

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

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

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# Tennessee Comprehensive Systemwide Planning Process (TCSPP)

## Assurances

with Signature of Director of Schools

I certify that \_\_\_\_\_Pickett 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

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 1 Member</b>	<b>Role</b>
Julia Barber	Teacher K-8
Debbie Elder	System Technology Coordinataor
Patricia Garrett	Assistant Principal K-8
Randy Garrett	Vocational Director/Teacher
LouAnn Maxwell	Teacher High School
Diane Elder	Federal Projects/SPED Director
<b>Component 2 Member</b>	<b>Role</b>
Patricia Reagan	Principal High School
Elizabeth Bly	Teacher High School
Jerry Reagan	Teacher High School
Kenny Tompkins	Principal K-8
Angie Bilbrey	Teacher K-8
<b>Component 3 Member</b>	<b>Role</b>
LouAnn Maxwell	Teacher High School
Brandon Suiter	Teacher High School
Norma Mitchell	Teacher High School
Sherri Beaty	Guidance Counselor K-8
Sara Tompkins	Teacher K-8

## TCSPP TEMPLATE 1.1

(Continued)

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

<b>Composition of the Component Leadership Teams –Listing required</b>	
<b>Component 4 Member</b>	<b>Role</b>
LouAnn Maxwell	Teacher High School
Rebecca Wallin	Teacher High School
Julia Barber	Teacher K-8
Pam Winningham	Teacher K-8
Chelsea Smalling	Junior – Pickett County High School
<b>Component 5 Member</b>	<b>Role</b>
Patricia Garrett	Assistant Principal K-8
LouAnn Maxwell	Teacher High School
Vickie Brown	Parent High School/K-8
Leslie Reeder	Parent High School
Talon Hill	Junior – Pickett County High School
<b>Component 6 Member</b>	<b>Role</b>
Patricia Reagan	Principal High School
Margaret Copeland	Guidance Counselor High School
Kenny Tompkins	Principal K-8
Sherri Beaty	Guidance Counselor K-8

## 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?

PCS collected and organized information from prior years with collaborative efforts among team members. Gathered information included both academic and non-academic data and was collected from a variety of sources. The data was studied and conclusions were drawn. The conclusions can be found in Component 3. Organized data can be found in a Central Office filing cabinet with tabs organized according the TCSPP outline.

#### **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?

PCS will use the perceptual data to continually strive for improvement to ensure that each individual student need is met.

#### **Collection of Student Performance Data - Narrative Response Required**

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

Information was collected from prior years from a variety of sources including TCAP, Gateway, End of Course, and ACT. The committee collected data from internal departments such as Title I, Special Ed., Finance, and Technology.

## TCSPP TEMPLATE 1.1

(Continued)

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

#### **Use of School Processes Data - Narrative Response Required**

How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

The central office personnel work collaboratively to provide equity and adequacy in resources, support, and personnel to our schools by scheduling inservice, providing high quality professional development, and providing technical training and support. The central office will make available professional assistance as the need arises.

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

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

After careful analysis of services delivered to our schools, PCS should focus on continually striving to improve the communication between Central Office Personnel and schools. Leaders and educational personnel need to be visible and approachable to schools, students, teachers, and administrators.

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

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

Strengths:

- PCS will use this plan to assist in determining the effectiveness of the curriculum, instruction, assessment, and organizational structure of our system.
- PCS has a cooperative attitude among the Central Office and individual school personnel.

Needs:

- PCS needs to record better documentation of collaborative efforts among committee members.
- Find available times for collaborative members to meet

(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:***

We believe Pickett County Schools must be committed to excellence and must constantly find ways to improve the way we teach our students.

We believe a highly qualified staff is the key to educational excellence and we strive to provide on-going training And staff development for every teacher.

We believe in the individuality of each student.

We believe a positive self-concept and respect for the rights of others are necessary for effective learning.

We believe the future of Pickett County lies with the future leaders that we train in our school.

We believe the educational process must be a partnership with the families, schools, and businesses of Pickett County.

We believe Pickett County students are entitled to a safe, non-threatening environment conducive to learning.

#### ***MISSION STATEMENT:***

The mission of the Pickett County Schools is to provide an ongoing, quality education for all citizens of Pickett County in a safe, comfortable environment, producing literate, self-confident, responsible, well-rounded citizens able to achieve in post secondary education and/or work force.

#### ***SHARED VISION STATEMENT:***

PCS will be recognized by students, parents/guardians, teachers and professional educators, and community members as a school system of choice by:

- Publicizing our belief statements
- Fulfilling our mission statement
- Uniting all stake holders into one body establishing goals for academic excellence
- Using statistical data to continuously improve excellence in education
- Employing teachers who love to teach and in turn inspire students who love to learn.

## **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?

Strengths:

- Attendance 94.8%
- Dropout Rate 1.4%
- Gateway Achievement
- All Students K-8 Reading 91%, Language Arts, Math 87%
- Gateway Algebra 86%
- System wide AYP met

Needs:

- Highly Qualified Teacher
- 9-12 Graduation Rate 79.7%
- K-8 Promotion 96.2%
- Students with Disabilities – Math, Reading/Language Arts
- Gateways: Algebra 29.1, Biology 14.9%, Eng II 22.8%
- K-8 TVAAS: Math

What evidence/sources support your response?

- State System Report Cards including parts II & V
- System 9 Week Report Cards
- Think Link
- TCSPP Workshop
- System Report Card 2005 Data Analysis
- TVAAS

**Evaluation of Disaggregated Data - Narrative Response Required**

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

Strengths:

- 11 Grade Writing
- ACT
- Grades 4, 5 Writing
- Algebra & Eng: White Economically Disadvantaged & Children with Disabilities
- Gateway: Algebra

Needs:

- Math & Reading/Language Arts: White Economically Disadvantaged & Children with Disabilities
- Math: Grades 4, 5, 8
- Science: Grades 6, 7
- Social Studies: Grades 4, 7, 8
- Gateway: Eng II
- All End of Course

What evidence/sources support your response?

- State System Report Cards including parts II & V
- System 9 Week Report Cards
- Think Link
- TCSPP Workshop
- System Report Card 2005 Data Analysis
- TVAAS

## 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?

Strengths:

- Attendance
- Parent and Community Involvement K-8
- Safe Environment

Needs:

- Teacher Attendance
- Drug Abuse Awareness
- Bullying
- Parental Involvement at 9-12

What evidence/sources support your response?

- Student, Parent, Community Opinion Surveys
- Sign-In Sheet Documentation
- System Personnel Records
- State System Report Cards 2003-05
- Vocational Report Card
- Annual System Vocational Completer Report
- TSCPP Workshop – System Report Card 2005 Data Analysis
- Discipline Referral Records
- Title I Survey

### **TCSPP TEMPLATE 3.1**

(Continued)

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

<b>Evaluation of the Prioritized Goals - Narrative Response Required</b>
--

What are your data driven prioritized goals?
--

Increase the promotion rate by:

- The improvement of Language Arts/Reading/Writing skills with focus upon the economically disadvantaged and students with disabilities subgroups
- The improvement of Gateway Eng II proficient and above proficient student scores
- The improvement of drug awareness among student
- The improvement of student behavior in regard to bullying and discipline referrals
- The increase of parental involvement and communication particularly on the high school level
- The recruitment and retention of highly qualified teachers

## **COMPONENT 4**

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

## TCSPP TEMPLATE 4.1a

### CURRICULAR PRACTICES

<p><b>Current Curricular Practices</b></p>	<p>System uses the Tennessee Depart. Edu. state approved standards and provides training to staff in the use of the standards.</p>	<p>System has implemented a K-12 cohesive standards based model for literacy.</p>	<p>System has implemented a K-12 cohesive standards based model for mathematics.</p>	<p>Support system is in place for enhancing the quality of curriculum and instruction.</p>	<p>Monitoring system is in place for enhancing the quality of curriculum and instruction.</p>	<p>Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.</p>	<p>System communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.</p>
<p>Evidence of Practice</p>	<p>Teacher Lesson Plans, State Issued Standards</p>	<p>Saxon Phonics, State standards for Reading, Writing, and Language Arts</p>	<p>Saxon Math Princeton-Hall</p>	<p>State Issued Standards, Lesson Plans, Prof. Develop.,</p>	<p>Teacher Lesson Plans, 9 Wk. Report Cards</p>	<p>Lesson Plans, Textbooks, Website</p>	<p>School Improvement Plans, Website, Principal Calendars, Email Postings, Staff Meetings</p>
<p>Is the current practice research-based?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Is it a principle &amp; practice of high-performing school systems?</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>Has the current practice been effective or ineffective?</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>	<p>Effective</p>

What data source(s) do you have that support your answer? (identify all applicable sources)	State & System Report Cards, End of Course, Gateway TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	School Newsletters, School Improvement Plan, Website
Evidence of effectiveness or ineffectiveness	State & System Report Cards, End of Course, Gateway, TCA	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	State & System Report Cards, End of Course, Gateway, TCAP	School Newsletters, School Improvement Plan, Website, Newspaper
Evidence of equitable system support for this practice	Website posting	Staff Development Training	Staff Development Training	At Both Schools through all grades	At Both Schools through all grades	At Both Schools through all grades	Local Participation, Website
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

## TCSPP TEMPLATE 4.1b

### CURRICULUM GAP ANALYSIS

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

#### **Curriculum TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

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

The following practices are currently being used by the Central Office Personnel in providing assistance to our schools:

- Professional Development
- Attend State Meetings
- Needs Assessments
- Teacher Inservice
- Preview Instructional Material
- Staff Meetings
- Data Analysis
- Provide Materials and Resources
- Administration of Assessments

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

The use of time could be enhanced by:

- More time in visiting individual classrooms
- More responsibility needs to be shifted to the principals as instructional leaders of their schools
- Identify job descriptions with realignment to ensure distribution of job responsibilities

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

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

Federal Programs provide funds to ensure that all students have the opportunity to receive a high quality education. Funds are distributed to the schools based upon student population and principal/teacher requests.

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

Money should be used for individual needs based on deficiencies, school improvement plans, and requests.

**TCSP TEMPLATE 4.1b**

(continued)

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

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

Central Office personnel are allocated based upon student population. Our system’s small student population dictates the number of available staff. In that our student population is small our staff number is small. This necessitates the assigning of several duties to each staff member. For instance, the Transportation Supervisor is also responsible for the system’s attendance reporting, student truancy, safety, and maintenance.

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

In assessing our circumstance it is clear that we must be “needs” based and redefine duties of available staff. Tradition must be overcome with necessity and necessity must be driven by student achievement.

**Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required**

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

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

A distribution method that is “fair and equal” has been used in the past in the distribution of funds and services to our two schools.

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

Tradition must be replaced with a “greatest needs” approach based upon data driven decision making.

**TCSPP TEMPLATE 4.1c**  
**CURRICULUM REFLECTIVE QUESTIONS**

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

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

Are we providing equity and adequacy to all our schools?
--

Traditionally, equity and adequacy is applied to the two schools in our system. When a need arises, every effort will be made to meet the needs of each school.
---

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

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

Through effective planning and collaboration funds and resources are targeted according to the identified needs of each school.
---

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

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

The data indicates that we must improve our work of students with disabilities.
---

## 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 strengths include a research-based curriculum in which teachers have collaborated and reported to parents. This is indicated by a high attendance rate, low dropout rate, high achievement on state test, and meeting of system wide AYP.

#### **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.

Our major challenges include:

- Graduation Rate
- Students with Disabilities
- K-8 Promotion Rate
- Improve Gateway Scores
- Improve K-8 TVAAS Math
- Highly Qualified Teachers

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

How will we address our challenges?

- Annual evaluation of materials, texts, and Report card.
- Improved staff development addressing standards and evaluation.

## TCSPS TEMPLATE 4.2a

### INSTRUCTIONAL PRACTICES

<b>Current Instructional Practices</b>	Classroom instruction is aligned with the standards based curriculum	Classroom instruction is aligned with the assessments	Teaching process is data-driven	Classroom organization and management techniques support the learning process	Students are provided with multi-learning opportunities	Classroom instruction supports students with various learning needs and styles	
Evidence of Practice	State Standards posted on Website, State approved textbooks	Skills, Standards and Assessments are all aligned.	Data has been analyzed for each SIP dictating the goals for teaching	Principal/ Teacher Observations, Daily classroom schedule	After School Tutoring Programs,	Prof. Dev. Is provided, Appropriate software provided	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	Principal/ Teacher Observations, Daily classroom schedule, Discipline referrals	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	

Evidence of effectiveness or ineffectiveness	School/LEA and state Report Cards	Website, Principal's checklist	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	Test Scores, Low Discipline referrals,	Attendance Rolls	Gateway, End of Course, TCAP, TVAAS, Writing, ACT, Carl Perkins Report Card	
Evidence of equitable system support for this practice	Curriculum utilized throughout the system	Schools have available resources for addressing the standards	Data utilized throughout the system	K-12	K-12 students are provided with opportunities to attend tutoring programs	Schools provided with funds to implement programs to address their needs	
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	

## TCSPP TEMPLATE 4.2b

### INSTRUCTIONAL GAP ANALYSIS

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

#### **Instructional TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

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

- High quality staff development for teachers and administrators
- Attend state development and improvement programs
- Technology Training
- Allocated is based upon need

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

- Utilizing Technology to its Potential
- Have scheduled time with beginning teachers to review state standards and blue print
- Increase monitoring time to offer added insight into instructional practices effectiveness and teacher professional growth

#### **Instructional MONEY Gap Analysis – Narrative Response Required**

##### **“What is” The Current Use of: MONEY**

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

- Federal monies are used to supplement educational sound programs
- Staff development has been funded for all schools
- System wide purchases in technology are all research based
- Money is allocated equally per student to purchase materials and supplies that have been proven to be educationally sound

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

- Expansion of curriculum and professional development
- Update present technology resources

**TCSPP TEMPLATE 4.2b**  
(continued)

**INSTRUCTIONAL GAP ANALYSIS**

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

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

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

- The assignment of duties to central office staff has been primarily based upon state and federal regulations compliance.

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

- Effective use of central office personnel must be correlated with the schools and system’s greatest academic and nonacademic needs
- Increase time spent at all schools

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

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

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

- Supplementary materials that relate to core subjects are provided on a per pupil basis to students in ??????????
- Teachers have attended conferences and workshops that enrich their instructional methods
- Teachers have been asked to share their experiences at professionals development meetings
- Efforts have been made to integrate technology into the classroom

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

Central office staff should do the following when considering the use of other resources by asking the following questions:

- Does the use of this resource positively serve the needs as identified in the improvement plans?
- Will our targeted groups benefit academically and/or non-academically and how?
- Is the use of this resource sustainable?

--

## 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.

<b>Instructional Reflective Questions - Narrative Response Required</b>
---

Are we providing equity and adequacy to all our schools?
--

All schools are provided for based upon student population and individual needs. Each school is provided with staff development to improve research based instruction. Staff members attend schools on both a scheduled and non-scheduled basis to address weaknesses and instructional strategies. School requests are reviewed and addresses based upon needs. Needs assessments show that schools have adequate instructional material to meet the requirements of NCLB.
---

<b>Instructional Reflective Questions - Narrative Response Required</b>
---

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

PCS budgets funds and resources on an annual basis based on individual school needs with instructional requests given top priority.
---

<b>Instructional Reflective Questions - Narrative Response Required</b>
---

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

After reviewing instructional strategies used in various areas of state testing with focus upon Reading, Math, and Language Arts subjects and reviewing special education statistics that relate to promotion and graduation rates throughout the system we can clearly see that some of our students are receiving instruction that is producing positive results. Our targeted groups of economically disadvantaged and students with disabilities have been clearly identified and are recognized as our instructional focus group.

## TCSPP TEMPLATE 4.2d

### INSTRUCTIONAL SUMMARY QUESTIONS

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

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

What are our major strengths and how do we know?

Strengths:

- Caring, professional teachers and administrators
- Vocational education program that has a high level of high school student enrollment
- System attendance rate is above the state average

#### **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.

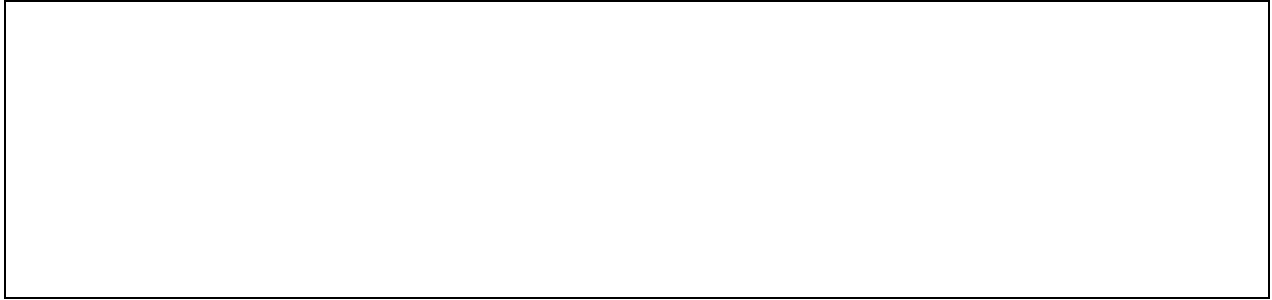
Challenges:

- Need improvement in graduation and promotion rates
- Raising scores of the economically disadvantaged and special education subgroups will continue to be a challenge

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

How will we address our challenges?

- Principals must take on a greater role as instructional leaders and central office staff must develop processes to monitor, support, and guide those responsible at the school level.
- Teachers must take the attitude of teaching to the child in a more individualized manner in order for each child to show academic growth



## TCSPP TEMPLATE 4.3a

### ASSESSMENT PRACTICES

<b>Current Assessment Practices</b>	Uses the assessments that are aligned with the TN Department of Education standards based curriculum	Ensures that the appropriate Assessments are used to guide decisions relative to student achievement	Assesses all categories of students	Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc.	Provides professional development in the appropriate use of assessment	Provides support and technical assistance to schools in developing and using assessments	Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning
Evidence of Practice	State System/State Report Card	Teacher summary and individual student reports	State Assessment Reports	State Mandated Assessments, portfolios, curriculum based assessments	Some of the professional development deals with analyzing student data	Teacher training, high quality staff development	9 wk report cards, State Mandated Assessment Results
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)	State Mandated Assessments	Student grade reports, State Mandated	System's school profile, student/teacher	Teacher feedback, evaluations,	Attendance logs	Sign in sheets and documentation	9 wk report cards, State Mandated

		Assessments	feedback,	State Reports			Assessment Results, Newspaper
Evidence of effectiveness or ineffectiveness	Gains in state scores	Improvement in student scores	Improving scores for subgroups	Gains in state scores, student retention rate	Improving scores for subgroups	Improvement in student scores	Involves all students in the system
Evidence of equitable system support for this practice	Aggregated & Disaggregated reports	Reports generated for all students	Reports generated for all students	Reports generated for all students	Involves all students	All schools and teachers are trained	Involves all students
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue

**TCSPP TEMPLATE 4.3b**  
**ASSESSMENT GAP ANALYSIS**

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

**Assessment TIME Gap Analysis - Narrative Response Required**

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

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

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

**Assessment MONEY Gap Analysis - Narrative Response Required**

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

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

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

**TCSP TEMPLATE 4.3b**  
(continued)

**ASSESSMENT GAP ANALYSIS**

**Assessment PERSONNEL Gap Analysis - Narrative Response Required**

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

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

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

**Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required**

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

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

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

**TCSPP TEMPLATE 4.3c**  
**ASSESSMENT REFLECTIVE QUESTIONS**

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

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

Are we providing equity and adequacy to all our schools?
--

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

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

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

Based on the data, are we accurately meeting the needs of 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.

<b>Assessment Summary Questions- Narrative Response Required</b>
What are our major strengths and how do we know?

<b>Assessment Summary Questions- Narrative Response Required</b>
What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

<b>Assessment Summary Questions- Narrative Response Required</b>
How will we address our challenges?

## TCSPP TEMPLATE 4.4a

### ORGANIZATIONAL PRACTICES

<b>Current Organizational Practices</b>	School systems' beliefs, mission and shared vision define the purpose and direction for the school sys and the schools	Organizational processes increase the opportunity for success in teaching and learning at all schools.	Organizational practices and processes promote the effective time-on-task for all students	School system provides continuous professional development for school leaders	School system is organized to be proactive in addressing issues that might impede teaching and learning	School system is organized to support a diverse learning community through its programs and practices	
Evidence of Practice							
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)							
Evidence of effectiveness or ineffectiveness							

Evidence of equitable system support for this practice							
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue	Continue



**TCSPP TEMPLATE 4.4b**  
(continued)

**ORGANIZATIONAL GAP ANALYSIS**

**Organizational PERSONNEL Gap Analysis - Narrative Response Required**

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

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

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

**Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required**

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

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

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

**TCSPP TEMPLATE 4.4c****ORGANIZATIONAL REFLECTIVE QUESTIONS**

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

**Organizational Reflective Questions - Narrative Response Required**

Are we providing equity and adequacy to all our schools?

**Organizational Reflective Questions - Narrative Response Required**

Are we targeting funds and resources effectively 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?

## 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.

<b>Organizational Summary Questions- Narrative Response Required</b>
--

What are our major strengths and how do we know?
--

<b>Organizational Summary Questions- Narrative Response Required</b>
--

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

<b>Organizational Summary Questions- Narrative Response Required</b>
--

How will we address our challenges?
-------------------------------------

## **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

Which need(s) does this Goal address?

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

#### ACTION STEPS

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

#### IMPLEMENTATION PLAN

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

Timeline

Person(s)  
Responsible

Projected Cost(s) /  
Required Resources

Funding Sources

Evaluation  
Strategy

Action Step

Action Step

Action Step

Action Step

### TCSPP TEMPLATE 5.1

## GOAL 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

Which need(s) does this Goal address?

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

#### ACTION STEPS

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.*

#### IMPLEMENTATION PLAN

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

Timeline

Person(s)  
Responsible

Projected Cost(s) /  
Required Resources

Funding Sources

Evaluation  
Strategy

Action Step

Action Step

Action Step

Action Step

### TCSPP TEMPLATE 5.1

## GOAL 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

Which need(s) does this Goal address?

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

#### ACTION STEPS

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.*

#### IMPLEMENTATION PLAN

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

Timeline

Person(s)  
Responsible

Projected Cost(s) /  
Required Resources

Funding Sources

Evaluation  
Strategy

Action Step

Action Step

Action Step

Action Step

### TCSPP TEMPLATE 5.1

## GOAL 4 – Action Plan Development

Revised DATE: \_\_\_\_\_

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

Goal

Which need(s) does this Goal address?

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

#### ACTION STEPS

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.*

#### IMPLEMENTATION PLAN

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

Timeline

Person(s)  
Responsible

Projected Cost(s) /  
Required Resources

Funding Sources

Evaluation  
Strategy

Action Step

Action Step

Action Step

Action Step

### TCSPP TEMPLATE 5.1

## GOAL 5 – Action Plan Development

Revised DATE: \_\_\_\_\_

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

Goal

Which need(s) does this Goal address?

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

#### ACTION STEPS

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.*

#### IMPLEMENTATION PLAN

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

Timeline

Person(s)  
Responsible

Projected Cost(s) /  
Required Resources

Funding Sources

Evaluation  
Strategy

Action Step

Action Step

Action Step

Action Step

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)								F S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)								F
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)								F
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)								F
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.								F
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)								F
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) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)								T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
Describe the process for evaluating the work you have done?								E
Include an extended contracts employment summary?								E
Define your leadership team?								F S C  A
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								F S C  A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?								F S
								E A
Define significant system and common factors?								S
								A
Profile your system and community?								F S
								E A
Use a collaborative process to develop your program goals/objectives?								F S C
								E A T
Define your beliefs?								F S C
								A
Define your mission?								F S C
								E A
Define your vision?								F S C
								E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F 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?								F S C C
Define the current reality of student learning?								E A
Analyze faculty perception of your system?								S E A
Analyze parent perception of your system?								S E A
Analyze community perception of your system?								S E A
Analyze student perception of your system? (if applicable)								S E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?								F S C A
Identify the strengths and weaknesses of your decision-making process?								S C E
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?								F S
If applicable, describe the activities funded by the system which support preschool programs?								F S E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?								F E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.								F S E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?								F S C A
Determine to what degree you meet SACS standards?								A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?								S
								A
Identify your Component 4 priority of needs?								F
								S
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								C
								A
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S
								C
Define your implementation plans?								A
								T
Address in your action plan the required clusters for your program area?								S
								C
Based on data, determine how the system goals include and address continuous career-technical program improvement?								C
								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))								S
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))								S
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))								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? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

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