – Action Steps 1 and 2, page 69							
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
	TCSPP, Component 5, Goal 4- Action Step 4, page 70							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
	TCSPP, Component 5, Goal 4-Action Step 6, page 70							
	+							F

MONROE COUNTY

	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 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)	TCSPP, Component 5, Goal 4, All Action Steps, pages 69 and 70							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.	+	+			+			F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: • 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
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+	+						F S
Describe the strategy the LEA will use to coordinate	+							F

	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.)								
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)	TCSPP, Component 5, pages 60-70 Professional Development Authorization Form							
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
Annual meetings with parents of Head Start students (attendance rosters).								
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+					F S C
On file at Monroe County Central Office Monroe County Report Card Federal Programs – Highly Qualified letter								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
Family Resource Center Federal Projects line item budget Free/Reduced lunches								
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
Parent involvement plans have been written at every Title I school and are attachments to their School Improvement Plans. TCSPP, Component 5, pages 60-70								
	+							F

MONROE COUNTY

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSP 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.)	Web survey Professional Development Plan Monroe County website							
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 TCSP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+							F
	Professional Development Checklist on file in Federal Programs’ Office							
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
	TCAP scores TCSP, Component 5, pages 60-70							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+							F
	Areas of need are identified via assessment reports. Staff Development is then coordinated and presented to address our areas of need. TCSP, Component 6, page 5, 7, 10, and 15							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities 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.	Professional Development Plan Teacher Mentoring at three schools Individual School Improvement Plans/SACS Plans TCSPP, Component 5, pages 60-70							
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
	TCSPP, Component 6, Page 5, 6, 7, 10, 11, and 15							
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
	Workshop attendance rosters							
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
	Principal evaluations of teachers. Teachers are sent to workshops on student behavior interventions when the teacher has a problem with maintaining discipline in the classroom.							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+							F
	Representatives to Family and Community Engagement Workshops – attendance rosters							
Describe how the LEA will provide training to enable	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								
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
	Curriculum Mapping and other workshop attendance rosters							
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+							F
	School community surveys TCSP, Component 1, page 10							
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)	+							F
	Planning committee attendance rosters							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+							F
	School community attitude surveys of Middle School students and tenth graders.							
	+							F
	Safe and Drug Free Grant							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	State and National training for SRO officers.								
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+							F	
	TCSP, Component 5, pages 60-70 Federal Programs budget documentation								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+							F	
	Planning Committee attendance rosters.								
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+							F	
	Documentation of school visits by Federal Programs Director.								
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+							F	
	Family Resource Board of Directors' meeting attendance rosters.								
Include an assessment of the telecommunication	+					+		F	

MONROE COUNTY

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)								Technology in Education Survey System (TESS) T
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)	+					+		F
	TCSP, Component 5, Goal 4, All Action Steps, pages 69 and 70							T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)						+		
	TCSP, Component 5, Goal 4, All Action Steps, pages 69 and 70							T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				
	Extended contract teacher lesson plans, student attendance roll, and evaluation data sheets.							E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?				+				
	TCAP scores are improving and student promotions are increasing.							E
Describe the process for evaluating the work you have done?				+				
	Evaluation data sheets							E
Include an extended contracts employment summary?				+				
	Federal Programs and Finance Department records Extended Learning Summary data sheets							E
Define your leadership team?	+	+	+		+			F

MONROE COUNTY

	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.)									
								TCSPP, Component 1, pages 5, 6, 7, 8, and 9 Individual School Improvement/SACS Plans Federal Programs meetings attendance rosters Career Technical Advisory Council, page 60 of Perkins Plan Pre-School Transition, Special Education Advisory Committee	S C A
	+	+	+		+				F S C A
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								TCSPP, Component 1, pages 5, 6, 7, 8, and 9 Pre-School Transition, Special Education Advisory Committee Individual School Improvement/ SACS Plans Career Technical Advisory Council, page 60 of Perkins Plan	F S C A
	+	+	+	+	+				F S E A
Define your subcommittees?								TCSPP, Component 1, pages 5, 6, 7, 8, and 9 Pre-School Transition, Special Education Advisory Committee, Individual School Improvement/ SACS Plans Federal Programs meetings attendance rosters Craft Committees at Individual Schools (CTE)	F S E A
		+			+				S A
Define significant system and common factors?								TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans	S A
	+	+		+	+				F S E A
Profile your system and community?								TCSPP, Component 1, page 10 Individual School Improvement /SACS Plans	F S E A
	+	+	+	+	+	+			F S C E A T
Use a collaborative process to develop your program goals/objectives?								TCSPP, Component 1, 2, 3, 4, and 5 pages, 10-70 Individual School Improvement Plans/ SACS Plans Career Technical Perkins Plan, Section One	F S C E A T
Define your beliefs?	+	+	+		+				F

MONROE COUNTY

	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.)								
	TCSPP, Component 2, page 15 Individual School Improvement Plans/SACS Plan							S C A
Define your mission?	+	+	+	+	+			F S C E A
	TCSPP, Component 2, page 15 Individual School Improvement/ SACS Plans Monroe County Five Year Plan							
Define your vision?	+	+	+	+	+			F S C E A
	TCSPP, Component 2, page 16 Individual School Improvement/ SACS Plans Monroe County Five Year Plan							
Identify academic and non-academic assessment measures?	+	+	+	+	+			F S C E A
	TCSPP, Component 1, page 11 TCSPP, Component 3, pages 18 and 19 TCSPP, Component 4, pages 46-51 Individual School Improvement/ SACS Plans Career Technical Perkins Plan, page 13-15 Federal Programs Extended Learning Evaluation Sheets							
Define data collection and analysis processes?	+	+	+	+	+			F S C E A
	TCSPP, Component 1, pages 10-13 TCSPP, Component 3, pages 18-27 TCSPP, Component 4, pages 32-37, 41-45, 48-51, and 55-59 Individual School Improvement/SACS Plans E-TIGER, Career Technical Extended Contract Employment Summary, Data Sheets, and Learning Evaluation Sheets							

MONROE COUNTY

	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 report card results?	+	+	+	+	+			F S C E A
	TCSPP, Component 1, pages 10-11 TCSPP, Component 3, pages 18-27 TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans Perkins Report Card							
Explain what you learned from all of the data?	+	+	+		+			F S C A
	TCSPP, Component 3, pages 18-27 TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans Perkins Report Card							
Prioritize your goals?	+	+	+	+	+	+		F S C E A T
	TCSPP, Component 3, page 25 TCSPP, Component 4, pages 29-59 Individual School Improvement/SACS Plans Perkins Plan, Section 1, pages 24-28 Federal Programs Assurances							
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	+					F S C
	Perkins Plan, Section 6 Federal Programs Assurances							
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+		+			F S C A
	TCSPP, Component 3, pages 18-27 Individual School Improvement/SACS Plans E-Tiger (CTE)							
	+	+	+		+			F

	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 strengths and weaknesses based on the data?	TCSPP, Component 3, pages18-27 TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans Perkins Report Card							S C A
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?			+					C
	Perkins Report Card							
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?			+					C
	Perkins Report Card							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?			+					C
	Perkins Report Card Competency Attainment Report							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?			+					C
	Perkins Report Card Competency Attainment Report							
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?			+					C
	Perkins Report Card Follow-Up Report							
Determine the percentage of non-traditional students enrolled in a career-technical program?			+					C
	Perkins Report Card							

MONROE COUNTY

	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 non-traditional students classified as concentrators in a career-technical program?			+					C
Perkins Report Card								
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.	+	+	+		+			F S C A
TCSPP, Component 3, pages 18-27 TCSPP, Component 4, pages 29-59 Individual School Improvement/SACS Plans Perkins Report Card								
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	+			F S E A
TCSPP, Component 3, pages 18-27 TCSPP, Component 4, pages 46-51 TCSPP, Component 5, page 60-70 Individual School Improvement/SACS Plans								
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+		+			F S C A
TCSPP, Component 3, pages 18-28 TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans Perkins Report Card								
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			+			F S A
Monroe County Report Card TCSPP, Component 3, pages 18-28 TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans								
Indicate that Parent Notification of assessment data has	+	+	+					F

MONROE COUNTY

	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.)								
been disseminated to parents in a uniform format and provided in a language understood by all parents?								S C
Define the current reality of student learning?				+	+			E A
	Extended Learning Evaluation sheets Individual School Improvement/SACS Plans							
Analyze faculty perception of your system?		+		+	+			S E A
	TCSPP school community survey Individual School Improvement/SACS Plans Special Education Monitoring Instrument							
Analyze parent perception of your system?		+		+	+			S E A
	Individual School Improvement/SACS Plans Special Education Monitoring Instrument							
Analyze community perception of your system?		+		+	+			S E A
	Individual School Improvement/SACS Plans Special Education Monitoring Instrument							
Analyze student perception of your system? (if applicable)		+		+	+			S E A
	Individual School Improvement/SACS Plans Special Education Monitoring Instrument							
Identify your Component 3 priorities of need?	+	+	+		+			F S C A
	TCSPP, Component 3, page 25-27 Individual School Improvement/ SACS Plans Perkins Report Card Monroe County Report Card							
		+	+	+				

MONROE COUNTY

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify the strengths and weaknesses of your decision-making process?	TCSPP, Component 1, pages 12 and 13 TCSPP, Component 4, pages 32-37, 41-45, 48-51, and 55-59 Perkins Report Card Monroe County Report Card							S C E
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+			F S C E A
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+			F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+			F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?		+	+					S C
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+		+				S E
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?								S
			+					
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?								C
			+					
Define how you will assist career-technical students in mastering occupational skill competencies?								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?								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?								S C
			+					
Determine how you will promote non-traditional enrollment in career-technical programs?								C
		+	+					

MONROE COUNTY

	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 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.)								SC
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+			F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	+	+		+	+			F S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	+	+						F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+						F S
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+						F S
If applicable, describe the activities funded by the system	+	+		+				F

	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.)									
which support preschool programs?	Pre-School Grant Kindergarten Camp funded by a High Priority Grant. TCSPP, Component 1, pages 10-11 TCSPP, Component 4, pages 29-59							S	E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+			+				F	
	Family Community Engagement Policy No Child Left Behind parent information pamphlet							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	
	Extended Contract Data sheets ESY in Individual Education Plans TCSPP, Component 4, pages 29-59 TCSPP, Component 5, pages 60-70							S	E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+		+			F	
	TCSPP, Component 4, pages 29-59 Individual School Improvement/ SACS Plans Perkins Report Card							S	C
Determine to what degree you meet SACS standards?					+			A	
	Individual School Improvement/SACS Plans								
Determine to what degree the stakeholder perception matches your current reality?		+			+			S	
	School Community Surveys Individual School Improvement/ SACS Plans								A

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	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 4 priority of needs?	+	+	+		+			F S C A
	TCSPP, Component 4, pages 36-37, 44-45, 51, and 59 Individual School Improvement/SACS Plans Perkins Report Card							
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+	+	+	+		S C E A T
	Individual School Improvement/SACS Plans Perkins Plan, Section 1 TCSPP, Component 5, pages 60-70							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+		+	+		S C A T
	Individual School Improvement/SACS Plans Perkins Plan, Section 1 TCSPP, Component 5, pages 60,61,63, 64, and 66-70							
Define your implementation plans?		+	+	+	+			S C E A
	TCSPP, Component 5, pages 60-70 Individual School Improvement/SACS Plans Perkins Plan, Section 1							
Address in your action plan the required clusters for your program area?			NA					C
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
	Perkins Plan, Section 1 Perkins Addendum							
Determine how the system addresses plans for meeting		+	+					

	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.)									
performance levels on the core indicators of performance? (must address each deficient core)								TCSPP, Component 5, pages 60-70 Perkins Plan, Section 1 Perkins Addendum	S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?			+					Perkins Plan, Section 2 TCSPP, Component 5, pages 60-70 Professional Development Five Year Plan	C
Define what summative assessment will be used?		+			+			TCSPP, Component 4, pages 46-51 Individual School Improvement/SACS Plans	S A
Describe how you will evaluate the SIP process?		+			+			TCSPP, Component 4, pages 29-59 Individual School Improvement/SACS Plans	S A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?		+	+					TCSPP, Component 5, pages 60-70 Monitoring Summary of Action Plan Perkins Plan, Section 5	S C
Address in the action plan the evaluation process required for each question within each cluster area?		+	+					TCSPP, Component 5, pages 60-70 Perkins Plan, Section 5	S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?			+					Perkins Plan, Section 5	C

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	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP								
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 TCSP includes the SEA's responsibilities for improvement. The LEA's revised TCSP includes a determination of why the district's previous plan did not bring about increased student academic achievement.	+	+						F S
	TCSP, Component 5, pages 60-70 Special Education Monitoring Plan							
Define your plans for implementation and evaluation of your action plan?	+	+	+		+			F S C A
	TCSP, Component 5, pages 60-70 Special Education Monitoring Plan Individual School Improvement/SACS Plans Perkins Plan, Section 5							

	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 TCSP indicate that:								
		+	+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma?</p> <p>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))</p>								S C
		+						
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>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 (20U.S.C.1416 (a)(3)(A))</p>								S
Participation and performance of children with disabilities		+						

	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 TCSP								
Do your Most Current Data used in the CURRENT Year's TCSP indicate that:								
<p>on statewide assessments:</p> <ul style="list-style-type: none"> 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? <p>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))</p>	<p>TCSP, Component 1, pages 10-13 Special Education State Monitoring</p>							S
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percent of children with IEPs ages 6 through 21:</p> <ul style="list-style-type: none"> 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? <p>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))</p>	<p>TCSPP, Component 1, pages 10-13 Special Education State Monitoring</p>							S
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percentage of 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))</p>	TCSPP, Component 1, pages 10-13 Special Education State Monitoring							S
<p>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))</p>	TCSPP, Component 1, pages 10-13 Special Education State Monitoring							S

	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:								
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
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))		+						S
	TCSPP, Component 1, pages 10-13 Special Education State Monitoring							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
	TCSPP, Component 1, pages 10-13 Special Education State Monitoring							
		+						

	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:								
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))								S
		+						
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S
		+						
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))								S
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school?</p> <p>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))</p> <p>* LEA can use state transition survey (in process of development) or develop own procedure for TCSPP</p>	<p>TCSPP, Component 1, pages 10-13 Special Education State Monitoring</p>							S

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

TENNESSEE COMPREHENSIVE

COMPONENT 6

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

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

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

Evidence of Collaborative Process - Narrative Response Required

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

Meeting minutes show that each of the five component teams included a wide range of stakeholders including central office staff members, principals, teachers, students, support staff, school board members, parents, and community leaders. The Monroe County School System exceeded the required rubric by including an average of twelve stakeholders on each component team. Data collected by team members met the criteria set forth by the TCSPP process.

Evidence of Alignment of Data and Goals - Narrative Response Required

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

The goals set in Component 5 were derived from the prioritized goals listed in Component 3. The Component 3 data was aggregated by Component 1 team members as evidenced by their completed document and meeting minutes.

This data was then analyzed by Component 3 team members with strengths and areas to strengthen in both academic and non-academic areas identified. The Component 4 group met to evaluate our curriculum and to address our areas of strength and our areas of need. The areas to strengthen were subsequently evaluated and prioritized to allow for the evolution of Component 5 standards.

The four objectives identified in the Component 3 “Evaluations of the Prioritized Goals” section were individually addressed and listed in the “Action Plan Development” section of Component 5. These action steps were grounded in student achievement data and drove what subjects and groups of students needed to be addressed. When rated by state evaluators, Indicator 5.1 goals received a rating of “4”, which is conclusive evidence of alignment between Monroe County’s data and our goals.

In addition, beliefs espoused in Component 2 have been rewritten to address alignment between those same data and goals. The Monroe County Board of Education met in Nashville at a training session to establish our vision and mission statements. Those statements have been deemed appropriate and remain unchanged.

Finally, a paper trail of evidence housed in our Central Office validates alignment between the results from the analyses of the areas of curriculum, instruction, assessment and organization in Component 4 and our Component 5 action steps. With the exception of a “3” given by state evaluators on indicator 4.7, the Monroe County School System is proud that Components 4 and 5 received the exemplary evaluation rating of “4”. Revisions for all component work are included in our revised 2007 TCSPP document.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Promulgation of our TCSPP transpires on a plethora of levels. Archived agenda and Component and Leadership Team meeting minutes confirm extended communication and discussion among our stakeholders’ with regard to the shared vision for our system.

The initial principals’ meeting for school year 2006-2007 held on Wednesday, August 2, 2006 saw the promulgation, dissemination and discussion of our completed TCSPP manual to all building level principals. In turn, principals included implementation of the plan as faculty meeting agenda items. The plan was also discussed at individual school open house, PTO, and Title I Parental Engagement meetings.

Further deliberations were held with the Leadership Team in separate meetings. School board members participated in the planning process and received copies of the document. Our goals are clearly communicated and discussed at Monroe County Board of Education meetings and work sessions. These meetings are always open to the public and covered by print media. Coverage of school-related issues by THE MONROE COUNTY ADVOCATE has always been fair and objective.

In addition, emails, letters, and facsimile communication with regard to meeting dates, minutes, and component team member brainstorming are further communication attestation.

Finally, the TCSPP plan is posted on our school system’s website for the world to see. To view our work, go to: www.monroe.k12.tn.us, click on “Local and Federal Plans,” then click on “TCSPP.”

Suggestions for the Process- Narrative Response Required**What suggestions do we have for improving our planning process?**

After lengthy discussion with stakeholders and introspective reflection on our document, to improve our planning process the Monroe County Central Office Staff resolves to further enhance our commitment of time, money, personnel, and other resources in the following manner:

1. Continue to commit federal, state, and local resources to our children
2. Seek further funding for areas of need
3. Provide equitable programs at each school
4. Ensure high quality, scientifically research-based, staff development opportunities
5. Continually aggregate and disaggregate student achievement and non-academic data to help drive instruction and to improve our school system
6. Involve a wide range of support services for students and staff members
7. Review our goals and action steps at regular intervals to ensure a high quality program for our students, staff, stakeholders, and community
8. Continue to ensure that a broad spectrum of stakeholders represent all walks of our community life
9. Seek additional avenues to communicate our plan to our community at civic club gatherings, PTO meetings, and in school newsletters
10. Solicit supplemental print and electronic media exposure for the plan
11. Communicate our TCSPP plan to all professional staff at our county-wide in-service held at the beginning of the school year
12. Require that TCSPP discussion be a part of staff development day activities
13. Disseminate test data in an easily understood format at the beginning of the school year
14. Discuss individual student test data during open house and in one-on-one, parent conference meetings
15. Offering credit recovery and virtual school opportunities at the secondary level

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

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

Evidence of Implementation - Narrative Response Required
<p>What is our plan to begin implementation of the action steps?</p> <p>To begin implementation of the four goals we set for the Monroe County School System in Component 5, a meeting including all Central Office staff members and building level principals was held on Wednesday, August 2, 2006 in the Central Office Board Room. Copies of our TCSPP plan were personally presented to each principal. Lengthy discussion was held to ensure complete awareness of the process, our areas of strength, areas to strengthen, and the four benchmarks we have established. A combined effort among federal programs, elementary and secondary, career and technical education, special education, coordinated school health and technology supervisors was outlined.</p> <p>Thorough data analysis is at the foundation of our implementation strategy. In order that we realize the full potential of that valuable assessment and evaluation tool, a consulting teacher was hired from Title I funds to begin the intricate task of data compilation and synthesis. To further augment this valuable resource, Learning Curve Corporation has been retained through federal funds to train data mining teams at each of our twelve schools. During school year 2007-2008, we plan to expand the consulting teacher role in our school system to include a curriculum and instruction specialist at both the elementary and the high school levels.</p> <p>Since each of our three high schools is targeted under NCLB's graduation adequate yearly progress subgroup, goal 1 of our Action Plan Development is "increasing students' graduation rate." Pearson Learning's Novanet Credit Recovery program which at present provides 15 portals county-wide has been purchased for the 2006-2007 school year and is in the beginning stages of implementation at those three sites. It is our intent to expand this program.</p> <p>At risk students have been identified at each school by teacher and counselor input, test scores, and age, before and after school tutoring will be offered through our extended contract program. Mentors will be provided for all subgroups at a 1:2 teacher/pupil ratio. Parental contact will be maintained. Professional development in literacy, mathematics, and counseling issues will be provided. Emotional and physical support will be provided through our Coordinated School Health Program and our Family and Community Resource Center.</p> <p>Our second and third goals state, "students will score at the proficient level or above in reading/language arts and math by May 2007." To achieve that standard, an ambitious, elementary school, curriculum mapping project began in the fall of 2006 which outlines reading</p>

goals and objectives for each six weeks grading period in order that we deliver instruction on a more consistent basis in all grade levels across the county. An ambitious, nineteen day, \$50,000 federally funded, staff development initiative was contracted through Modern Red School House to provide teacher training in reading, reading comprehension, writing, and math. It is our intent to provide follow-up training in these areas during school year 2007-2008.

EdPerformance Testing through Scantron Corporation was purchased through federal funds. Providing progress monitoring and benchmark testing, this formative assessment is scheduled to be administered three times during the school year. That data will be correlated with TCAP results to form a clearer picture of our academic strengths and needs.

“Students will use technology to improve student learning” is the focus of Goal 4. At the beginning of school year 2006-2007, \$110,000 was transferred out of Title II and Title IV into Title V to accommodate this need. After providing \$20,000 for additional hardware to accommodate credit recovery needs at the secondary level, schools were granted the remaining \$90,000, these discretionary funds at a \$16.45 per pupil rate. An overwhelming percentage of this additional money was allocated to technological resources.

It is our team strategy to gather, collect, analyze, and discuss data from the following sources during school year 2006-2007 to garner a true picture of where we are:

1. Parent surveys—given at Open House and Title I Parental Engagement Meetings
2. Federally required Staff Development Teacher Survey—administered in August
3. Performance Testing—administered Sep-Oct, Jan-Feb, and in May
4. AIMS web—administered Aug-Sep, Dec-Jan, and April-May
5. Writing Assessments—administered February 6-7, 2007
6. TCAP Testing—administered April 16-20, 2007
7. TCAP Alternative Testing—portfolios due in March
8. CTE Competencies/Vocational Completers—MIS forms due in October; competencies due in May
9. Gateway Testing—December 5-8, 2006, May 1-4, 2007
10. End of Course Testing—administered during the last ten instructional days of the school year
11. Credit Recovery Progress Monitoring—assessed in December and May
12. Graduation Rate Data—monitored in June
13. Attendance Data—monitored every twenty school days
14. Youth Risk Behavior Survey—administered April 9-20, 2007

Evidence of the Use of Data - Narrative Response Required**What is the plan for the use of data?**

Data collection and analysis will be used to show us “where we are” as it relates to the stated goals for our school system outlined in this plan. When compared with Component 4’s identified data, we will then more accurately identify the strengths on which we can build, and the areas of need we will address.

Learning Curve Data Teams at each school will be responsible for collecting and analyzing data for their specific professional learning community. These teams will submit their individual data to Component 6 Team Members and the Leadership Team for both school specific and cumulative review. A quarterly review of the data by our Leadership Team will drive instruction as we monitor and adjust our goals accordingly.

Successes will be celebrated during assembly programs and at regular intervals at individual schools. System-wide success will be celebrated annually at the beginning of each school year with a recognition ceremony at county-wide in-service and at a meeting of the Monroe County Board of Education.

Stakeholders will receive regular progress updates via newspaper articles, television news spotlights, web site postings, email notification, school newsletters, PTO meetings, civic club presentations, annual stakeholders’ meetings, individual school Open House gatherings, and during one-on-one parent conferences.

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

The following summary questions are related to **TCSPP Monitoring and Adjusting**. They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

Evidence of Monitoring Dates – Listing Required

What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process? Identify the person(s) responsible for monitoring along with their position and the role they will play in the monitoring process.

The Monroe County System-Wide Leadership Team will meet on October 23, 2006, February 9, 2007, March 2, 2007, April 4, 2007, April 10, 2007 and again in early June to discuss the progress we have attained with regard to our state goals and to set strategy for further growth.

Persons responsible for this monitoring along with their position and the role they will play in the monitoring process are as follows:

Mr. James M. Millsaps, Director of Schools: Ex-officio member of each Component Team

Mrs. Sharon Benton, Elementary Supervisor: Leadership Team Chairperson,
Component 1 & 5 Chairperson

Mr. Elton Frerichs, Assistant Director of Schools: Component 2 Chairperson

Mr. Joe Helms, CTE and Secondary Supervisor: Component 3 Chairperson

Mr. Bruce Beaty, Special Education Supervisor: Component 4 Chairperson

Mr. Dan Schlafer, Federal Programs Director: Component 6 Chairperson

Mr. Mike Garren, Consulting Teacher: Data Analysis Specialist

Ms. Betty Davis, Attendance Supervisor: Attendance Compliance

Mrs. Sonia Hardin, Health Services Supervisor: School Health

Mrs. Janice Ledford, Coordinated School Health Supervisor: Student Support

Mr. John Swatzell, Technology Coordinator: Technology Support

Mr. Rick Saunders, Adult Education Supervisor: Education Outreach

Mr. Charles Underwood, Maintenance Supervisor: Building and Grounds

Mr. Steve McSpadden, Transportation Supervisor: Bus Safety and Transportation

Mrs. Malinda Murchie, Exemplary Educator

Mrs. Kathy Davis, School Nutrition Supervisor: Cafeteria and Food Service

Evidence of a Process for Monitoring Plan - Narrative Response Required

What will be the process that the Systemwide Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

The Systemwide Leadership Team will be empowered in their ability to review real time data and adjust programs and resources as needed resulting in synergistic, fluid process. A data team at each school consisting of the principal, at least three key school personnel, and a central office representative will evaluate individual school data on a recurring, six week basis.

There will be a comprehensive review of formative and summative academic and non-academic data which will be used to continually adjust instructional programs and resources at the school level in conjunction with their school improvement plan. The findings of each data team will be evaluated formally by the Systemwide Leadership Team on a bi-annual basis and informally every six weeks by central office personnel participating on the school level data teams.

Additionally, a data analysis specialist at the central office will monitor real time formative and summative assessment program data. If adjustments need to be made to the plan, the Systemwide Leadership Team will initiate a meeting of the appropriate component teams to facilitate needed changes.

TCSPP TEMPLATE 6.3 (continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

What will be the process that the Systemwide Leadership Team will use for adjusting our plan (person(s) responsible, timeline, action steps, resources, evaluation strategies) when needed?

The System-wide Leadership Team will meet formally on a quarterly schedule in July, October, January and March to review the data analysis performed by each school's data team. Additionally, the Federal Programs Director or a designated data analysis specialist from central office will meet every six weeks with the data teams from every school.

If the organizational structure or the data show that changes have occurred that require an adjustment of the plan, then the appropriate component chairs will be asked to convene their committees and/or outside resources will be accessed. The steps required to complete this process are as follows:

1. Principals will submit names of data team members to Federal Programs Director by February 20, 2007
2. Federal Programs Director will secure Learning Curve Consultant to train data teams by February 21, 2007
3. System-wide Leadership Team will meet to discuss progress and implementation strategies On March 24, 2007
4. Learning Curve data teams will receive initial training using data from prior three years on May 7-8, 2007 at the Monroe County Central Office
5. State Testing data for current year will be received and analyzed by Learning Curve data teams during further training in Madisonville on July 9-10, 2007
6. The System-wide Leadership Team will meet on July 11, 2007 to adjust plan if testing data or organizational change reveal a need.

The resources required for this plan are the current data analysis specialist, an additional curriculum specialist, and \$12,000 to secure consultant, \$10,000 for stipends, and \$4,500 for substitutes to be provided by Federal Programs, Special Education and grant awards. The evaluation strategies used will be data synthesis, reflective questioning, and participant evaluations to determine if the process is effective. Additionally, the evaluation strategies listed in Component 5 for each action step will be reviewed.

Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required**How will the Systemwide Leadership Team communicate success/adjustments of the plan to stakeholders?**

The System-wide Leadership Team will continue to communicate successes and adjustments to the plan at principals' and staff meetings, on school and county websites, during parent/teacher conferences, at civic club meetings, in newspaper articles and monthly newsletters, through e-mail updates and announcements and via television news stories. Additionally, this vital information will be made available at Title I parent involvement meetings at both the district and school levels.

TCSPP TEMPLATE 6.4
TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence

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

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

TCSPP Compliance Matrix 5.1

TCSPP TEMPLATE 6.5

EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1	No	Yes	Partially	Goal was to increase 1.5% and graduation rate increased 3.6%	One high school did not meet their State targeted graduation rate Next step is to fully implement all action steps of updated TCSPP.
Goal 2	No	Yes	Partially	Goal was that 83% of all students score proficient. 83% of all K-8 students, as reported on the State Report Card, scored at the proficient level or above and 86% of all 9-12 students, as reported on the State Report Card, scored at proficient level or above	78% of economically disadvantaged students and 53% of students with disabilities scored proficient (K-8) 80% of economically disadvantaged students and 52% of students with disabilities scored proficient (9-12) Next step is to fully implement all action steps of updated TCSPP.
Goal 3	No	Yes	Partially	Goal was 79% of all K-8 students and 74% of all 9-12 students score proficient. 86% of all K-8 students, as reported on the State Report Card, scored at the proficient level or above and 80% of all 9-12	44% of students with disabilities scored proficient (K-8) 72% of economically disadvantaged students and 38% of students with disabilities scored proficient (9-12)

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

				students, as reported on the State Report Card, scored at the proficient level or above.	Next step is to fully implement all action steps of updated TCSPP.
Goal 4	No	Yes	Partially	Professional development training was made available and new technologies were added to classrooms.	Additional funds for technology technician was not acquired.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA