

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

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

For Submission On or Before May 15, 2006



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

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

Document Version, November, 2005

TABLE OF CONTENTS

ASSURANCES	3
COMPONENT 1.....	4
SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION	4
COMPONENT 2.....	11
BELIEFS, MISSION, AND SHARED VISION.....	11
COMPONENT 3.....	13
ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS	13
COMPONENT 4.....	21
CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS	21
COMPONENT 5.....	ERROR! BOOKMARK NOT DEFINED.
COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT ..	ERROR! BOOKMARK NOT DEFINED.

This copyrighted material was produced by the State of Tennessee Department of Education.

No parts of this manual may be copied, photocopied, or reproduced in any form or by any means without permission in writing from the State of Tennessee Department of Education. All trademarks, service marks, products or services are trademarks or registered trademarks of their respective holders.

Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

I certify that _____ Grundy 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.

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

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
Janet Layne	Supervisor of Instruction
Phyllis Lusk	Textbooks/Accountability Coordinator
Karen Meeks	Supervisor Federal Programs
Jared Scott	Technology/EIS
Kathy McCullough	Principal
Gerald Tidwell	Assistant Principal
Margaret Beaumont	Adult Education
Jan Payne	Parent
Karen Gilliam	Supervisor Special Education
Gayle VanHooser	Community Member
Golda Colquette	CTE
Connie Cannon	Paraprofessional
Jeremy Fults	Student
Component 2 Member	Role
Karen Meeks	Supervisor Federal Programs
Phyllis Lusk	Textbooks/Accountability Coordinator
Dalchie Nunley	Transportation Director
Dr. Dickerson	Director of Schools
Wanda Lawson	Principal
Golda Colquette	CTE
Juanita Birdwell	Special Education (LEAD) – SES
Kelly Cox / Jared Scott	Technology
Wanda Meeks	Reading First Literacy Leader
Sherry Fults	Parent
O'Dell Childers	Paraprofessional
Renee Grooms	Teacher

Composition of the Component Leadership Teams –Listing required	
Anita Meeks	Community Representative
Amelia Burrows	Student Representative
Frank Clay	School Board Representative
Herbert Lawson	Retired Teacher
Component 3 Member	Role
Dr. Dickerson	Director of Schools
Karen Gilliam	Supervisor Special Education
Golda Colquette	CTE
Philip Fults	Maintenance & Facilities Director
Franklin Hill	Technology – TCE
Mike Geary	High School Math – GCHS
Bennett Boynton	Principal
Janet Layne	Supervisor of Instruction
Beth Chamberlain	Guidance Counselor / Testing
Donna Fults	Principal
Phyllis Lusk	Textbooks/Accountability Coordinator
Alicia Walker	Attendance
Component 4 Member	Role
Dr. Dickerson	Director of Schools
Janet Layne	Supervisor of Instruction
Jared Scott	Technology/EIS
Kerri Riddle	School Psychologist
Sherri Fults	Speech Pathologist
Lloyd Carden	Principal
Kathy Hill	Teacher (NES)
Tanjala Johnson	Parent (TCE)
Carol Trickler	Teacher (CES)
Lynn Hale	Guidance (GCHS)
Kathy Prater	Paraprofessional
Valerie Sanders	Community (Palmer)
Lisa Phipps	Teacher (CES)

Composition of the Component Leadership Teams –Listing required	
Component 5 Member	Role
Janet Layne	Supervisor of Instruction
Philip Fults	Maintenance & Facilities Director
Beverly Myers	Budget/Finance
Sadie Smartt	Principal
Bobbi Sue Fugate	Sped LEAD/Compliance
Golda Colquette	CTE
Sylvia Lusk	Teacher (NES)
Kimberly McBee	Teacher (SES)
Wanda Bell	Teacher (GCHS)
Jamie Ruehling	Teacher (Pelham)
Dalchie Nunley	Transportation
Denise Meeks	Parent
Dee Underhill Hargis	Community (Monteagle)
Component 6 Member	Role
Janet Layne	Supervisor of Instruction
Golda Colquette	CTE
Patti Harris	Special Education (TCE)
Ken Colquette	Principal
Mary Jo Gallagher	Teacher (Pelham)
Nelda Stiefel	Teacher (Palmer)
Philip Fults	Maintenance & Facilities Director
Karen Gilliam	Supervisor Special Education
Dr. Dickerson	Director of Schools
Kay Rogers	Parent (Palmer)
Susan Campbell	Community (Tracy)
Karen Meeks	Supervisor Federal Programs
Patti Layne	Community (Pelham)

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?

Grundy County collects qualitative and quantitative data as follows: We use our annual Report Card for planning purposes for achievement and nonacademic data collection and analysis as well as surveys from all constituents including parents, the community, staff, and students. This data is organized and kept in a central location at our central office. We use student demographic data, (including: attendance, promotion, dropout/grad. rate data as well as free and reduced lunch information, special education percentages served, etc.)

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?

The Committee Members met, reviewed the previous 2004-05 Consolidation Plan, revised, and gained input from all stakeholders to address the needs of our students and county as reflected in the 2004-05 Plan. The Committee will revisit the plan annually and monitor for success and adjust as needed. We will use our current data to establish that our system's Mission, Vision, and Beliefs are focused on the requirements of our constituents. We will ensure that our Mission coincides with the actual student services being provided.

Collection of Student Performance Data - Narrative Response Required

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

Grundy County collects qualitative and quantitative data as follows: We use our Gateway, End of Course, Terra Nova, NAEP, teacher made tests, portfolios, ACT, graduation, CELLA & ELCO, and placement tests for planning purposes in our achievement data collection and analysis. We also use placement testing in the following subjects: math, language arts, and science for all incoming Freshman. In addition for the Career and Tech placement we use the KUDER assessment. Gateway, EOC and Terra Nova assessments are also used to determine the need for remediation. This data is organized and kept in a central location at our central office.

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?

Grundy County's Central Office Supervisors are all involved in the collection and discussions of both quantitative and qualitative data for the system. We offer \$125 to each Teacher (base amount) plus additional material as needed such as professional development. We abide by the federal equity-non-discrimination laws of Title VI & Title IX.

Delivery of Services - Narrative Response Required

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

We have concluded that larger schools require greater resources, grants, and the more economic disadvantaged are present in larger population schools.

Evaluation of the Collaborative Process- Narrative Response Required

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

All supervisors collaborated and were involved in the use of the systems Report Card in discussions leading to development of our Mission, Vision, and Beliefs. We included all stakeholders. We have determined in our conversations addressing the issue of collaboration in our system that we need more time, personnel, team reflection, and modulating. Through the TCSPP collaboration effort, there is a much better understanding among all departments in the Grundy County School System.

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

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS:

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.

MISSION STATEMENT:

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.

SHARED VISION STATEMENT:

We envision increasing the number of students learning at or above grade level, improving facilities, and a community committed to a learning environment.

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?

Grundy County is located on the Cumberland Plateau. Our area is greatly impacted by our low tax base due to lack of industry. Our system consists of six elementary schools (K-8) and one high school (9-12). Of the student population in the Grundy County School System, which includes 2,354 students, 99.4% are white, 0.1% African American; 0.4% Hispanic; 0.1% Asian; 0.0% Native American, and 0.0% Pacific Islander. Of these students 27.1% are students with disabilities, 73.3% are economically disadvantaged, 70.1% are Title I.

Among our strengths, the most significant are our attendance rate (94.2%), our drop-out rate (3.6%), our percentage of highly qualified teachers (75.4%), our “safe schools” status, and our having met adequate yearly progress in 2005 in all of our schools. Community and business involvement in our schools is noteworthy. Recognition of academic achievement is emphasized in all schools. Programs are in place to provide for a smooth transition from the elementary schools to the high school. Support is provided through an induction program for all new teachers; they also are provided guidance by an experienced teacher/mentor.

The most significant needs we recognize include developing more parental involvement, encouraging more valid staff development, fostering community/parental recognition of the value of secondary and post-secondary education. We see the need to encourage teachers to use their classroom time and resources more efficiently. Our system would like to encourage administrators to monitor classrooms more systematically through regular walk-through observations.

What evidence/sources support your response?

We base our strengths and needs on the qualitative evidence provided by the school and system-wide report cards, formal and informal observations, parent-surveys, community surveys, school schedules and calendars, as well as the School Improvement Plans and High Schools That Work Technical Assistance visits. Quantitative data such as special education federal tables and MIS reports were utilized.

Evaluation of Disaggregated Data - Narrative Response Required

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

The Grundy County School System sees as our most significant strengths first that our 8th graders were graded with an “A” in writing, our high school Gateways are above the state average in all areas: math 87.3% proficient or advanced, science 98.2% proficient or advanced, and language arts 97.2% proficient or advanced. In comparing the performance of all test takers on the Gateway math at the high school 87.3% scored proficient or advanced and the state average is 75.9%. In English II, white students scored 100% proficient or advanced, while the state average was 90.3%. In looking at the disaggregated data consideration is only given to first time test takers. Our disaggregated data also reflects that in the subgroup of students with disabilities, all of our elementary schools exceeded the average state proficiency level in either reading/language arts or math. Our high school drop-out rate is much improved.

We see our greatest areas of need in 5th and 11th grade writing; both scored “B” on the state report card. Our ACT scores, while improving slightly (19.8), are still below the predicted average of 20.0. Our students with disabilities, which make up 27.1% of our student population, do not make AYP. However, based on the 2004 and 2005 System Report Card these students continue to improve. In 2003, students with disabilities in math in grades 3-8 scored 63% below proficient and 37.3% proficient or advanced. In 2004 these students improved to 56% below proficient and 44% proficient or advanced. This shows a growth difference of 7%. In 2005 we find that students with disabilities in math in grades 3-8 scored 40% below proficient and 60% proficient or advanced. When we compare these scores to 2003

we find these students show a growth difference of 23%.

In 2003, students with disabilities in reading/language arts in grades 3-8 scored 53% below proficient and 47% proficient or advanced. In 2004 these students improved to 42% below proficient and 58% proficient or advanced. This shows a growth difference of 11%. In 2005 we find that students with disabilities in reading/language arts in grades 3-8 scored 31% below proficient and 69% proficient or advanced. When we compare these scores to 2003 we find that these students show a growth difference of 22%.

At the high school level in math, reading, language arts, and writing, students with disabilities have fewer than 45 members and do not have to report for AYP purposes. However, when comparing students with disabilities in reading/language arts from 2003 to 2005 we find that students scoring below proficient decreased from 53.4% (2003) to 15% (2005). This shows a growth difference of 38.4% over a two year period.

When comparing high school students with disabilities in math from 2003 to 2005 we find this to be an area in need of improvement. In 2003 these students scored 13.3% below proficient and 86.7% proficient or advanced. In 2005 the scores dropped to 45% below proficient and 55% proficient or advanced. This shows a decrease of 31.7% in proficiency.

In the subgroup students with disabilities, our greatest area of need is improvement in Gateway math. This was the only area that showed a decrease in proficiency rather than an increase.

As reflected in the 2005 System Report Card, based on a two-year average, our white students in grades K-8, who make up 99.4% of our population are achieving at 87% in math while the state average is 91%. In reading, our students in K-8 achieved at a level of 88% while the state average was 92%. Based on this data proficiency levels in grades K-8 math and reading/language arts do not meet the state averages. Further investigation into TVAAS data shows the specific need for improvement to be in grades 4 and 8. Other ethnicities are not to be calculated, due to low numbers.

Also shown in the Report Card, our females in K-8 are performing at 91% proficient or advanced in math while the state average is 89%. Males in our system in K-8 scored 90% proficient or advanced in math while the state average for males is 87%. The performance level of our females in language arts is 94% which is exactly the same as the state average. Our male population performed at 86% proficient or advanced compared to the state average at 88%.

Grundy County's economically disadvantaged students in K-8 scored 7% above the state average in math and 4% above the state average in reading and language arts.

The racial composition of Grundy County High School as reflected in the data taken from the 2005 Report Card is 99.4% white. The other racial subgroups are not statistically significant.

High school females in Gateway math scored 85% proficient or advanced equaling the state average. Ninety-two percent of our high school males scored proficient or advanced on the Gateway math, while the state average was 82%. In Gateway language arts, 97% of our females were proficient or advanced while the state average was 95%, Our males scored 93% proficient or advanced on the language arts Gateway while 91% of males in the state passed the test.

Economically disadvantaged students scored 85% proficient or advanced on the Gateway math as compared to the state average of 74%. Our economically disadvantaged students scored significantly higher than the state in this area. In the Gateway language arts, our economically disadvantaged students scored 95% proficient or advanced compared to the state average performance at 87%.

What evidence/sources support your response?

We based our strengths and needs on information provided in the school and system-wide report card, school improvement plans, MIS report data and special education federal tables.

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?

Our greatest strengths as a system include our attendance rate (94.2%), our percentage of highly qualified teachers (75.4%), our drop-out rate (3.6%), our “safe schools” status, our committed business and community relationships, and our extracurricular opportunities.

Based on data taken from the 2005 System Report Card, parent surveys, KUDER testing results and guidance counselor interviews, our needs include improving K-8 promotion rate from 96.7% to the state average of 97%., improving high school graduation rates from 84% to the state average of 90%, increased parental involvement, staff development, the communication of higher expectations for secondary and post-secondary education, and the successful transition of 9th graders into the high school.

What evidence/sources support your response?

Evidence is based on parent surveys, school report cards, school improvement plans, the Grundy County Census report, guidance counselor interviews, KUDER testing, and six-year plans for 8th graders.

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?

In order to meet the needs of all students, we recognize that not all students achieve at the same level. At the elementary level we are using intervention models such as DIBELS to address reading problems, and to provide remediation and intervention at the K-3 level. We have added three pre-K programs to enhance our early learning. We will add two more this coming year. All schools provide tutoring for remediation. Three of our elementary schools take advantage of the Lottery-Funded (LEAPS) grant for remediation and skills training. We assure that all schools and courses are in compliance with Title VI and Title IX. We have increased the number of upper-level courses offered at the high school, especially in advanced placement. Elementary students are given the opportunity to work at advanced levels within their classrooms to provide enrichment for students needing accelerated programs. We are concerned that the culture of our community does not adequately encourage high levels of achievement in secondary school, and that this translates into lowered levels of expectation for college and technical school attendance. We have recently been awarded a TnACHE grant and a GEAR-UP grant which should help us develop initiatives to improve communication with students, parents, and members of the community about the importance of high levels of education. These will include in part monthly newsletters to parents of high school students discussing the benefits of further education and the opportunities and financial help available for students. Monthly meetings will also be planned to discuss these benefits and answer questions parents might have concerning their students' future plans. Field trips and other out of school activities will allow students to experience college campuses first-hand. Moreover, we will begin emphasizing the need to continue one's education while students are still in elementary school, hoping that early intervention of this sort will enable students to make plans early to go on to college.

We see the need for a new separate facility for alternative placement for grades 5-8. We need to increase opportunities for dual enrollment for high school students. We need to increase teacher training in laboratory experiences, and provide opportunities for students to attend summer seminars in science and social studies.

What evidence/sources support your response?

Evidence for our strengths and needs in addressing needs of all students include: the school and system report card, ACT scores, college-going rates, college graduation rates, teacher in-put, and student surveys and parent questionnaires.

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

Based on the analysis and syntheses of all our system's data, our prioritized targets for goals are:

- >To improve scores on 5th and 11th grade writing assessment in order to be equitable to or exceed the state average.

- >To improve scores on Gateway math in the subgroup of students with disabilities.

- >Increase proficiency levels for students in grades 4 and 8 in the subject areas of math and reading/language arts.

- >Develop awareness for higher expectations in secondary and post-secondary education through better communication.

- >Improve K-8 promotion rate.

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Curriculum Mapping	Common Planning Times	Best Practices Collaboration	Literacy Interpenetration	Voyager	5th/11th Grade Writing Assessment	Rising Math Standards
Evidence of Practice	Current standards, Grade levels DOE Blue Print for Learning	Scheduled Grade Level Planning Times	Notebooks shared by teachers involved in collaboration	Professional Development, Sign in log: # of teachers trained, # of students enrolled, # of students tested	Professional Development	State 5 th /11 th Grade Writing Assessment Preparation	Additional Math Requirements @ High School are above state requirements
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	Currently Ineffective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP scores, Lessons Plans, Portfolios	Posted Classroom Schedules (doc log) Informational Packets	Content specific Lesson Plans (9-12) Grant Proposals	GRADE test Rosters of students, Scores of students	Dibbles Testing	5 th /11 th Grade Writing Scores, Report Card	Student transcripts, Handbook @ High School, Report Card

Evidence of effectiveness or ineffectiveness	All schools made AYP	Lesson Plans, More collaboration, Vertical and Horizontal Alignment K-3 Introduction of skills each grading period	Teachers seeking grant money, Desire to collaborate with cross curricular subjects	Pretest, posttest, comparisons, growth indicators	Test results, increased reading achievement	Report Card We are below average in value added according to state predictions	Increase in Student ACT math scores. Increased funding for math content workshops and Professional Development opportunity invested in additional textbook purchase.
Evidence of equitable system support for this practice	Professional Development, Walk through documentation log	Scheduled time frames for each grade	Professional Development ongoing	Professional Development Training/ Resources/ Purchasing Materials/ Applying for Goals	Professional development documentation log, appropriate materials and instructional materials	Writing prompts, Monthly offered incentives, Professional development provided	Continuation of effective practice
Next Step (changes or continuations)	Continuation of effective practice	Content focused agendas	2 nd Annual Conference Planned, Continuation of Effective practice and expand to grades 7/8	Continuation and variety of materials	Continue implementation of this practice with revisions	Implemented changes for 06/07 school year	

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

Our time is primarily spent on training and gathering information to present to schools so they can effectively implement high quality curricular practices such as specific professional development sessions using the TDOE Blueprint for Learning K-8 curriculum standards model. We provide them with the materials they need to be successful and plan further professional development opportunities for them to improve these practices. We also use our time to issue newsletters, television service announcements, newspaper articles and maintain a website to communicate to all of our stakeholders the vision we share for what our students should know and be able to do. We also try to attend all workshops they ask us to attend and show support. We also spend time ordering, purchasing and delivering textbooks and attending to other needs as they arise in regard to curriculum.

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

We would like to spend more one-on-one time with each teacher in each classroom examining curricular practices more closely.

Curriculum MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

We currently provide equal opportunities for all schools that seek professional development activities by allocating adequate funding through Title monies. We also support and encourage all schools to apply for grants and give support to those recipients. We also assume the monetary responsibility for substitutes when teachers are absent for professional development activities.

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

We would like to have more available funding for teachers to observe exemplary teachers utilizing best practices and techniques.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

Curriculum PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

We are allocating additional personnel in grade levels with high pupil teacher ratios in the form of CSR and Title teachers, which are federally funded. We are also capitalizing on the personnel provided by the Reading First grant, the Educational Tech Launch grant to enhance our curriculum. We also have added two after school grants (LEAPS) which provide professional and support staff to address learner needs. We use personnel to conduct visits in all of our schools to monitor the quality of the curriculum practices with documentation via the systems walk-thru assessment instrument.

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

We would like to use our personnel for more interventions, remediation and enrichment programs. We would also like to get more personnel involved with school-wide projects.

Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

We use the TDOE website to communicate the Tennessee K-12 math standards to our teachers so consistent alignment can occur and be monitored for K-12 math standards to remain cohesive. We currently use the block schedule at the secondary level. This definitely gives the teachers adequate daily planning time. The advantage for students is that it provides them with the concept of the post-secondary experience of a semester. At the elementary level, we have computers in all classrooms.

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

At the secondary level, we need to look at using the block schedule more wisely by training teachers to use diversified teaching strategies and techniques. We also need to increase the number of computer labs in our elementary schools.

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?

In regard to curriculum mapping, collaboration of best practices, literacy intervention and raising math standards, we are providing equally and adequately to all of our schools. However, in dealing with 11th grade Writing Assessment, we feel we are not providing adequately because our scores do not meet the expectations of the state average. Also, due to the size of faculty and student population, the smaller elementary schools do not receive common planning equitable to the larger elementary schools.

Curriculum Reflective Questions - Narrative Response Required
--

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

We currently target funding of BEP teachers based on school population. We address additional funding needs in regard to faculty through federal monies by using CSR and Title teachers which reduces pupil/teacher ratio and improves classroom instruction. In the areas of 5th and 11th grade Writing Assessment, resources to be changed include change of personnel, schedule change, purchase of new textbooks for 11th grade and intensive professional development for teachers.

Curriculum Reflective Questions - Narrative Response Required
--

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

According to the 2005 Report Card, our curricular practices of curriculum mapping, common planning times, collaboration of best practices and raising math standards have proven to be effective. We have seen increases in test scores across grade level and curricular areas.

TCSPP TEMPLATE 4.1d

CURRICULUM SUMMARY QUESTIONS

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

Curriculum Summary Questions- Narrative Response Required
--

What are our major strengths and how do we know?

Our 8th graders received and “A” on the state writing assessment. Our high school scored above the state average in all areas of the Gateway exams: Math 87.3% proficient or advanced, Science 98.2% proficient or advanced, and Language Arts 97.2% proficient or advanced. Our elementary school students exceed state proficiency levels in either Reading/Language Arts or Math. We can show this through data gathered on the Report Card, MIS Report Data.

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.

1. To improve 5th and 11th grade writing assessment scores; to be equitable or to exceed state averages.
2. To improve Gateway math scores in the subgroup of Students w/Disabilities.
3. To increase proficiency levels for students in grades 4 and 8 in subject areas of math and reading/language arts.

We know this based on the analysis and syntheses of our systems data gathered from State Report Card, MIS Report Data, and School Improvement Plans.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

1. Through the utilization of new personnel in the language arts department and by providing more intensive professional development, writing scores for 5th and 11th graders should improve.
2. Provide Gateway remediation classes and focus on specific objectives and skills in after school tutoring sessions.
3. Proficiency levels should increase in grades 4 and 8 in the areas of reading/language arts and math, as curriculum mapping, common planning times, and teacher collaboration continues in our system.

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	Optimize Instructional Time	Highly Qualified Personnel	Graphic Organizers	Differentiated Instruction	Work-Based Learning	Effectiveness of substitute Teachers	Job Responsibility and Evaluation
Evidence of Practice	Schedules, Handbooks	Assurance pages, Postings to recruit	Lesson Plans, Displays	Lesson plans, Walk throughs, Student engagement, Teacher Evaluation	Student, employer, and teacher observations, student schedule	Sign in sheets from oriented training, agenda packet	Programs from inservice, agenda, / sign in sheets
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)	Lesson plans, Discipline reports, Test scores, Report Card, Parent Conference	Highly Qualified Assurance Pages, Transcripts, Evaluations, Matrix Value added	Student Displays, Lesson Plans, Teacher assessment,	Evaluation forms, Notes from walkthroughs, Test Scores, Lesson Plans	IEPs, dropout rates	Teacher referrals, Discipline records, Lesson Plan completion	Evaluation Packets, Trained Evaluators, Certificates, Evaluation files, Sign In sheets

	Logs						
Evidence of effectiveness or ineffectiveness	Mastery Levels on tests, Promotion rate Discipline, Reduction in suspension	95% of personnel Highly Qualified Title I Act	Effective use of in cross curricular content areas	Discipline referrals, Test scores, Parent Surveys	Development of job and social skills	Teacher referrals, Discipline records, Lesson Plan completion, Test results for long term substitutes	Future growth plans, Reflective information record, Appraisal record
Evidence of equitable system support for this practice	Established county wide policies to reduce class interruptions	6 out of 7 schools had 100%	Materials purchased, Professional Development provided	Materials purchased, Visits to other classrooms, Professional development provided	Transportation log, Chart of attendance	Provide training and materials and require teachers to have subfolders and have countywide policy in regard to substitutes	Staff meetings make job responsibilities very clear. Teacher Principal conferences, Mentors, New teacher training
Next Step (changes or continuations)	Continue effective practice	Continuation of effective practice and strive to attain 100%	Continue effective practice	Continue to expand	Continue implementation of this plan	Continue practice and additional training sessions	Continue Practice

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

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

Instructional TIME Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: TIME

Our time is adjusted to fit a school’s or a teacher’s schedule. We either stay late or arrive early to accommodate a teacher’s needs by either a phone call or a visit at the very beginning of the school day or the very end of the school day or even during their planning time in order to protect instruction time. Our time has also been spent in organizing professional development activities that address graphic organizer instruction, differentiated instruction or other specific topics that are research based and are aligned with the state standards curriculum.

The time spent on highly qualified personnel has been adhered to as previously stated. After school hours have been spent training substitutes and new teachers and preparing materials for them. We also spend time at the district level in-service by preparing materials to be presented and speaking on various topics.

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

We need to continue to seek ways to optimize instruction time by looking closely at the school calendar and possibly readjusting the amount of breaks that are scheduled during the academic year.

Instructional MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY
--

We make all efforts to employ additional teachers in order to offer advanced placement courses, ACT prep classes, creative writing, and Honors classes in an effort to foster high quality learning environments supported by higher order thinking skills. We spend money for materials for substitute training, new teacher training and mentor training. We fund professional development for differentiated instruction, graphic organizer instruction. We also offer support and specific training for special education teachers in the areas of traumatic brain injury and behavior modification.

We spend monies to pay teachers through extended contract funds to offer additional assistance to students for remediation, tutoring, enrichment or other assistance needed beyond initial classroom instruction.

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

We need to spend more money on materials and training on differentiated instruction as well as putting more focus on the mentor program and the new teacher induction process.

TCSPP TEMPLATE 4.2b
(continued)

INSTRUCTIONAL GAP ANALYSIS

Instructional PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

We use personnel to address the diverse cultural and background needs of our students by providing an ESL teacher and an ESL interpreter in their native language. We have used our local personnel to conduct trainings for new teachers, substitutes and mentors. When the Framework for Evaluation went through a series of revisions, we used our personnel to train administrators in this new process. Central office personnel met with each teacher to help them obtain Highly Qualified status to be in compliance with NCLB.

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

We need to use our central office personnel to investigate and examine more closely programs and instructional models that incorporate a wide range of research based, student centered teaching strategies to offer our teachers.

Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

We have computer technicians to quickly address technology issues or concerns in our schools so that the efficient use of computers for instruction does not become an issue. Our system also has a School Resource Officer so that if there is a discipline issue, the issue becomes the responsibility of the SRO and the principal and therefore instructional time for the teacher is protected.

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

More appropriate technology should be incorporated into instruction. Laptops or computer labs should be made available for students that are unable to be mainstreamed and that require small group settings.

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?

Optimal instructional times, highly qualified personnel, use of graphic organizers, differentiated instruction, effectiveness of substitute teachers, job responsibility and evaluation, and work-based learning are the instructional practices we have listed. We provide these practices equally and adequately to all of our schools.

Instructional Reflective Questions - Narrative Response Required

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

Funds have been expended by the system for the purchase of materials and training in the areas of graphic organizer instruction and differentiated instruction. Utilization of local personnel to conduct trainings for substitutes, new teachers, mentors and administrators has been implemented in all schools to meet the needs of the students.

Instructional Reflective Questions - Narrative Response Required

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

Based on the 2005 System Report Card, Grundy County is not completely meeting the needs of all students. We need to concentrate on Students w/Disabilities in the area of math and Reading/Language Arts in K-8, 5th and 11th grade writing, K-8 Science and Social Studies and Reading/Language Arts in grades 4 and 8.

TCSPS 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 high percentage of highly qualified teachers is at 95%. We base this information on the Title I Teacher Accountability Report. We also met AYP in all of our schools in 2005. We based this information on the data in the 2005 System Report Card.

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.

1. To improve 5th and 11th grade writing assessment scores; to be equitable or to exceed state averages.
2. To improve Gateway math scores in the subgroup of Students w/Disabilities.
3. To increase proficiency levels for students in grades 4 and 8 in subject areas of math and reading/language arts.

We know this based on the analysis and syntheses of our systems data gathered from State Report Card, MIS Report Data, and School Improvement Plans.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

1. Through the utilization of new personnel in the language arts department and by providing more intensive professional development, writing scores for 5th and 11th graders should improve.
2. Provide Gateway remediation classes and focus on specific objectives and skills in after school tutoring sessions.
3. Proficiency levels should increase in grades 4 and 8 in the areas of reading/language arts and math, as curriculum mapping, common planning times, and teacher collaboration continues in our system.

THIS PAGE INTENTIONALLY LEFT BLANK

TCSPP TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	Gateway and End of Course	Non-academic indicators	Perkins	TCAP-AYP-Value added	Progress reports/Portfolios	KUDER	District Testing
Evidence of Practice	Testing schedule, written assessment, report card	System profile, report card	Perkins Report card	Testing schedule, written assessment, report card	Schedule of distribution	Testing Schedules, written assessment, KUDER, C&I assessment	Testing schedule, computer assessment, written assessment
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)	Gateway, End of Course test	Report card, disciplinary reports, participation log of at-risk activities,	Perkins report card, follow up report	TCAP, writing assessment	Gateway, End of Course tests, TCAP, writing assessments, teacher grade distributions	KUDER, C&I Assessment	TCAP, writing assessment, district testing assessment

sources)		absenteeism reports					
Evidence of effectiveness or ineffectiveness	Test results from Gateway and End of Course assessments, increased proficiency in all subgroups	Promotion rate, graduation rate, suspension rate, absenteeism, attendance rate	Increased completion rates, job placements, and non-traditional participation, advisory council	Test results from TCAP/AYP/ Value-added, writing assessment, increased proficiency in all subgroups	Test results from all data sources, increased proficiency/ Advances in all subgroups	Mapped out six year plan for students	Test results from all data sources, increased proficiency/ Advances in reading/ Language Arts , and math
Evidence of equitable system support for this practice	Professional development logs, appropriate resources and instructional materials, share results with stakeholders, system-wide technical support for use of assessment	Professional development logs, appropriate resources and instructional materials, safe and drug free advisory minutes	State, local, and federal budgets, professional development logs, advisory council minutes	Professional development logs, appropriate resources and instructional materials, share results with stakeholders, system-wide technical support for use of assessment	Professional development logs, appropriate resources and instructional materials, technology and technical support provided for all schools, reports shared with parents	Professional development logs, appropriate resources and instructional materials, share results with stakeholders, system-wide technical support for use of assessment	Professional development logs, reports shared with parents, appropriate resources and instructional materials, technology and technical support provided to all schools
Next Step (changes or continuations)	Continue implementation of this practice	Continue implementation of this practice	Continue implementation of this practice	Continue implementation of this practice	Continue implementation of this practice	Continue implementation of this practice	Continue implementation of this practice

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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

Assessment TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

<p>Time is spent by central office staff in overseeing the development of county-wide assessments (K-8) and end of term testing (9-12). We analyze assessment results and develop action plans accordingly in school improvement plans. We work with schools to address identified areas of weakness, assist in revising IEP’s for accommodations, and conduct staff development sessions on research based assessment practices. Our CTE staff ensures that all CTE programs meet the requirements of high quality, and the eight requirements of Perkins funding. We continue to review and ensure the implementation of all federal mandates and inform all stakeholders. Time is also spent in gathering and charting information for portfolios and training teachers in documentation of SPI’s for the Blueprint for Learning standards.</p>
--

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

<p>We need to stay focused on ensuring teachers’ classroom assessment practices are reflective of what students will see on standardized tests. We need to devote more time to mining the assessment data information and conducting longitudinal studies.</p>
--

Assessment MONEY Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: MONEY
--

<p>Funds were used to purchase software and hardware to finance county-wide assessments such as ThinkLink and DIBELS. Funding is also used for professional development on research based assessment. Federal Perkins funds are used in addition to local funding which provides adequate support for all CTE programs. IDEIA funding is used to support the special assessment needs of students with disabilities. Federal funding is used to supplement the general education program for enhancing assessment practices. We also use funds to provide TCAP assessment to K-2 students, the PLAN test to 10th graders (in an effort to prepare them for ACT) and have begun funding the ESI assessment for our pre-K students.</p>
--

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

<p>Funding should be annually reviewed and adjusted to reflect the importance of the assessment process in student achievement.</p>

TCSPP TEMPLATE 4.3b
(continued)

ASSESSMENT GAP ANALYSIS

Assessment PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

Testing facilitators help teachers develop and vary assessment practices. They help teachers become effective developers reflective of Terra Nova. Central office staff evaluates assessment practices to ensure research-based practices are being used. Technology support ensures that software and hardware are operational for county-wide assessments. Building level testing coordinators ensure that students can successfully complete the county-wide assessment. They also print reports for teachers. Central office staff ensures that when decisions are made appropriate assessments are considered relative to student achievement. We also train each teacher on testing practices, security and revisions annually.

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

Staff should review new assessment practices, material and resources, especially with new teachers, annually and adjust as needed.

Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

Assessment pieces are considered when reviewing textbooks or adoption and other supplementary resources. We currently are researching software that would align benchmark testing to our curriculum standards for testing at the end of each grading period in grades 1-8.

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

We need to begin to conduct benchmark testing in grades 1-8. Other resources should be sought to support assessment practices.

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?
--

System-wide assessments are practiced at all K-8 schools. Staff development is conducted system-wide to ensure equity and adequacy at all schools in assessment practices. System staff ensures assessment of all subgroups of students and the use of a wide range of assessments, CRT, NRT, portfolio, and curriculum-based assessments.
--

Assessment Reflective Questions - Narrative Response Required
--

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

Our system is targeting funds and resources to effectively meet the assessment needs of our schools.
--

Assessment Reflective Questions - Narrative Response Required
--

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

We believe that we are adequately meeting the assessment needs of all students in our schools.
--

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?

All of our seven schools made AYP in math and reading/language arts in 2005 as reported on the 2005 System Report Card. We also test Kindergarten and grade 1 and had above 95% attendance rate with these grades as well. According to the initial AYP report and Grundy County's 2005 Report Card virtually 100% of the students in Grundy County were assessed by the state mandated tests in grades 2-8 as well as Gateway tests, End of Course tests, and Writing Assessment (grades 5,8, and 11). Students not formally assessed by the above are evaluated through portfolio assessments deemed necessary by the IEP teams.

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.

A challenge that our team recognizes is the appropriate timely use of accommodations as deemed necessary by the IEP team for students with disabilities. Our goal is to improve scores on Gateway math in the subgroup of students with disabilities.

Assessment Summary Questions- Narrative Response Required
--

How will we address our challenges?

Staff development for teachers on effective assessment practices for all subgroups. We will try to be more efficient completing IEP's sooner before students are required to take tests. We are implementing schedules to accommodate students who need math for a full year instead of just one semester block. The implementation of Content Area Reading (developmental classes) across the curriculum will also improve Gateway scores for the subgroups of students with disabilities.

TCSPP TEMPLATE 4.4a

ORGANIZATIONAL PRACTICES

Current Organizational Practices	Principal Meetings	Block Scheduling	Mentor Training	New Teacher Training	Substitute Orientation	Inclusion	Communication Universal
Evidence of Practice	Agenda, Principal Notebook	Schedules, Lesson Plans, Curriculum Guides	District wide forms, Mentor accountability sheets	Notebooks, Logs, Assignment sheets	District forms, Application, Substitute list of certificates given	Schedules submitted, Lesson Plans, IEPs	Website, Newsletter
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)	Surveys, Principal Reports, Sign in sheets	Gateway, EOC tests, Graduation Rate, Credit Recovery Reports	Retention Rates, Mentor Evaluations, Collaborations, Logs	Retention Rates, Evaluation Logs, Collaboration Logs	Principal Referral Log, Substitute Report, Sub Reapplication	Gateway IEPs, Writing Assessments, TCAP, EOC, Graduation Rate, District Testing	Newsletters, Agendas, Number of visits to district website calculated
Evidence of effectiveness or ineffectiveness	Messages relayed to staff, Reports completed, Collaboration	Test results from data survey, increased amount of classes students can take, increased graduation rate	Surveys for mentees evaluating mentors	Principal and new teacher surveys	Discipline Records, Teacher Survey	Tests results from all data sources, Increased student achievement, Meet IEP objective and social goals	Surveys and staff newsworthy contributions to newsletter
Evidence of equitable system support for this practice	Release time, Full Central Office participation and support	Professional Development Logs, Appropriate instructional materials, Share information with stakeholders	Professional Development Logs, Appropriate resources, Materials, Tech support	Professional Development Logs, Appropriate resources, Materials, Tech support	Appropriate resources, Materials, Assistance provided, Substitute folder required	Professional Development Logs, Appropriate resources, Materials, Tech support	Central Office copies newsletters and puts them in all professionals pay checks , Maintains the district website

Next Step (changes or continuations)	Continuation of practice	Continue but monitor for effective time management	Continuation of practice and train more mentors	Continuation of practice	Continuation of practice and have additional sessions	Continue implementation of practice with revisions	Continue practice
--------------------------------------	--------------------------	--	---	--------------------------	---	--	-------------------

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

Staff members at the Central office monitors and ensures that organizational practices mentioned in Template 4.4A are implemented and revised if necessary.

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

Staff should adjust their schedule to allow for more time to monitor and arrange additional organizational practices.

Organizational MONEY Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: MONEY
--

The central office provides sustained, ongoing high quality staff development based on research-based practices through the use of consultants, grants, and site-based teachers. We provide the materials, resources and facilities necessary for successful implementation of these organizational practices.
--

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

The departments should discuss the use of funds to best ensure that research-based organizational practices are being implemented.
--

TCSP TEMPLATE 4.4b
(continued)

ORGANIZATIONAL GAP ANALYSIS

Organizational PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

Personnel is used in the following ways to provide assistance to schools to promote understanding and implementation of research-based organizational practices:

Consultants/facilitating teachers are used to work with teachers to learn to use appropriate strategies and materials in Block Scheduling and Inclusion. Personnel are also used to conduct training and professional development in the areas of mentor training, substitute training and new teacher training. We also use personnel to produce newsletters and maintain the district websites.

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

Programs such as Block Scheduling, Leadership Accountability and Inclusion need to be evaluated for effectiveness and for continuation. These research-based organizational practices will only be effective if conducted in a positive school climate that is supported and assured by existing school policies and enforced by effective administration.

Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

Community support and service organization funding help with supplies and incentives for our new teacher and mentor trainings. We use a consulting webmaster to assist with website design.

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

Provide more consultant time to help principals better evaluate teacher effectiveness. Pursue additional grants to facilitate research-based organizational practice

TCSPS 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?
--

Our TCSPP team feels that to the best of our ability and through our resources we are providing equity and adequacy to all of our schools.
--

Organizational Reflective Questions - Narrative Response Required
--

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

We feel that we are adequately targeting funds to meet the needs of our schools.
--

Organizational Reflective Questions - Narrative Response Required
--

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

Due to being a small county with limited resources and many of the Central office employees having multiple job responsibilities, we do feel we are meeting the needs of the students in our schools. However, we do feel with the addition of the GEAR UP grant we will be able to foster a better understanding and appreciation for post-secondary schooling for our high school graduates.
--

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?

Our attendance is 94.2%, our drop-out rate is 3.6%, our 8th grade writing assessment scored an “A”, and all of high school Gateways scored above the state average in all areas. We base this data on AYP information and the 2005 Report Card.

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.

- >To improve scores on 5th grade writing assessment in order to be equitable to or exceed the state average.

- >To improve scores on Gateway math in the subgroup of students with disabilities.

- >Increase proficiency levels for students in grades 4 and 8 in the subject areas of math and reading/language arts.

- >Develop awareness for higher expectations in secondary and post-secondary education through better communication.

- >Improve K-8 promotion rate.

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

We will implement these programs and evaluate periodically throughout the year and make necessary adjustments. Teachers will be trained using sustained and ongoing high quality staff development. We will also use remediation and tutoring along with Gateway classes. We plan to implement all interventions that are provided through GEAR UP and TnACHE grants.

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – 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	To increase 5 th grade writing assessment 3 yr average scores from 3.6 to the state 3 yr average of 4.1 and to increase the 11 th grade writing assessment 3 yr average scores from 3.5 to the state 3 yr average of 4.0 by the end of the 2006-2007 school year.
-------------	---

Which need(s) does this Goal address?	Academic Achievement of NCLB
---------------------------------------	------------------------------

How is this Goal linked to the system's Five-Year Plan?	Continued student achievement through varied communication skills
---	---

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	Additional writing courses offered for 10 th and 11 th graders Writing conferences	2006-2007	Secondary Administration English Teachers Title I Supervisor	Staff Development Textbooks Consultant	GP IDEIA Title I, II	Writing Test Scores 06-07 comparison AYP Report Lesson plans
Action Step	Sharing Best Writing Practices across the county	2006-2007	English/Language Teachers Principals	Substitute Teachers and materials	GP Federal IDEIA	Monitoring of practices Lesson plans Assessments
Action Step	County-wide writing prompts with awards and community recognition	2006-2007	Supervisor of Instruction Principals English Teachers Community support	Gift cards	GP Federal	Improved weekly writing assessments Teacher observations of student essays
Action Step	PD – Consultants and training	2006-2007	Supervisor of Instruction Title I Supervisor Principals	Staff Development Materials Consultant	Federal IDEIA	Monitor of practice AYP Report Report Card Lesson plans Assessment progress

TCSPP TEMPLATE 5.1

GOAL 2 – 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

To decrease by 5% students scoring below proficient in Gateway Math in the subgroup of students with disabilities by test administration in the spring of 2007.

Which need(s) does this Goal address?

NCLB and AYP

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

Continual improvement of student achievement in identified subgroups

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	Gateway Remediation Tutoring	2006-2007	Secondary Administration Sp Ed Supervisor Sp Ed Teachers	Compensation for teachers and materials	Extended Contract GP Title Funds	Data
Action Step	Differentiated Instruction PD – Consultants/training	2006-2007	Secondary Administration Sp Ed Supervisor Sp Ed Teachers Lead Teachers	Materials Staff Development Consultants	IDEIA Federal	Data
Action Step	Inclusion (IEP meetings)	2006-2007	Secondary Administration Sp Ed Supervisor Sp Ed Teachers Lead Teachers	Materials	IDEIA Federal	Data
Action Step	Gateway Institutes Specialized Staff Development	2006-2007	Secondary Administration Sp Ed Supervisor Sp Ed Teachers Lead Teachers	Staff Development Materials Expenses	Carl Perkins IDEIA	Data

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: _____

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

Goal To increase proficiency levels for students in grades 4 and 8 in the subject areas of reading/language arts and math by 5% for students in the subgroup of economically disadvantaged for the school year of 2006-2007.

Which need(s) does this Goal address? NCLB and AYP

How is this Goal linked to the system’s Five-Year Plan? Continual improvement of student achievement of identified grade levels

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	Remediation Tutoring	2006-2007	Classroom Teachers Principal	Materials	Extended Contract Federal IDEIA	Test Data
Action Step	Differentiated Instruction Consultation Materials and Resources	2006-2007	Supervisor of Instruction Principal Classroom Teachers Consultant	Staff Development Reading/Language Arts materials Math materials	Federal IDEIA	Lesson plans Assessments Monitor practices
Action Step	PD – In effective practices for reading/language arts and math	2006-2007	Supervisors in all areas Principal Classroom Teachers Consultant	Staff Development Materials	Federal IDEIA	Benchmark Assessments Lesson plans Monitor practices
Action Step	Curriculum Mapping (Blueprint for Learning)	2006-2007	Supervisor of Curriculum Principal Classroom Teachers	Staff Development Materials	GP Federal IDEIA	Principal walk-thru Lesson plans SPI Documentation

TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Revised DATE: _____

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

Goal To develop parent and community awareness for higher expectations in secondary and post-secondary education through better communication measured by surveys conducted in the spring of 2006-2007 school year.

Which need(s) does this Goal address? Graduation rate, AYP, Transition to post-secondary opportunities

How is this Goal linked to the system’s Five-Year Plan? One goal of the five year plan is to improve the graduation rate.

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	Parent Nights IEP Meetings	2006-2007	SpEd Supervisor Supervisor of Instruction Guidance Counselors	Materials Staff Development Refreshments	Local GP	Parent Surveys Suggestion Box Evaluation of program
Action Step	Early Intervention – grades 7-8	2006-2007	Principals CTE Director GEAR-UP Coordinator	Materials Information Brochures Staff Development	GEAR-UP Grant Extended Contract	Student Survey Parent Survey Level of Student Involvement
Action Step	Newsletters/Bulletins Website Communication	2006-2007	GEAR-UP Coordinator Counselors Principals	Materials Webmaster/Webpage update	GEAR-UP Grant Federal	Newsletter Inquiries/Input Website Visits
Action Step	Field Trips College Visits	2006-2007	GEAR-UP Coordinator Counselors Principals Parents	Materials/Supplies Transportation Articulation Agreements	Perkins Federal IDEIA	Field Trip Evaluation College Day Participation Survey

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	To improve K-8 promotion rate from 96.7% to the state goal of 97% by the end of the 2006-2007 school year.
-------------	--

Which need(s) does this Goal address?	Promotion rate, Drop-out rate, AYP, NCLB
--	--

How is this Goal linked to the system’s Five-Year Plan?	One goal of the five year plan is to improve the promotion rate and decrease the drop-out rate.
--	---

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	After School Remediation/Tutoring	2006-2007	Supervisor of Instruction Attendance Supervisor Principal Teachers	Materials	Extended Contract	Improved Test Scores Monitoring
Action Step	7 th an 8 th grade Time for Time (to encourage better attendance)	2006-2007	Attendance Supervisor Extended Contract Teachers	Materials Facilities	Extended Contract	Student Log of Attendance
Action Step	Inclusion	2006-2007	SpEd Supervisor Principal Guidance SpEd Teachers, General Ed Teachers	Materials Professional Development	GP IDEIA Federal	Student Progress Reports Test Scores Teacher Survey
Action Step	Incentives for school attendance and academic achievement	2006-2007	Principals Teachers Parent Coordinators Community Support	Awards Prizes	Local Funding	Attendance Records Promotion Rate Reports

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+	NA	NA	NA	NA	+	
	Component 1 Title II A Plan							F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+	NA	NA	NA	NA	+	+	F T
	Title II D Tech-Plan/E-rate							
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)	+	NA	NA	NA	NA	NA	+	F
	Title II D							
	+	NA	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
Include a 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)	Title II D								
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)	+	NA	+	NA	NA	+	+	F 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)	+	NA	+	NA	NA	NA	+	F	
Describe how the applicant will encourage the	+	NA	NA	NA	NA	+	+	F	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
	Title II D Tech Plan System's Five Year Plan								
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)	+	NA	NA	NA	NA	+	+	F	
	Title II D Tech Plan								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+	NA	NA	NA	NA	+	+	F	
	Title II D Plan Tech Plan								
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)	+	NA	NA	NA	NA	+	+	F	
	Title II D Plan Tech Plan								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.	+	+	NA	NA	+	NA	+	F S A
	Title I Sp Ed Comp Plan Currently Grundy County Schools have no schools on the High Priority List							
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+	NA	NA	NA	NA	NA	+	F
	Title III Plan Grundy County Schools have a low number of qualifying LEP students							
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)	+	+	NA	NA	NA	NA	+	F S
	Title I Plan Sp Ed Comp Plan							
Describe the strategy the LEA will use to coordinate	+	NA	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
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)	Title I Plan Title II Plan								
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)	+	NA	NA	NA	NA	NA	+	F	
	Title I Plan Pre-K Grant								
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+	NA	NA	NA	+	F S C	
	Title I Plan Title II A Plan Sp Ed Comp Plan CTE Plan System’s Five Year Plan								
Describe the services the LEA will provide homeless	+	NA	NA	NA	NA	NA	+	F	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
children? (Title I, Sec 1112)	Title I Plan							
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.	+	+	NA	NA	NA	NA	+	F
	Family Friendly Plan Board Policy Title I Plan Components 1, 3, 5 Sp Ed Comp Plan							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+	+	NA	NA	NA	+	+	F
	Sp Ed Comp Plan Components 1,2,3,4,5 System’s Five Year Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+	+	NA	+	NA	+	+	F
	Components 2,3,4,5 System’s Five Year Plan Sp Ed Comp Plan Federal Programs Plan							
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)	+	+	NA	+	NA	+	+	F
	Components 2,3,4,5 System’s Five Year Plan Sp Ed Comp Plan Federal Programs Plan School and System Report Card							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+	+	+	NA	NA	+	+	F
	Components 4,5 Federal Programs Plan Sp Ed Grants Sp Ed Comp Plan							
	+	+	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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.	Title II A Components 4, 5 Sp Ed Comp Plan							
	+	+	NA	NA	NA	+	+	
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)	Titles II A & D Components 2,4,5 Sp Ed Comp Plan EasyIEP							F
	+	NA	NA	NA	NA	+	+	
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)	Title II A Tech Plan Components 3,4,5							F
	+	+	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	Title II A Title II D Sp Ed Comp Plan Family Friendly Schools							
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	+	NA	NA	NA	+	+	F
	Title I Title II A Sp Ed Comp Plan							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+	+	NA	NA	NA	+	+	F
	Components 1,2,3,4,5 Title II A Tech Plan Sp Ed Comp Plan							
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)	+	+	NA	NA	NA	+	+	F
	CIMP Sp Ed Comp Plan Title II A Title I Component 3							
	+	NA	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
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 & E-rate)	Title II D E-rate								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? (E-rate)	NA	NA	NA	NA	NA	+	+	T	
	E-rate Tech Plan								
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?	NA	NA	NA	+	NA	NA	+	E	
	Extended Contract Plan								
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?	NA	NA	NA	+	NA	NA	+	E	
	Extended Contract Plan System's Five Year Plan								
Describe the process for evaluating the work you have done?	NA	NA	NA	+	NA	NA	+	E	
	Extended Contract Plan								
Include an extended contracts employment summary?	NA	NA	NA	+	NA	NA	+	E	
	Extended Contract Plan								
Define your leadership team?	+	+	+	NA	NA	NA	+	F S C A	
	Component 1 Title I Advisory CTE Advisory IEP								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	NA	NA	+	F S C A
	Component 1 IEP Teams Title I Advisory CTE							
Define your subcommittees?	+	+	+	+	NA	NA	+	F S E A
	Component 1 Title I School Leadership Team CTE Advisory IEP							
Define significant system and common factors?	NA	+	NA	NA	NA	NA	+	S A
	Sp Ed Comp Plan School Improvement Plans							
Profile your system and community?	+	+	NA	+	NA	NA	+	F S E A
	Component 1 Federal Programs Plan School Improvement Plans							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	NA	+	+	F S C E A T
	Components 1,2,3,4,5							
Define your beliefs?	+	+	+	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	Component 2							S C A
Define your mission?	+	+	+	+	NA	NA	+	F S C E A
	Component 2							F S C E A
Define your vision?	+	+	+	+	NA	NA	+	F S C E A
	Component 2							F S C E A
Identify academic and non-academic assessment measures?	+	+	+	+	NA	NA	+	F S C E A
	Title IV A CTE Advisory Council Component 3 Sp Ed Comp Plan Template 1.1							F S C E A
Define data collection and analysis processes?	+	+	+	+	NA	NA	+	F S C E A
	Component 1 & 3 Title IV Needs Assessment - System and School Report Card Sp Ed End of Year Report (Table 8 Section A)							F S C E A
Include report card results?	+	+	+	+	NA	NA	+	F S C E A
	Component 3, Template 3.1							F S C E A
Explain what you learned from all of the data?	+	+	+	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	Component 3, Template 3.							S C A
Prioritize your goals?	+	+	+	+	NA	+	+	F S C E A T
	Component 3, Template 3.1							
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	+	NA	NA	NA	+	F S C
	Board Policy Sp Ed State and Federal Regulations CTE State Evaluation Federal Monitoring CIMP							
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+	NA	NA	NA	+	F S C A
	Board Policy Sp Ed State and Federal Regulations CTE State Evaluation CTE E-TIGER Federal Monitoring CIMP							
	+	+	+	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify strengths and weaknesses based on the data?	Component 3							S C A
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of non-traditional students enrolled in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?	NA	NA	+	NA	NA	NA	+	C
	Perkins Report Card Component 3							
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+	NA	NA	NA	+	F S C A
	Components 3,4,5 Template 3.1							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+	NA	+	NA	NA	+	F S E A
	ESI DIBELS District-Wide Assessment Math/Reading LA TCAP K-2 Fulfillment of IEP Sp Ed End of Year Report							
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+	NA	NA	NA	+	F S C A
	Perkins Report Card Horizon Report Sp Ed End of Year Report							
Analyze disaggregated elementary/middle attendance	+	+	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
rates and define what was determined?	Horizon Report							S A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+	NA	NA	NA	+	F S C
Define the current reality of student learning?	+	NA	NA	+	NA	NA	+	E A
Analyze faculty perception of your system?	+	+	NA	+	NA	NA	+	S E A
Analyze parent perception of your system?	+	+	NA	+	NA	NA	+	S E A
Analyze community perception of your system?	NA	+	NA	+	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	CIMP Extended Contract Plan							S E A
Analyze student perception of your system? (if applicable)	NA	+	NA	+	NA	NA	+	S E A
	Sp Ed Exiting Survey for Graduating Seniors ACT Perception Survey Sp Ed Summary of Performance							
Identify your Component 3 priorities of need?	+	+	+	NA	NA	NA	+	F S C A
	Template 3.1							
Identify the strengths and weaknesses of your decision-making process?	NA	+	+	+	NA	NA	+	S C E
	Component 4							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	NA	NA	+	F S C E A
	Component 1,4,5							
	+	+	+	+	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify what programs and processes are in place for curriculum analysis and support?	Component 4 CTE Plan Federal Programs Plan Sp Ed Comp Plan							S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	NA	NA	+	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?	NA	+	+	NA	NA	NA	+	S C
Determine the needs of children with disabilities based on information from an appropriate evaluation?	NA	+	NA	+	NA	NA	+	S E
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that 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.)?	Sp Ed Comp Plan Federal and State Regulations IDEIA Child Find Sp Ed End of Year Report CIMP							S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?	NA	NA	+	NA	NA	NA	+	C
	CTE Local Plan							
Define how you will assist career-technical students in mastering occupational skill competencies?	NA	NA	+	NA	NA	NA	+	C
	CTE Local Plan							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?	NA	+	+	NA	NA	Na	+	S C
	CTE Local Plan Sp Ed Comp Plan							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?	NA	+	+	NA	NA	NA	+	S C
	CTE Local Plan Sp Ed Comp Plan							
Determine how you will promote non-traditional	NA	NA	+	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	There are no Targeted Assisted Schools in our system.							S
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+	NA	NA	NA	NA	+	F
	Title I Plan Pre-K Program Part C Transition Planning Sp Ed End of Year Report IEP							S
If applicable, describe the activities funded by the system which support preschool programs?	+	+	NA	+	NA	NA	+	F
	Title I Lottery Funds Sp Ed Comp Plan							E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+	NA	NA	+	NA	NA	+	F
	Title I Website CIMP Board Policy							E
	+	+	NA	+	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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.	Sp Ed End of Year Report IEP Sp Ed Comp Plan Extended Learning Contract Title I							S E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+	NA	NA	NA	+	F S C A
	Component 3,4 IEP Goals and Objectives Progress Reports System and School Report Card Perkins Report Card AYP							
Determine to what degree you meet SACS standards?	NA	NA	NA	NA	NA	NA	NA	A
	We do not have any SACS schools.							
Determine to what degree the stakeholder perception matches your current reality?	NA	+	NA	NA	NA	NA	+	S A
	Family Friendly Survey CIMP							
Identify your Component 4 priority of needs?	+	+	+	NA	NA	NA	+	F S C A
	Component 3 Template 4.1C, 4.1D, 4.2C, 4.2D							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	+	NA	+	+	S C E A T
	Component 5, Template 5.1							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	NA	+	+	NA	NA	+	+	S C A T
	Component 5, Template 5.1							
Define your implementation plans?	NA	+	+	+	NA	+	+	S C E A
	Component 5, Template 5.1							
Address in your action plan the required clusters for your program area?	NA	NA	+	NA	NA	NA	+	C
	CTE Local Plan							
Based on data, determine how the system goals include and address continuous career-technical program improvement?	NA	NA	+	NA	NA	NA	+	C
	MIS Report CTE Local Plan							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)	NA	+	+	NA	NA	NA	+	S C
	CTE Local Plan Sp Ed Comp Plan							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?	NA	NA	+	NA	NA	NA	+	C
	CTE Local Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define what summative assessment will be used?	NA	+	NA	NA	NA	NA	+	S A
	Sp Ed Comp Plan CIMP							
Describe how you will evaluate the SIP process?	NA	+	NA	NA	NA	NA	+	S A
	School Improvement Plan Component 6 Sp Ed End of Year Report							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?	NA	+	+	NA	NA	NA	+	S C
	CTE Local Plan Sp Ed Comp Plan CIMP							
Address in the action plan the evaluation process required for each question within each cluster area?	NA	+	+	NA	NA	NA	+	S C
	CTE Local Plan Sp Ed Comp Plan							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?	NA	NA	+	NA	NA	NA	+	C
	MIS Report Follow Up Report CTE Local Plan Perkins Report Card							
	+	+	NA	NA	NA	NA	+	F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA’s revised TCSPP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSPP includes a determination of why the district’s previous plan did not bring about increased student academic achievement.	Federal Programs Monitoring CIMP Sp Ed Comp Plan							S
Define your plans for implementation and evaluation of your action plan?	+	+	+	NA	NA	NA	+	F S C A
School Improvement Plan Component 6 Component 5 CTE Local Plan Addendum 06-07 The final evaluation will be the results of the 2007 AYP Report								

	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:								
	NA	+	+	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<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>	<p>Carl Perkins Report Sp Ed Comp Plan Component 3 CIMP SP Ed End of Year Report</p>							S C
The percent of youth with IEPs dropping out of high	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>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 (20 U.S.C. 1416 (a)(3)(A))</p>	<p>Sp Ed End of Year Report Component 3 Horizon CIMP</p>							S
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))	Report Card AYP Component 3, Template 3.1							S
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))</p>	<p>CIMP Component 1 Component 3 Sp Ed End of Year Report Horizon Report</p>							S
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))	Sp Ed December Census Table 3							S
	NA	+	NA	NA	NA	NA	+	
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))	Sp Ed End of Year Report							S
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percentage of 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))	IEP Goals and Objectives							S
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.	NA	+	NA	NA	NA	NA	+	S
The percentage of schools identified by the LEA as	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
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))	CIMP Sp Ed End of Year Report AYP							S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	NA	+	NA	NA	NA	NA	+	S
	Sp Ed December Census Table 1 and Table 3 CIMP AYP							
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))	NA	+	NA	NA	NA	NA	+	S
	CIMP Sp Ed End of Year Report							
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number 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))	CIMP Sp Ed End of Year Report Transition Part C Planning							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))	NA	+	NA	NA	NA	NA	+	S
	NA	+	NA	NA	NA	NA	+	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<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>CIMP Senior Exiting Interviews</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.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA