



**STATE OF TENNESSEE**  
**Department of Education**  
***Division of Teaching and Learning***  
Lana Seivers  
Commissioner

**Local Consolidated District Plan**

To receive No Child Left Behind funds, Tennessee requires that districts complete a consolidated planning process that comprehensively reviews district level data and prioritizes needs. This consolidated planning process requires input from key stakeholders including educators, parents, members of the public, and others. All districts must complete the consolidated planning process and post their consolidated plans on their websites.

The Consolidated Plan, Process Checklist, Action Plans and Evaluation Plans are completed by the local school districts and posted on the local school district website.

Julie P. McCargar  
Executive Director, Federal Programs

# Tennessee Consolidated Planning & Needs Assessment Process

2003-04

System Number 310 System Name Grundy Date May 2004

## Component 1

### CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

*Please check the tasks accomplished to the Team's satisfaction:*

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

### Team Composition Subcommittee Formation & Operation

*Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.*

**Consolidated Planning Chair\*** (Identify by Name with Title and/or Position)

Name: Janet Layne Title or Position: Supervisor of Curriculum

*Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) \*Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6*

**Component 1 Chair\***

Name: Jenny Thomas Title or Position: Special Ed. Supervisor

**Component 2 Chair\***

Name: Karen Meeks Title or Position: Title Programs Supervisor

**Component 3 Chair**

Name: Janet Layne Title or Position: Supervisor of Curriculum

**Component 4 Chair**

Name: Janet Layne Title or Position: Supervisor of Curriculum

**Component 5 Chair\***  
Name: Jenny Thomas

Title or Position: Special Ed. Supervisor

**Component 6 Chair\***  
Name: Layne & Meeks

Title or Position: (see above)

**Component 7 Chair**  
Name: Dr. David Dickerson

Title or Position: Director of Schools

*Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)*

**Component 2 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Karen Meeks	Title Programs Supervisor	Chair
Donna Fults	Principal	Member
Mary Jo Gallagher	Classroom Teacher	Member
Clayta Cleek	Classroom Teacher	Member

**Component 3 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Janet Layne	Supervisor of Curriculum	Chair
Kathy Hill	Classroom & ELL Teacher	Member
Kathy Prater	OT/PT Coordinator	Member
Golda Colquette	Voc. Dir.; Asst. Principal	Member

**Component 4 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Janet Layne	Supervisor of Curriculum	Chair
Donna Kerstetter	Literacy Coordinator	Member
Nelda Stiefel	Classroom Teacher	Member

**Component 5 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Jenny Thomas	Special Ed. Supervisor	Chair
Patti Harris	Lead Sp. Ed. Templates	Member
Bobbi Sue Fugate	Sp. Ed. Compliance	Member
Sharon Patton	Sp. Ed. Consultant	Member

**Component 6 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Layne & Meeks	Supervisors (see above)	Co-Chairs
Mike Jordan	Education Specialist	Member

**Component 7 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Dr. David Dickerson	Director of Schools	Chair
Janet Layne	Supervisor of Curriculum	Member
Jenny Thomas	Special Ed. Supervisor	Member
Karen Meeks	Title Programs Supervisor	Member

*Our names indicate that each of these committees have met and minutes are on file.*

Component 1 Chair: Jenny Thomas

CP Chair: Janet Layne

## Component 2

### BELIEFS & MISSION

*Please check the tasks accomplished to the Team's satisfaction:*

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

**Our School System's Beliefs are:**

All children can learn if learning is meaningful and relevant, and children attend school regularly.

School, parental, and community involvement and communication are paramount in order for all children to experience individual levels of success.

Schools must have adequate resources and highly qualified personnel who will set high expectations and promote positive leadership.

**Our School System's Mission is:**

The mission of the Grundy County School District, in partnership with its citizens, is to provide a safe learning environment which adheres to the following goals: addressing individual student needs, encouraging critical thinking, promoting respect, developing independence, exercising full potential, and fostering life long learning which results in the development of productive citizens in our society.

*Names indicate completion of this component of our Consolidated Planning Process:*

**Component 2 Chair: Karen Meeks**

**CP Chair: Janet Layne**

### Component 3

## NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (*e.g., 5-Year Plans*).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. [*Data are on File*]
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. [*Data are on File*]
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. [*Data are on File*]
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. [*Data are on File*]
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (*i.e., more than one group, more that two student groups*). [*Data are on File*]
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. [*Listings are presented.*]
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. [*Description of process used is provided.*]
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. [*Description of process used is provided.*]

**Check Data Sources Used:**

**Non-Academic Data --Student Demographics**

- Enrollment
- Attendance
- Graduation Rate
- Mobility
- Socioeconomic Statue (SES)
- LEP (Limited English Proficiency)
- Student Behavior
  - Discipline Referrals or Incidents—by Offense
  - Suspensions and Expulsions
- Student Attitudes (Perception Data)
- Preschool Experience
- Extracurricular Participation
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or  
Next Education Level Achievement
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Educator Demographics**

- Teacher Qualifications**
  - Numbers teaching Core Academic areas who are Highly-Qualified
  - Degree Attainment (by Student Groups Taught)
  - Experience
  - Certification (alternative certification, wavers, permits)
  - Gender
  - Ethnicity
  - Attendance Rate
  - Mobility or Longevity
  - Trained and Qualified as Mentors
  - Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
  - Trained Substitute Teachers
  - Involved in School or District Leadership, Extracurricular, or Committee Work
  - Projected to Retire in 1-3 years
  - Other—identify \_\_\_\_\_
  - Other—identify \_\_\_\_\_
- Paraprofessionals**
  - Highly-Qualified
  - Experience
  - Gender

- Race or Ethnicity
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_
- Building Administrators**
- Credentialed
- Degree Attainment
- Experience
- Gender
- Race or Ethnicity
- Number of years in the same school
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --School Demographics**

- Historical Background
- Facilities
- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Community Demographics**

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Academic Data --Student Achievement**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> TCAP grades 3-8           | <input checked="" type="checkbox"/> Promotion/Retention |
| <input checked="" type="checkbox"/> TCAP-Alternative          | <input checked="" type="checkbox"/> Teacher Grades      |
| <input checked="" type="checkbox"/> TVAAS                     | <input type="checkbox"/> Other—identify _____           |
| <input checked="" type="checkbox"/> Writing Assessments       | <input type="checkbox"/> Other—identify _____           |
| <input checked="" type="checkbox"/> End of Course Assessments |   |

- Gateway Tests
- SAT/ACT
- Local District PreK-2 Assessments—identify \_\_\_\_\_
- District-required Assessments –identify \_\_\_\_\_
- Additional assessments—identify \_\_\_\_\_

***Identify Non-Academic Needs in Priority Order***

Our Cohort Dropout rate is 10%, giving us a 2003 grade of D. This is an improvement from the last 2 years, but still our top non-academic priority.

***Identify Academic Needs in Priority Order***

An analysis of 2003 Terra Nova NCE subtest scores shows that the subtest of Vocabulary ranks in the lower range in virtually all grade levels.

Science subtest scores are prominent in the lower ranks of 2003 Terra Nova scores.

***Describe the Prioritizing Process Used***

A comprehensive review of all available data for 2003 clearly identified our greatest Academic and Non-Academic needs.

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 3 Chair: Janet Layne**

**CP Chair: Janet Layne**

## Component 4

### CURRICULUM, INSTRUCTION, ASSESSMENT, and ORGANIZATIONAL ANALYSIS

*Please check the tasks accomplished to the Team's satisfaction:*

**4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.**

*Description of instrument used:*

TCAP, TVAAS, 2003 System Report Card, AYP Report

*Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)*

#### **CURRICULUM**

##### **Strengths:**

Math scores tend to be our higher scores throughout all grades.

Our Saxon Math K-8 textbooks are universally utilized by teachers fully trained in the use of the series.

##### **Needs/Challenges:**

We need to develop and refine a comprehensive Vocabulary curriculum, which includes Professional Development for teachers.

We need to acquire hands-on Science materials and equipment, supported by effective Professional Development training.

#### **INSTRUCTION**

##### **Strengths:**

Our teaching staff has a high percentage meeting Highly Qualified requirements with a low mobility rate.

Our curriculum has been vertically and horizontally aligned using Curriculum Mapping.

Documentation of objectives taught are checked monthly.

**Needs/Challenges:**

We need to continue to reduce the number of non-credentialed professional staff.

We need to organize and provide periodic opportunities for grade-level collaboration.

We need to provide staff development opportunities in differentiated instructional strategies.

**ASSESSMENT**

**Strengths:**

We were above the 95<sup>th</sup> percentile of the number of students assessed.

We assessed all of grade 2, which is not mandated, and K-1 in the three targeted schools.

We use Pre-Kindergarten entrance exams as a baseline test.

**Needs/Challenges:**

We need to develop grading-period benchmark testing for each grade level.

We need to provide Professional Development in interpretation and use of test data.

We need to provide K-1 testing at all elementary schools.

**ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

**Strengths:**

We have committed and dedicated staff with a low mobility rate.

We had innovative and creative supervisors.

**Needs/Challenges:**

We need additional leadership staff.

Our teaching staff needs additional Professional Development time.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4 Chair:** Janet Layne

**CP Chair:** Janet Layne

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team's satisfaction:*

- 4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.
- 4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.
- 4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4a Chair: Janet Layne

CP Chair: Janet Layne

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team's satisfaction:*

- 4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.
- 4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.
- 4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.
- 4b.4 We made decisions about the most useful ways to continue the effective programs.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4b Chair: Janet Layne

CP Chair: Janet Layne

## Component 4c

### IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

*Please check the tasks accomplished to the Team's satisfaction:*

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.**
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.**
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.**
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.**
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.**
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.**

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4c Chair:** Janet Layne

**CP Chair:** Janet Layne

## Component 5

### ACTION PLAN DEVELOPMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

*Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:*

**Component 5 Chair:** Jenny Thomas

**CP Chair:** Janet Layne

## Component 6

### EVALUATION

*Please check the tasks accomplished to the Team's satisfaction:*

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

*Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:*

**Component 6 Chair:** Layne & Meeks

**CP Chair:** Janet Layne

## **Component 7**

### **CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT TO THE FUNDING APPLICATION**

*Please check the tasks accomplished to the Team's satisfaction:*

**Completed Consolidated Funding Application**  
*[Application submitted]*

*Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:*

**Component 7 Chair:** Dr. David Dickerson

**CP Chair:** Janet Layne

## ACTION PLAN # 1

<b>Priority Addressed:</b> Academic excellence will be nurtured within the instructional program.				
Goal: The use of technology will be integrated in the instructional program K-12.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Training in the area of technology will be offered for all instructional personnel.	August 2004 - August 2009	Director of C & I, Technology Coordinator, Core Team Members	Release time and/or stipends for teachers will be provided.	Title II D
The technology coordinator will implement a hardware/software plan that will include replacement schedules and upgrades.	August 2004 - August 2009	Technology coordinator, in conjunction with the Appointed Advisory Board and Building Level Teachers, Stakeholders	Funding as designed in Technology Plan	Title II D

## ACTION PLAN # 2

<b>Priority Addressed:</b> Academic excellence will be nurtured within the instructional program.				
<b>Goal:</b> B. Academic performance gains in the core curriculum areas will exceed the state average as measured by the Tennessee Comprehensive Assessment Program. (All reported accountability scores are compared to national, not state scores.)				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
After-school tutoring/enrichment will be pursued at each school site, with needs formally assessed and addressed.	August 2004 - August 2009	Director of C & I, Building Level Principal	Personnel needs evaluated in annual budget planning.	GP & Reading First Grant
Workshops will be offered for teachers and administrators that focus on using test scores for program improvement.	August 2004 - August 2009	System Testing Coordinator, Director of C & I; Instructional Supervisor, Building Level Principals	Funding to secure professional development instructors/trainers	GP & Federal Funds (Title I, Title IIA, II D, V, or VI.)
The student-teacher ratio will be lowered to promote the provision of individual and small group instruction in grades K-8.	August 2004 - August 2009			Title II A
Academic benchmarks will be documented in daily lesson plans for grade level clusters K-3, 4-6, and 7-8.	August 2004 - August 2009	Director of C & I, Instructional Supervisor, Building Level Principals, Classroom Teachers	Printed Materials	GP & Federal Programs
Celebrate student success through recognition of academic excellence, attendance, and effort by students	August 2004 - August 2009	Building Level Principals, Director of C & I, Adopt-A-School Partners, Classroom Teachers, Parent Support Group	Funding for rewards	GP & Federal Funds

### ACTION PLAN # 3

<b>Priority Addressed:</b> Academic excellence will be nurtured within the instructional program.				
<b>Goal:</b> C. Academic performance on the Gateway, EOC, TCAP, ACT, and SAT will exceed state average.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Tutor sessions will be offered at each school site.	August 2004 - August 2009	Building Level Principals, Secondary Supervisor, Director of C & I	Supplementary funding to include extended contract funds or external grants.	GP, Title V, & Special Ed. Funds

## ACTION PLAN # 4

<b>Priority Addressed:</b> The curriculum process will continuously expand to meet the needs of students.				
<b>Goal:</b> The curriculum of the Grundy County School System will be evaluated to determine strengths and weaknesses.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Teams will be established to review and evaluate math language arts, vocabulary, and science curriculum in terms of effectiveness in exceeding national averages. (Resources will be aligned with academic needs.)	August 2004 - August 2009	Director of C & I, Instructional Supervisors, Classroom Teachers	Release time will be provided.	GP
Technological benchmarks will be implemented at the elementary, middle, and secondary levels.	August 2004 - August 2009	Director of C & I, Technology Coordinator; Instructional Supervisors, Technology Planning Committee	Release time will be provided.	GP & Titles IID & VI
Curriculum alignment will be a continual process to fulfill state standards.	August 2004 - August 2009	Director of C & I, Instructional Supervisors, Classroom Teachers	Release time will be provided. Grade Level and Content Area	GP
A review of the placement system within the secondary curriculum system-wide will be conducted.	August 2004 - August 2009	Director of C & I, Instructional Supervisors; Secondary Building Level Principals	Release time will be provided.	GP
Each school will establish a process to communicate curriculum objectives and standards to parents on a timely basis (booklets, newsletters, memoranda, etc.)	August 2004 - August 2009	Director of C & I, Instructional Supervisors; Building Level Principals, Classroom Teachers	Website printed materials.	GP

## ACTION PLAN # 5

<b>Priority Addressed:</b> Staff development programs will promote continued professional growth and instructional improvement and will foster academic excellence within the instructional program.				
<b>Goal:</b> The system will encourage participation in and provide opportunities for professional growth based on identified needs and achievement for high qualified status for all personnel.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Each school will establish a staff development team made up of the administration and a minimum of two lead teachers.	August 2004 - August 2009	Director of C & I, Building Level Administrators	Substitutes for teachers when applicable.	GP
Emphasis will be placed on quality speakers, materials, and core programs.	August 2004 - August 2009	Board of Education, Director of Schools	Funds will be provided to meet assessed needs.	GP
Individual staff development plans, as well as teacher performance, will be evaluated on a cyclical basis. Each local school will continue to update their SIP, including the area of staff development. Registration in staff development training sessions of excellence will be open to teachers.	August 2004 - August 2009	Building Level Administrators	State test results, teacher evaluations.	GP
Parents, community, and government officials will be included in staff development opportunities.	August 2004 - August 2009	Building Level Administrators	Newsletters	GP
A plan to develop incentive programs to promote teacher participation (compensation in terms of time or money) will be formulated.	August 2004 - August 2009	Director of C & I, Building Level Administrators	Surveys, stipends, and release time for teachers.	GP
The system has implemented a teacher induction and retention policy.	August 2004 - August 2009	Director of C & I, Designated Supervisors of Grade Levels		GP

## ACTION PLAN # 6

<b>Priority Addressed:</b> Support services will undergird and enhance the instructional program.				
<b>Goal:</b> A. The school system will provide support services to meet the needs of the school population.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
A communication network will be established and maintained at in the district (i.e., web page, e-mail, school/ system updates).	August 2004 - August 2009	Principal/Assistant Principal, Building Level Trainer-Technology	Web page software and/or training; email accounts	GP & Title IID & VI
An additional licensed Guidance Counselor will be available for the needs of the high school population.	August 2004 - August 2009	Board of Education; Director of Student Services, Director of Schools	Personnel costs	GP
ELL teachers and interpreters will be provided to bridge the gap between school and home.	August 2004 - August 2009	Board of Education, Director of Schools, ELL Coordinator	Personnel costs	GP & Title I or V.

## ACTION PLAN # 7

<b>Priority Addressed:</b> A safe teaching and learning environment will be provided.				
<b>Goal:</b> B. The structural components of the school system will be organized to insure a safe and effective learning environment.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Evaluate the need to move drug intervention programs (D.A.R.E.) to 5th grade level. An additional SRO Officer will be available to meet the needs of the system.	August 2004 - August 2009	Local Law Enforcement Agencies; Supervisor of Special Projects; Director of C & I	50/50 Tennessee Drug Free Grant Money and Local Funding	GP & Title IV D
At the school or system level, alternative program options (In-School Detention, or In-School Alternative Programs for 6-12) will be provided for needs of children exhibiting serious disciplinary problems for both special and regular education students.	August 2004 - August 2009	Director of Schools; Board of Education; Director of C & I; Director of Student Services	Personnel costs, classroom space, curriculum materials (developmental guidance) that promote the development of conflict resolution skills.	GP
Each school will maintain and update a crisis management plan that includes coordination with homeland security.	August 2004 - August 2009	Building Level Principals; Supervisor of Special Projects; School Staff	Time for staff meetings for updates and changes.	GP

## ACTION PLAN # 8

<b>Priority Addressed:</b> The current Cohort Dropout Rate of 10% will be reduced.				
Goal: A. The school system will reduce Cohort Dropout Rate to below state and national levels.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
GED+2 program will be offered.	August 2004 - August 2009	Board of Education, Director of Schools, GED Teacher	Personnel Costs	GP
Summer school will be offered.	August 2004 - August 2009	Board of Education, Director of Schools, Summer School Teachers	Personnel Costs	GP
An Abbreviated Day will be offered, per guidelines.	August 2004 - August 2009	Board of Education, Attendance Review Board	Release Time	GP
Alternative School placement will be available.	August 2004 - August 2009	Alternative School Director, Board of Education, Director of Schools	Personnel Costs	GP & Title V
Time For Time option will be available to make up work on days absent.	August 2004 - August 2009	Building Level Principals, Building Level Staff	Personnel Costs	GP

## ACTION PLAN # 9

<b>Priority Addressed:</b> To reduce the current Cohort Dropout Rate of 10%				
Goal: B. The school system will provide the necessary incentives, interventions, support and services to encourage student attendance.				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Renaissance Program will be in place.	August 2004 - August 2009	Rotary Club, Principals, Staff	Release Time, Local Funding from Community and Businesses	GP & Community
Rotary Club +5 Points program will be offered.	August 2004 - August 2009	Rotary Club, Principals, Staff	Release Time, Local Funding from Community and Businesses	GP & Community
Incentives	August 2004 - August 2009	Local Businesses, Board of Education, Donations by Community	Release Time, Local Funding from Community and Businesses	GP & Community
Parental Contact (daily phone calls, letters to parents after 5-10 days absent)	August 2004 - August 2009	Building Level Principals, Staff, Attendance Supervisor, Court System	Release Time, Local Funding from Community and Businesses	GP & Community

**ACTION PLAN # \_\_\_\_\_**

<b>Priority Addressed:</b>				
<b>Goal:</b>				
<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>

