

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

**Components 1-5 Templates for
SCHOOL SYSTEM:
South Carroll County SSD**

For Submission On or Before May 15, 2008



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

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

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Diana Collins	Director
<i>Gail Walker</i>	Federal Projects Director
Trey Crews	Principal
Angela Bartholomew	Assistant Principal
Deborah Barger	School Counselor
<i>Tamala Partee</i>	<i>School Counselor</i>
<i>Gail Walker</i>	Special Education Director
<i>Gail Walker</i>	Vocation Director
Anna Kelly	High School Student
Sarah Orr	System Technology Coordinator
Kim Cobb	Instructional Assistant
Vickie Lucas	Parent

Component 1 Member	Role
<i>Gail Walker</i>	Chairperson Supervisor of Instruction and Federal Projects
Lisa Altom	Parent
Brenda Epperson	Teacher
Jaivel Snelling	Teacher
Vickie Todd	Teacher
Tera Webb	Teacher
<i>Patsy Smith</i>	<i>School Nurse</i>
<i>Rhonda Reed</i>	<i>Custodian</i>
<i>Tessie Peterson</i>	<i>Clerical Assistant</i>
<i>Terri Johnson</i>	<i>Secretary/Bookkeeper</i>
Dianna Becker	Special Education Teacher

Component 2 Member	Role
<i>Gail Walker</i>	Chairperson Supervisor of Instruction and Federal Projects
Mary Katherine Stigall	Teacher
Gena Maddox	Teacher
Diana Collins	Director
Karen Murphy	Parent
<i>Lynda Denning</i>	<i>Educational Assistant</i>
<i>Laurel Cary</i>	<i>Cafeteria Manager</i>
<i>Belinda Clark</i>	<i>Teacher</i>
<i>Barbara Jordan</i>	<i>Bookkeeper</i>
<i>Carol Limbaugh</i>	<i>Pre-School Assistant</i>
Component 3 Member	Role
Deborah Barger	Chair Person- guidance counselor
Angela Bartholomew	Assistant Principal
Joanna Azure	Title I Teacher
Holly Carden	Teacher
Steve Stigall	Agriculture Teacher
<i>Gail Walker</i>	<i>Chairperson Supervisor of Instruction and Federal Projects</i>
Trey Crews	Principal
Jenny Miller	Teacher
Lee Woods	Teacher
Alicia Halters	Educational Assistant
Kim Cobb	Computer Lab Assistant
<i>Tami Hayes</i>	<i>Bookkeeper</i>

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Angela Bartholomew	Chair Person , Assistant Principal
<i>Gail Walker</i>	<i>Chairperson, Supervisor of Instruction</i>
Diana Collins	Director
Barbara McClure	Teacher
Ronnie Breeden	Community Member
Angie Hern	Teacher
Joan Parish	Instructional assistant
Tena Halter	Teacher
Lauren Garner	High School Student
<i>Emily Neilson</i>	<i>Teacher</i>
<i>Mary Hastings</i>	<i>Educational Assistant</i>

Component 5 Member	Role
<i>Gail Walker</i>	Chairperson Supervisor of Instruction and Federal Projects
<i>Deborah Barger</i>	<i>School Counselor</i>
Christie Smith	Special Education Teacher
Susan Partridge	Teacher
Sarah Orr	Tech Coordinator
Jeannine Stokes	Teacher
<i>Mary Walker</i>	<i>Teacher</i>
<i>Janice Lewis</i>	<i>Teacher</i>
<i>Tamala Partee</i>	<i>School Counselor</i>
Amber Halter	Student

Component 6 Member	Role
<i>Gail Walker</i>	Chairperson Supervisor of Instruction and Federal Projects
	Student
<i>Gail Walker</i>	Supervisor of Federal Projects and Instruction
Marty McKnight	Board Member/Parent
<i>Amanda Branson</i>	CTE Teacher
<i>Michael Limbaugh</i>	Teacher
<i>Robin Simpson</i>	Educational Assistant
<i>Brooke Hollowell</i>	Educational Assistant
<i>Christine Jackson</i>	Teacher
* We tried to correct this component as suggested by the rubric but one person is the	Project director for vocational, federal projects, supervisor of instruction and supervisor of special education.

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?

The Leadership team collected and shared data from the sources discussed below. Some of the information was taken from our system's five-year plan. The system's five-year plan is based on the Tennessee Master Plan.

South Carroll Special School District is a small rural district in West Tennessee. It is located on one campus. The last school year's data collected for Title I poverty calculations shows about 45%. The system is a PreK-12 unit. **We are predominantly made up of a white student body. (93.3%)(93.4%) We have 4.6% (5.6%)African American, .2% (0) Asian, 1.4 (.8%)Hispanic, and .5 (.3)(Native American. Our poverty rate is 40.1% (46.7), and we have 1% (.3) Limited English Proficient. We have 19.1% (18.5%) students with disabilities. We are made up of 51.3% (54.7%) females and 48.7% (45.3%) males.**

Data is received through the State Report Card, ACT, TCAP, Perkins Report Card. End-of-Course, and Gateway Testing. Local system testing is the Brigance, LightSpan, STAR Early Star, **Thinklink, Study Island, DIBELS, TVAAS restricted website** and, **vocational report card, special education reports and PIPs**. Nonacademic data such as educators, student, and community demographics are considered as reliable sources to form system profiles. **Financial information is taken from the state report card**. Surveys of community members and state monitoring findings from all federal projects including vocational programs, special education and extended contract and all Title programs. The data mining was done by the testing coordinator/principal, **teachers, reading coach, and supervisor of instruction**.

Data is collected from the subcommittees-Title IV, extended contract, health and wellness, family involvement and parent/student surveys,

Teacher qualifications, years of service and highly qualified status data are obtained from personnel information sent to state as Director reports on Personnel Information Reporting System (PIRS). Copies of these reports are located in the Director's office. **"HQ" spreadsheets documents highly qualified status of teachers. Paraprofessional scores on file in center office.**

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?

Although the system and school had a mission, vision and beliefs they no longer seemed to be appropriate considering the accountability in NCLB. The mission and beliefs in component 2 are new and will be displayed in classrooms, handbooks, stationary and other forms of communication. The handbook is posted on the school and system website.

Data from interviews, workshops and surveys were used in recreating the mission, vision, and beliefs. Upon the revisiting of our mission, we recognized that a change was needed in our vision and beliefs. We have grown as a professional staff and learned about learning styles, effect of poverty on children and the accountability required in NCLB. Our committee worked very hard on redefining our beliefs. We demonstrate what we believe by what we do. All staff employees had an opportunity to add to, delete or agree not to sabotage any item in the perceptual data they could not support as related to the beliefs and mission statements.

The programs, inservice/professional development, time, and allocations of funds demonstrate our new missions and beliefs statements. Evidence will also be reflected in how our staff works with parents, teachers, students and the community.

Collection of Student Performance Data - Narrative Response Required

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

Subgroup desegregation such as race, economically disadvantaged, special education and gender. We looked for desegregation between grades and high school verses elementary. Skills of special education students in vocational articulation, graduation rate of regular as opposed to special education, Title I student gains and TVASS and teacher effect data, and drop out data. We also looked at what our students are doing after graduation. Are they continuing in an area of preparation? How are they transitioning from secondary to post secondary placement. TCAP data was looked at as to number of students scoring below proficient, proficient and advanced. The team evaluated individual teachers' 3-year trend to determine which group the teacher was teaching to and who was being left behind.

The team looked at survey information from special education parent response. Surveys indicated administration and teaching staff are aware of the IDEA rules related to services for disabled children. Parent concerns are poor evaluation interruption of testing results. **(Have person hired to interrupt data now through grant.)** State testing was another concern. It is confusing to the parents. A form was created to give to the parents explaining who has to take test and when the tests are given, when accommodations are allowable. Other parent concerns have been language accommodations, building entrance signs and drug use among our youth. Parents are concerned about school safety and job skills in a competitive job market

The student performance date came from system and school report card, Perkins Report Card

and state monitoring of federal projects. Federal projects monitored this school year were Extended Contract, Carl Perkins, Title I budgets, Family Friendly Schools, and IDEA. Title I was monitored last school year. Our system has not been targeted at this point. We are aware that public school choice and supplemental services must be offered if our school is identified as a low performing school or an unsafe school. **Thinklink formative assessments three times per year, Plan and Explore Profiles, and TVAAS projection data is also included in our profile.**

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?

Reducing the class sizes in the high school provides equity and adequacy. The elementary school has had small classes for several years. The high school is offering more class options to increase the reading and math ability of our students. Content Area Reading has been added to the high school curriculum. Each incoming 9th grader is required to take Content Area Reading as a required elective. A Tech Coach position was added to provide direction and expertise for implementing developmentally and instructionally appropriate practices in classrooms to include internet projects, research and differentiated instruction and learning styles. More computers have been added to classrooms to carry new EIS information and access to IEP accommodations. Surveyed and interviewed teaching staff in vocational programs, Title I, technology, and regular programs to determine needs and “wish list items.” Resources are allocated based on Curricula needs, state audit reports and assessment results, current labor market for employment and community surveys. Needs of our school are driven by current trends in education and new guidelines in NCLB of the laws. An example is Gateway testing and Gateway Intervention. The system adjusts courses offered to accommodate student scores and score trends. Professional development is provided to meet the needs of our system. South Carroll has only one school. Therefore, the central office staff provides the resources available in an equitable manner as adequately as possible.

Delivery of Services - Narrative Response Required

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

Equity is our strength. Adequacy is limited by funding. The size of our system does not allow a wide variety of different software driven programs, enough personnel or monies for enough tutoring and interventions. Limited staff causes overwhelmed and stressed staff. We can't fund personnel to provide the mining of data that should go on, therefore, useful data is often late getting to teachers. Data that could be gleaned from the testing and report cards that could be used to provide insight into what is really going on in our school is not used as it could be to identify trends, teacher weaknesses, strengths and study projections. Principals are not given enough responsibility in the mining of data. More in-service might be helpful to show teachers and administrative staff how to use the data, how to pinpoint areas or students, subgroups etc. that are being neglected. The leadership team is confident in it's delivery of services.

South Carroll has one person who does all federal projects; therefore, there is very little duplication of services or equipment. Even less duplication is expected with more flexible use of funds.

As a system South Carroll is below the state average on student expenditures. The system does a very good job with resources available. **(System remains below the state by about \$1,500.00 Per pupil expenditures per ADA.) System has decreased the difference in the state expenditure and South Carroll to \$637.**
Data drives LEAP intervention services, RTI, and extended contract intervention services.
No Leap Services

Evaluation of the Collaborative Process- Narrative Response Required

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

Strengths

Strengths include plenty of available data and easily interrupted data. Collaborative process includes all stakeholders, which in turn gives persons involved ownership.

100% of our faculty is highly qualified. (Report Card Data) 100% by our calculation

Small school environment, one person in charge of all federal programs.

REVISIT: In the revisiting of this section the federal projects person has meet with parents, teachers and community members in order to complete this plan. Surveys have been run and tallied in several separate projects. The monitoring results of federal programs have been shared with community members, parents, teachers, committee members and staff.

Needs

More personnel for test interpretation, better understanding by the state department the requirements of each federal project including IDEA (If they can't collaborate to understanding how can we?)

More in-service on testing information and how to use it to improve instruction and use test data. Ownership of teaching staff of product, student learning. After the committee completed some of the belief's statements for part three it was evident the teaching staff does not claim any ownership of student learning. All responsibility for learning was placed on the parent or child. We had to take a new look at the changes in the law of NCLB and make a connection to ownership of responsibility for student learning. **Revisited, discussed and growth is evident. New beliefs are posted in each room. Copy sent home to parents and posted to website.** Time and access are also to areas of need. We cannot find enough time to do the digging needed for understanding of data. Teachers have not had access to the data on the report card. **Supervisor and principals meet with the faculty to review school data at the beginning of each school year. After a review of the data, grade level teachers were given collaboration time to develop a list of at risk students, what is working, what is not working, and innovative ideas we will try. The needs of the students and innovative ideas were addressed in the TCSPP. Supervisor and curriculum coach see that each teacher is given formative assessment data after each benchmarking. Supervisor, principal, coach, and classroom teacher meet to collaborate the next steps we will take.** (Collaboration should be a major focus in the development of each component. Revisit after completing the work of all 6 components.)

N/A

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

***BELIEFS:** The team met several times to hammer out beliefs that reflect our current responsibility for education. The team realized the current beliefs were not appropriate. We as a staff had changed. We had learned through research and staff development. Educational ideals learned: Importance of relationships, how to use testing data to improve our instruction and student learning, the importance of the whole unique individual, to provide instruction at different levels, the importance of accepting the responsibility that all children are our children, recognize children from different backgrounds may need a little something different when the delivery of skills is planned.*

At the completion of the consensus process, all staff members were given the opportunity to comment, expand suggest changes. The communication process will include the following: newsletter, website, handbook, classroom posters, stationary and committee meetings. Please note the “physical” needs. With the new emphasis on health, it is necessary to consider nutrition and physical health in the education of children.

- All students can learn.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- We must provide instruction in a variety of learning activities to accommodate student’s individual styles.
- The most effective instruction actively engages students and is developmentally appropriate and related to personal experiences.
- Education should include the teaching of character: respect, responsibility, caring, fairness, trustworthiness and citizenship.
- Education should emphasize challenging academic expectations, achievement, and contributions to the community.
- A safe and inviting environment promotes student learning.
- A cooperative home-school relationship encourages parents to become partners in the learning process and ensures success for the child.
- Teachers, parents, and community share the responsibility for the success of the school’s mission.
- **Teachers, parents and students are committed to developing productive citizens who are prepared for work and life long learning.**
- **Students will achieve when goals, policies, and researched-based instruction are driven by the data.**

MISSION STATEMENT: *Please read the information above. The same process occurred with the mission statement.*

System Mission: The mission of the South Carroll County Special School District is to commit its financial, personnel, and educational resources to the development of productive citizens who are mentally, physically, and emotionally fit, for the world of work and life-long learning by providing them with a variety of quality educational experiences that will continually form partnerships among students, families, and communities.

School Mission: Clarksburg School is a pre-school through secondary institution designed to meet the changing and individual needs of every learner. Our goals are realized through a **data driven** cooperative team of educators working in conjunction with students, parents, and community.

SHARED VISION STATEMENT: The vision statement remains the same. The team determined the vision should remain the same.

We envision that students will achieve the following:

- Value education
- Hold high personal and educational expectations
- Be responsible, productive citizens with outstanding positive moral character
- Be life long learners

COMPONENT 3

ACADEMIC and NON-ACADEMIC DATA ANALYSIS and SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

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:

- **Have a mobile computer lab**
- **99%** of our students are enrolled in the general curriculum classes
- 67% of preschool students demonstrate positive social-emotional skills and demonstrate appropriate behaviors to meet their needs
- 100% of the parents surveyed agreed that the school system encourages parent involvement as a means of improving services and results for children with disabilities
- Facilities accessibility checklist indicated facilities are comparable and accessible
- Gateway Biology continues to be a strength
- Professional staff interview in IDEA indicates knowledge of the program for special education services
- No suspensions and expulsions of special education students
- **64%** of our students in special education scored in proficient or advanced on TCAP **this is a 16 % gain**
- The 3 year average for all students scoring proficient or advanced on the reading language arts plus writing test is **90%**
- The system and school are “in good standing.”
- Attendance rate is 2% point difference between elementary and high school
- Adequate computers for teacher use, each teacher is provided with teacher workstation with printer
- All teachers are highly qualified in the area in which they teach

2007 Aggregated Data Strengths

- **AYP – South Carroll met AYP in all areas.**
- **Safe School Status**
- **All Schools Safe**

- SACS accredited K-12
- Per Pupil Expenditures increased per ADA
- K-8 attendance rate 95.7,
- K-8 promotion rate 99.6
- High School attendance rate 96.8
- Cohort Dropout 0
- Graduation Rate 93.8
- No Expulsions
- 2 students suspended .4%
- 100% of coursed taught by highly qualified teachers
- No permits, no waivers

Academic Achievement 3-8

- Math showed a positive trend. Grade of an A, increased from a NCE of 56 to 59
- Reading NCE increased from 54 to 56
- Science showed a positive trend. Grade of a B, increased from a NCE of 54 to 55.
- Writing 5th grade showed a positive trend with and increase of .2 and a grade of A
- Eight grade writing remained strong with a grade of an A.
- 1% increase in math AYP
- 3% increase in reading AYP
- Eight grade EXPLORE scores were above the national mean in all academic areas.

Academic Achievement 9-12

- Academic ACT Achievement increased in all areas on the three year average and in the 2007 composite score, math score, and science reasoning score.
- The 11th grade writing increased from a B to an A
- The 10th grade PLAN English score was above the national

Academic Growth K-8

- Math increased from a C to a B (.4 to .9)
- Reading remained with an A showing a 1.3 gain

Academic Growth High School

- Science above the predicted score of 542.9, scored 556.1
- Math foundations above the predicted score of 561.5, scored 583
- ACT math was 1.15 points above the predicted score.
- ACT science reasoning scored .12 higher than the predicted score
- The 11th writing increased .18

Career and Technical Education

- 90.07% enrolled in CTE classes
- 1S1 Academic Attainment 100%
- 2S1 Completion 100%
- 3S1 Placement 95.83%
- 4S1 Participation Non-Traditional 66.33% upward trend for five years

2008 Aggregated Data Strengths

- AYP – South Carroll met AYP in all areas.
- Safe School Status
- All Schools Safe

- SACS accredited K-12
- K-8 attendance rate 95.5
- K-8 promotion rate 99.2
- High School attendance rate 96.6
- Cohort Dropout 0
- Graduation Rate 96.9
- 2 students suspended .4%

Academic Achievement K-8

- Reading increased 56-57
- Science 55-56

9-12

- ACT increase in all areas
- Composite 20.1-22.8
- English 19.8-23.5
- Math 20.5-20.8
- Reading 19.3-24.1
- Science 10.1-21.8

Academic Growth 2008

- 4-8 Reading 2.4
- 4-8 Social Studies had positive growth in all grades
- Gateway Science above predicted score
- Math Gateway 10 pt increase in P/A
- ED 22 pt increase in P/A Gateway Math
- 100% P/A on Gateway English and Science

Needs:

- Increased opportunities for articulation in vocational programs
- Parent survey given for special education indicated a need for a better method of testing and evaluation at IEP meetings
- Strengthen math program at high school and elementary
- Strengthen reading program at high school and elementary
- Continue to decrease the number of students scoring below proficient in special education and economically disadvantaged
- Continue to provide a safe and healthy environment for all students
- Need to increase transition services for special education students
- Continue to encourage attendance in school (**awards given**)
- Strengthen content in high school science, math and reading to increase ACT scores – **slight increase in ACT (in all areas and composite) from last year**
- Continue to provide strong on going staff development in researched instruction
- Increase awareness of health, nutrition and physical activity for all students
- Need to decrease number of students having to take remedial courses when entering secondary placement
- Research ideas and methods to increase graduation rate and decrease drop out for both regular and special education students
- Provide quality technology training for teachers, and integration of technology into

content are instruction for students by encourage projects using technology and the internet **(Provided more training this school year)**

- Continue to involve parents and the community in our school
- Continue to create ideas for communicating to parents, community and inside the school with the staff **(contact made by email, email addresses are provided in handbook and website)**
- **Very bad vocational report card down in skill attainment, completion, non traditional and placement**
- **increase scores in social studies,(TVASS =F)**
- **increase scores in science = -0.3 (C)**
- **Economically disadvantaged proficient and advanced on TCAP is 82%, this is below the NCLB Benchmarks.**
- **Students with disability were below the NCLB bench marks in reading and math.**
- **Social Studies K-8 and US History TVASS scores are below the state average gain.**

2007 Aggregated Needs

- Continue to increase per pupil expenditures per ADA
- Increase the number of at risk students staying for after-school tutoring and the Leap Program

K-8 Academic Growth

- -1.9 in social studies Grade of F Downward Trend
- -.09 in science Grade of C Downward Trend
- Below the state 3 year mean gain in all subject areas
- Great Leaps Math data shows less than 50% fluent in multiplication facts

9-12 Academic Growth

- US History 14.6 below the projected score.

Academic Achievement 9-12

- Gateway math decreased to 81% in 2007. This is below the 2008 AYP benchmark, a decrease of 12 points from 2006

Career and Technical Education

- 1S1 Skill Proficiencies 23.53% below the negotiated performance level
- 4S2 Completion Non-Traditional is 7.05% below the negotiated performance level

2008 Aggregated Needs

Academic Growth

- Math, Social Studies, and Science have a 3yr average of negative growth
- Physical Science below predicted score
- 11th grade writing below predicted score

Academic Achievement 3-8

- Math 91% P/A 5 pt decrease
- Math ED 85% 6pt decrease
- Math Whites 91% 3 pt decrease

Academic Achievement 9-12

- Language Arts 91% 3 pt decrease
- Writing 29% below a score of 4

Special Education Needs

- 2/3 graduated 66%
- 1/47 in classroom less than 40% of time

- What evidence/sources support your response?

CPR for IDEA and census information, Perkins Report Card, system/ school state report card, Surveys from parents, teacher observations and test, 4-week progress reports and attendance information. Other sources include teachers. Data is collected from the Kuder, screening evaluations such as eyes, hearing, BMI, AR math and reading, STAR, EARLY STAR and DIBELS. Information supplied by minutes of subcommittees such as health/wellness, extended contract, Title IV and family involvement. Participated in Well Child screenings this year. 2006, 2007 report card, TVASS data, Student Surveys, RISE Survey

Thinklink Formative Assessments, Great Leaps, Teacher Feedback, Parent Feedback

Evaluation of Disaggregated Data - Narrative Response Required

**What are the strengths and needs of your system based on the disaggregated data?
Rubric Indicator 3.3 addressed.**

- Component 3, Template 3.1
- CRT results in Math show a 3-year average of a negative of 18 points for 20 students!
- Grades 5-8 have a 3-year average gain of 1.7 up to 5.7.
- The fourth grade is continually below the state average in math.
- Language Arts showed a 3-year average gain of .4.
- Grades 5,6, and 8 showed 3-year average gains of .9 up to 5.0.
- The seventh grade has a 3- year average of -1.0
- Fourth grade have a 3-year average of -4.4 three-year average.
- Sixth grade reading/language arts special education students did not show growth
- Sixth grade math 3-year average good but last year no gain for low or high group at all
- Seventh grade math trend is low gain for high middle group and high group
- Evidence demonstrates the middle school math teacher teaches to the high middle group.
- Middle school language arts teacher teaches to the high middle group last year but 3-year average shows largest gain in lowest group.

- Six grade language arts scores indicate 3-year gain in lower groups, negative gain in higher performing students in sub groups 3,4, and 5.
- Five grade 3-year average shows negative gain in all subgroups except highest performing students
- Vocational 3-year average indicates 3S1 and 4S2 are areas for improvement **Went down in 1S1, 2S1 and 4S2 '05-'06**
- CPR PIP's-decrease rate of special ed dropouts
- CPR review indicates a need to be diligent in checking dates for revaluations to insure uninterrupted service for our special education students
- CPR indicated lack of programs planned for post secondary placement and follow up of students with special needs
- Review of Gateway data indicates a need to strengthen interventions for the students with disabilities. About 90% of students failing to pass the gateway test are special education students
- Special education students do not do well on the eleventh grade writing test
- **40%** of all special education students scored below proficient of the TCAP reading
- **36% of all special education students scored below proficient on math**
- **18% of the economically disadvantage students scored not proficient on reading and language arts TCAP assessment.**
-

Strengths:

- Percentage of students with disabilities scoring proficient continues to increase
- Attendance rate remains steady comparing elementary to middle school
- Middle performing students and low performing students show the most gains
- Vocational non traditional students increased
- Number of students with articulation agreements is increasing
- **More girls than boys were proficient across all academic subjects**
- Writing scores remain good and are steady
- Good **3rd** grade science scores

2006 Math Disaggregation for K-8

According to the 2006 Report Card 93% of the white students were proficient or advanced on the TCAP achievement test. This is 1% higher than the state average. According to the 2006 Report Card 85 % of the Economically Disadvantage population was proficient or advanced. This was a 5 point increase when comparing the 2005 data. Sixty-four percent of the Students with Disability were proficient or advanced in math. This is a 21 point increase from the 2006 data. Ninety-two percent of the females were proficient or advanced, with 94% of the males. Both groups are scoring higher than the state scores of 89% female and 87% male. Both groups showed an increase when compared to the 2005 data four points for female and seven point increase for male. The advanced scores of all students showed a 9 point decrease when compared to the 2005 scores. **Asian/Pacific Islander, Hispanic, African**

American, Native American, Limited English Proficient Migrant, and Displaced Students' scores subgroups are not possible to disaggregate.

Reading/Language Plus Writing Disaggregation for K-8

All students were 90 % proficient in language arts according to the 2006 report card. This is two points higher than the state average. Ninety percent of white students are proficient or advanced in language arts. This is two points higher than the state, but a 1% decrease for the 2005 report card. Economically disadvantaged subgroup scored 82% proficient. This is below the NCLB benchmark of 83, a need. It is also a decrease of 5 points from the 2005 data. Sixty percent of the students with disability are proficient or advanced. This is a nine point decrease from 2005 and well below the NCLB benchmark of 83 %, a need. Ninety-seven percent of the females and 94 % of the males were proficient or advanced which is above the state averages and an increase from the 2005 data of 96 female and 86 males. Non Migrant students were 95% proficient in 2006 compared to 91 in 2005. This is well above the state average of 88%. **Asian/Pacific Islander**, Hispanic, African American, Asian, Limited English Proficient, Migrant, and Displaced Students' scores are not possible for disaggregation.

2006 K-8 Writing

Writing scores continue to show a no change trend, however the 4th /5th grade scores are below the state score of 4.1. Seventh and Eighth grade scores also show not change and are equal to the state score of 4.2.

2006 9-12 Gateway Math (First Time Test Takers)

Ninety-three percent of the first time test takers were proficient or advanced according to the 2006 report card. This is an increase of 15 points when compared to the 2005 scores and ten points higher than the 2006 state score of 83. White students were 93% proficient or advanced, 14% increase from the 2005 scores and well above the state average and NCLB benchmark of 75%. Students Economically Disadvantage scored 88% proficient or advanced. This score is 5 points below the all students and white student scores. The 2006 scores reflected no significant difference in proficient and advanced scores or 92 female and 94 male. However, 94% (male) was a significant increase when compared to the 2005 score of 63% for males. Non-Migrant students scored 93% compared to the state average of 83%. **Asian/Pacific Islander**, Hispanic, African American, Asian, Limited English Proficient, Migrant, and Displaced Students' scores are not possible for disaggregation.

Reading and Language Arts (First Time Test Takers)

In 2006, all students scored 93% proficient or advanced in reading and language arts. Ninety-five percent of the white students were proficient or advanced, economically disadvantaged were 96% proficient or advanced, and 95% of the non-migrant students were proficient or advanced. These scores are well above the NCLB benchmark of 90% and above the state average in all categories. **Asian/Pacific Islander**, Hispanic, African American, Asian, Limited English Proficient, Migrant, and Displaced Students' scores are not possible for disaggregation.

TVAAS Math

Fourth Grade scored a -12.5 mean gain on the TCAP Assessment, a need. **Grades 5-8** scored positive gains and had an estimated mean NCE gain greater than the growth standard. **Grade four** also showed significant decreases in the middle and highest achieving students. **Fifth grade** 3 year average showed solid gains for the lower and middle achieving students, but showed a -5.3 for the highest achieving students. All quintiles for the 6th grade showed significant gains with quintiles three and four scoring a +8.6 and a +9.3. **Seventh Grade** showed significant gains in all quintiles with the quintile two showing the greatest gain of +6.7. **Grade eight** also showed significant gains with quintile four showing the highest gain with a 5.9

TVASS Reading Language Arts

Grades five, six and eight showed a positive three year gain with a score of +1.5,+4.4,and +4.0. **Grades four (-1.4) and seven (-1.7)** showed a negative three year average gain. 2006 data for grade four showed a positive gain in quintile two and four, but quintile one, three, and five showed a negative gain. In grade five, middle achieving students showed negative gains and lowest and high achieving students showed positive gains. **Grade six** highest achieving students showed a gain of -3.3, while the other quintiles were positive. In grade seven, quintile three and five showed positive gains, but quintile two showed a negative gain of 2.9. The eight grade showed positive gains in all quintiles with the exception of quintile two which scored a -2.8.

TVASS Science

Grade four and six showed negative gains of 4.8 and 2.6. All other grades showed positive gains.

TVASS Social Studies

The three year gain for social studies was negative in all grade levels. **Grade seven and eight** showed a positive gain of .9 and 4.5 in 2006.

TVASS High School Data

Gateway Algebra school effect for 2006 showed a 6.4 gain. The school effect percentile increased from 45 to 65. **Clarksburg** compared to the state was not detectably different. The three year average is a +1.8.

Gateway Biology I scores revealed a 97 on system effect percentile in 2006 and a 95 3 year average. The system effect increased from 12.5 in 2005 to 15.9 in 2006. Scores are above the state average.

Gateway English scores showed an increase in system effect from a 2.9 in 2005 to a 3.5 in 2006. The three year system effect average is 2.6 which is not detectably different from the state. System effect percentile increased from 80 to 81.

In 2006 all end of course scores were not detectably different from the state with the exception of US History. **English I** showed a decrease in school effect of a -6.1, and **US History** scores increased from -9.4 to a -6.8. History scores are below the state average, a weakness. **EOC Math** has a three year average above the state, while the 2006 scores were not detectably different from the state average. The 2006 school

effect data decreased from 86 in 2005 to 70 in 2006. EOC Physical Science showed a decrease in school effect data from 14.7 to -5.5. Science is not detectably different from the state.

Career and Technical Education

Core Indicators 1S1, 2S1, 3S1, 4S1, and 4S2 were below mastery for the 2006 school year.

Core indicator, academic attainment, score (90) was below the state average of 91.51 for males in 2006. Core indicator, completion, showed 66.7% for students with disabilities compared to the state average of 91.51%. Core indicator, placement, showed females (66.67%) and nontraditional underrepresented gender (66.67%) below the state average. Core indicator, completion not traditional, revealed white (20%) nontraditional (18.75) which is below the state average of 28.85%

2007 Disaggregated Data—Strengths

Asian/Pacific Islander, Hispanic, African American, Native American, Limited English Proficient, Migrant, and Displaced Students' scores are not possible for disaggregation. The n count for SWD and LEP is not large enough in the high school to disaggregate.

LEP not large enough to disaggregate in K-8.

Math Proficiency Levels 2007

Math K-8 Data

- Math scores showed a 1% increased in the number of proficient students compared to the 2006 data.
- All students were 92% proficient or advanced
- 93 % of the economically disadvantaged were proficient or advanced which showed an increase of 5%.
- Ninety-two percent of white students were proficient or advanced.
- Advanced students increased by 1%
- White advanced increased by 1%
- ED advanced increased by 5%
- SWD advanced increased by 22%
- Males 85% proficient in math
- Females 95% proficient in math
- Gender difference occurs greatest in grades 6-8

Math 9-12 Data

- All student advanced increased by 1%

Reading K-8 Data

- All students (93%), White (92%), and economically disadvantaged (92%) were above the target score of 90% proficient or advanced.
- SWD showed an 11% increase 2006 60%, 2007 71% proficient or advanced.
- Males 86% proficient in L/A—Greatest difference occurs in grades 6-8 grade
- Females 96% proficient
- Gender difference occurs greatest in grades 6-8

Reading/Language Arts High School

- All Students (94%), white (96%), and economically disadvantage (95%) proficient or advanced.
- White # of advanced increased by 7%
- ED # of advanced increased by 8%
-

Gender

- Not a significant difference in the percent proficient in math, science, social studies

Career and Technical

- 1S1 Academic Attainment all groups at 100%
- 2S1 Completion all groups at 100%
- Perkins IV 1S1, 1S2, and 4S1 above negotiated performance levels

2007 Disaggregated Data—Needs

Math K-8 Needs 2007

- SWD decreased math proficiency by 4% 64%-60%
- SWD math (59.04 below the AYP Benchmark of 83% and state target of 71.9

Math 9-12 Needs 2007

- % of proficient or advanced decreased by 15%
- White decreased 6% in proficiency
- ED decreased the number advanced by 8%

Career and Technical

- 3S1 SWD 10% below the negotiated performance level
- 4S1 African American 6.33% below the negotiated performance level

Gender

- Female scored 10% higher in reading/language arts proficiency than males

TVAAS Growth

- Advanced students growth score is significantly below the proficient students in Math and Reading. Math 5.84pts., Reading 1.7 pts.

What evidence/sources support your response?

CPR – **IDEA reports** and PIP's

Vocational report card and MIS data

State report card and TCAP data desegregation

Teacher grades

Progress reports

Textbook test

TCAPS

2007 Report Card, Turnleaf

TCSPP TEMPLATE 3.3

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:

- Good Standing Status
- Highly Qualified Teachers
- K-8 Attendance/Promotion
- 9-12 Attendance/Dropout & Graduation Rate
- Involved parents
- Dedicated teachers
- Small community environment
- Little school violence
- Strong vocational program
- **Wellness Policy was adopted 5-18-06**
- **Met AYP in all subjects.**
- **Students with disabilities increased the number of students graduating with a regular education diploma from 33% in 2005 to 66.7% in 2006.**
- **The percent of you with an IEP dropping out of high school decreased 33.3% in 2006**
- **Met all AYP Benchmarks**
- **All Special Education PIPS closed**
- **Positive Schoolwide Behavior Program implemented Fall of 2007**
- **Met 2007 attendance and promotion benchmarks**
- **Increased Art and Music for PK-12 Students**

LRE Placement

- **In the general education environment 80% or more of the day 82.76%**

Needs:

- **Per Pupil Expenditure**
- **Extended Contract Funds for Tutoring (Got LEAP Grant extended contract money not as important**
- **Low graduation rate of Special Education Students**
- **Money to offer more choice in courses at the high school**
- **Computer lab-mobile (lab is set up ready for training)**
- **Elementary guidance counselor (Counselor wrote grant, as a result we now have an elementary counselor)**
- **A healthy school environment (Following Wellness Policy, have removed coke machines)**

- Increased graduation rate
- ESL endorsed staff member
- **According to STAR, 20 major discipline referrals and 200 minor discipline referrals were recorded.**
- **Teachers and principals report discipline referrals are causing significant time off task.**
- **According to a school survey, 47.5% of the students said they got into trouble sometimes compared to 52.5% that said never.**
- **Thirty percent of the students reported on the survey that they were afraid a student would harm them at school sometime compared to 70% never.**
- **The RISE Survey showed 52% of the faculty said that a Positive School Wide Behavior Plan had a high need for implementation and 43% reported a medium need to be implemented.**
- **SWIS reported we are still having 10% more majors than the national average**
- **Add whiteboards and interactive technology to classroom with professional development for staff**
- **Upgrade K-8 and 9-12 computer labs**
- **Increase time on task**
- **Intervention guided by formative assessment**

What evidence/sources support your response?

System Report Card **2006** Data Analysis

South Carroll County Special School District Report Cards 2003, 2004, 2005, **2006, 2007**

Increase of Economically Disadvantaged Students

Reduction of Extended Contract Funds

Table 4 – Students Exiting Special Education Report

Teacher surveys

Student Surveys

Community Surveys

Gateway and End-of-Course Summary Reports

TCAP Achievement Summary Reports

Principal and Supervisor Walk-Throughs

TCSPP TEMPLATE 3.4

Evaluation of Our Process for Developing Priorities for Improving Schools

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

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

Strengths:

K-8:

- Math, Reading/Language Arts, Social Studies
- Math: All students; White
- Reading/Language Arts; All students, Economically Disadvantaged; Students with Disabilities
- Writing
- TVASS: Math, Reading/Language Arts
- TVASS: Reading/Language Arts: 6th, 8th
- TVASS: Math 6th, 7th, **8th**
- TVASS: Science 7th, **8th**
- 99% of Special Education students are in an inclusive setting
- Fourth grade economically disadvantaged and special education math and reading are the only subjects showing gains in grade 4
- 9 – 12: Gateway Disaggregated: English: All students; White
- TVASS: Science
- End-of-Course: Math Foundations
- Vocational Program has met academic standards **1S2 skill proficiencies, 4S1 non traditional participation**
- Students have equal access to all vocational programs
- Classes in vocational program offer articulation – agriculture
- All students with disabilities have access to the regular education program in the least restrictive environment

2007 Strengths

- All NCLB Benchmarks met
- Reading, Math, and Science 3-8 NCE scores showed an upward trend
- 11th grade writing increased from a B to an A
- CTE Academic Attainment at 100%
- GW Biology and EOC Math Foundations Above State 3 yr average
- Explore scores above national mean
- Inclusive classrooms and RTI have decreased number of Special Education Placements
- Increased art and music for Pk-12 students
- Increased formative assessment for grade K-8 and 9-12 Gateway and ACT courses
- Clarksburg provides a two week mini session in the summer for kindergarten students to make the transition from preschool to kindergarten less fearful for students and parents. Preschool students attend a day of kindergarten at the end of the preschool year.

Needs:

K-8:

- Achievement Disaggregated: Math: Students with Disabilities/Economically Disadvantaged, Reading/Language Arts: White
- TVASS: Math 4th

- TVASS: Science 4th
- TVASS: Social Studies 4th, 5th, 6th, 8th
- More emphasis on early reading/math skills for k-2
- Fourth grade teaches to economically disadvantaged and special ed., not to higher performing students
- **Work with TEIS to increase Child Find Efforts**

9-12:

- Vocational Technical 1S2 Skill Proficiencies
- Transition Services for students with IEP
- Increased areas for articulation at the Carroll County vocational school.
- Work based learning opportunities
- Increase graduation rate of special education students with regular diplomas
- Higher ACT scores for students attending college
- **Need staff development in working with “at risk” populations –special ed., ESL, poverty and children with poor academic content reading skills.**
- **To increase economically disadvantage scores in reading TCAP scores.**
- **To increase students with disabilities TCAP reading and math scores.**
- **To score mastery on skill indicators for Career and Technical Education.**
- **To decrease the number of student feeling afraid of being hurt at school.**
- **To decrease the number of students receiving discipline referrals at school.**

2007 Needs

- TVAAS growth with advanced students in language arts, math, science and social studies
- Address TVAAS F in Social Studies K-12
- Increase SWD scores to meet 2008 benchmarks in reading and math
- Increase ED 9-12 math to meet 2008 benchmarks
- Increase 1S2 and 4S2 to mastery
- Staff development promoting student achievement
- Progress monitoring and reporting of incomplete work to parents is needed by classroom teachers.
- Decrease gender difference in reading and math proficiency scores in grades 6-8

What evidence/sources support your response?

System and School Report Card, Vocational – Technical Education Report Card, CPR Special Education Monitoring, TCSPP Workshop – System Report Card 2005 Data Analysis Vocational Program Audit, Tech Prep, special education reports end of year and census.

2006, 2007 Report Card, RISE Survey, Student Survey, Student Achievement Data on STAR

Evaluation of the Prioritized Goals - Narrative Response Required
Indicator 3.5

What are your data driven prioritized goals?

- To increase the percentage of students graduating with a regular diploma and special ed students receiving regular ed diplomas
- To meet the NCLB requirements of AYP in all subgroups in math and reading.
- To provide a safe and healthy school environment that encourages the development of the whole child
- To provide equal and adequate resources to our school to encourage the actualization of our shared school vision as stated in component 2.

2007-2008 Prioritized Goals

- **To increase economically disadvantage students to meet the 2007-2008 NCLB benchmarks.**
- **To increase students with disabilities TCAP scores to meet growth score benchmark in reading and math.**
- **To increase core indicator scores in career and technical education working with at risk populations.**
- **To increase social studies and US History TVASS gains.**
- **To implement a Positive School Wide Behavior Plan in Fall of 2007**

2008-2009 Prioritized Goals

- To increase economically disadvantage students in GW Algebra to meet the 2007-2008 NCLB benchmarks.
- To increase SWD TCAP and GW scores to meet AYP benchmarks in reading and math.
- To increase CTE 1S1 Skill Proficiency and 4S2 Completion Non-traditional to the negotiated performance levels
- To increase social studies, and US History TVASS gains to meet state growth standard
- To increase advanced students growth scores in reading, math, science, and social studies.
- To decrease gender difference in middle school math and language arts
- To monitor and make improvements in the SWPBS using the SWIS system data as a guide

COMPONENT 4
CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND
ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	<u>Standards-Based Curriculum</u>	<u>Textbook Driven Instruction</u>	<u>Technology Programs Correlated to Standards</u>	<u>Curriculum Alignment</u>	<u>Formative Assessment Aligned with Curriculum</u>
Evidence of Practice	Tennessee Standard Based Grades 3 – 8 math & reading teacher checklist, Plan book, in-service. States framework for Gateway Test, end of course test and competencies for vocational classes, Pre-K-grant, prek-2 uses the state framework and TCAP, total inclusion for special education students this year for the first time in regular instruction classrooms with instructional assistants and teachers of special education.	Instructional practices based on textbook, supplements to textbooks that aide instruction and differentiates for diverse learners. Dual credit offered to twelfth grade for 1st time this spring. Qualified textbook committees are selected for the adoption of text each school year.	Software aligned with Curriculum Standards –Plato, Light Span, video Streaming, PreK-2 uses STAR and Early STAR for continuous monitoring of skills, Vocational program is articulating with Jackson State Community College and several students have attained college credit. Test for articulated classes or given on the internet. One class using Think Link Thinklink, Study Island, and United Streaming added to teacher resources for Technology.	K - 12 Curriculum Maps, Lesson Plan Books, Curriculum Standards Teacher Check Sheet, Tennessee competencies for vocational students, training and time for Alignment and mapping, research software and textbooks before purchasing using the state’s standards	. K-12 classes are using formative assessment, (DIBELS, Thinklink,, Study Island, and Plato, to drive instruction in reading, math, Social Studies and Science as applicable.
Is the current practice research-based?	Yes These are National Standards, State Based on the National. The work of Doug Reeves	Yes Textbook companies List research work is based on and our scores so far meet AYP	Yes, The research from Bill Daggett a futurist working with change in high schools. Reading First, and Work of companies producing software	Yes, Work of Marzano and Schmoker	Yes
Is it a principle & practice of	Yes Work of Mike Schmoker	Yes, Textbook publisher information	Yes, Research from companies and information	Yes, Mike Schmoker, The	Yes

high-performing school systems?	The work of Doug Reeves	and our scores	from other systems Reporting positive results.	<u>Results Fieldbook</u> Our own TVASS scores and in house research.		
Has the current practice been effective or ineffective?	Effective except for 4 th grade Ineffective for Social Studies K-12	Ineffective in students with Disabilities/Economically Disadvantaged	Effective	Effective	Yes	
What data source(s) do you have that support your answer? (identify all applicable sources)	Report Card Test Scores from TCAP End of course test, Gateway, ACT	TCAP Scores, CRT Scores, Disaggregated Data	Formative Assessment student reports, Student TCAP Report, Library or computer lab open to parents to access websites for standards	Gateway Scores, Writing Scores, TCAP Assessment, CTE Completers, Vocational report card	DIBELS and Thinklink Reports	
Evidence of effectiveness or ineffectiveness	Effective for all grades K-8 except students with Disabilities/ Economically Disadvantaged in math Social Studies TVAAS K-8 -1.9 in 2007 and -1.7 in 2006. A continued downward trend.	<u>Ineffectiveness</u> Disaggregated Data from TCAP, <u>Effectiveness</u> TCAP Data	Data from individual program files Data Mining from test scores Professional Development Teacher's lesson plans show weekly use of United Streaming, and Thinklink (were applicable).	Test results have increased % students proficient/advanced with the exception of white in reading/language arts	Thinklink scores show projected 91% proficient in reading and 91% proficient in math for 2008 school year. DIBELS shows 100% of K-3 at risk students making some gains on progress monitoring charts.	
Evidence of equitable system support for this practice	Professional Development Highly Qualified Teacher List, LEA and Federal Budgets	Lack of alignment w/standards	Sign-in sheets for training Professional Development Logs	Professional Development, Lesson Plans, TCAP Scores, Report Card	Professional development and technology coaching for classroom teachers on managing the technology and reading the data. LEA and Federal Budgets	

<p>Next Step (changes or continuations)</p>	<p>Continue</p>	<p>Think Link for formative assessment, DIBELS, Plato STAR Reading</p>	<p>Continuation of practice with updates with alignment, LightSpan, Think Link, Plato (added 5th grade to Think Link and Coach Reading for 4th and 5th grades) Professional development for teachers on analysis of TVAAS projected data. Plato will be upgraded to the new web-based program Interactive technology and whiteboards will be added to classrooms.</p>	<p>Continuation of mapping making sure lessons push for higher level thinking skills Alignment of new state standards with textbooks and other curriculum resources.</p>	<p>DIBELS reading formative assessment, Thinklink, and Study Island added for all applicable subjects and ACT.</p>	
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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 instruction.

Last year in the lower elementary grades K-5 we implemented four blocks. This method has more uninterrupted time on task for reading and math. Schedules were improved by taking extra curricula classes out of the reading and math blocks of time. Middle school grades 6-8 has one hour and a half for reading and language arts. Students have an activity time in the last block for homework. Teachers of the core subjects are available for questions on homework, makeup work and other issues not addressed in the regularly class period. Special education students were included in all classes measured by the TCAP. A HQ teacher teach all classes. Special education teacher and instructional assistants were in the regular classrooms assisting special education students. **(Instructional assistants are all highly qualified)**

In the high school it is difficult to find time for tutoring, remediation, and intervention for Gateway classes and for classes to made up for students who are failing or have failed. Money for after school programs is not available as in the past. As central office personal it is difficult to find time for good planning of responsibilities. Plan writing and new student management programs have been very consuming this year. All programs have gone through monitoring requiring hours of documentation organization. **(Need for funds has been eliminated due to receiving the LEAP Grant this year)**

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

- Time for staff development that is ongoing, and sustained for teachers, principals, administrators and school librarian.
- Time for central office planning on a regular scheduled date.
- Time for after school programs and money to hire teachers. **(Awarded LEAP Grant)**
- Time for Parents to become more involved when involvement may not be a presence in the building.
- Time for data management for administrators in order to provide the staff with valuable tools to improve instruction.
- **Student time on task could be increased with less time spent on behavior management. We have trained a team on School Wide Positive Behavior Support. Research shows achievement will increase time on task.**
- **Highly engaged learning activities with students making contributions, asking**

- questions, participating in discussion, and utilizing technology to learn.**
- **Flexible tutoring schedule for high school students not scoring well on formative assessment during school**

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?)

We have had a too narrow view of Title I resources. Title I is our largest pot of federal funds. The money has targeted 1-4th grade reading and math. It seems to have worked for the most of the students. Teachers with Title IIA money have been trained only in scientific researched instruction and methods over a sustained period. The report card demonstrates good decisions have been made in the use of money. The system does not know how to use money to increase graduation rate. A great deal of money has been spent in the last 3 years on staff development Prek-12.

Change is slow. Even though changes are made by the system, someone entering our system at the twelfth grade as a foster child or special education child really hurts our numbers. Teachers have access to new textbooks each adoption year. Teachers are allowed to compose a “wish list” of supplies to be used each school year. Teachers have access to one or more computer in the classroom that will work with the system internet network.

Money and time have been devoted to mapping and alignment of subjects to the state standards. Programs have been purchased to implement Credit Recovery, Plato, and many others. Classes have been kept down in size, instructional assistants and teachers are highly qualified. Funds have been offered for HQ testing in any area a teacher has requested. Teachers and paraprofessional are encouraged to seek staff development in inclusion and differentiated instruction. These two are the current initiatives by our system to improve instruction for all students. Think Link will be purchased for subjects demonstrating greatest need next school year. **(added 5th grade class this year and 3rd grade)**

Formative assessment added for all subject areas. Whiteboards and interactive technology added to classrooms.

The system has trained teachers Prek-12 to use the state standards. Staff development time has been provided for alignment of standards with instructional support materials. **(We did Marzano’s Instruction That Works as a staff book study)**

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

Freedom should be allowed for the money to flow across all programs in federal projects, State and local board should increase the number of staff development days by two.

Software and equipment used though out the schools no matter what program money purchased it. Money to increase subjects offered at the high school. More money should be spent on

students in the regular instructional program. Per pupil expenditure needs to come up some. Funds might be better used to increase the counseling services for our younger children (**Now have a full time elementary guidance counselor**) Staff development needs to target testing results and how to use it to increase student growth in all subgroups. Staff development needs to target how to build a climate aligned with its beliefs and mission.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

Curriculum PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

Every minute of every day is required to keep the school and system running. PreK-8 has an assistant principal and a supervisor. Nine through twelve has the same supervisor and a principal. The two principals are also the testing coordinators. We have only one guidance counselor. A grant has been written for a PreK-5 counselor. The supervisor of instruction is also the federal projects and vocational director. The supervisor does the homeless, home school and ESL. The Director does the attendance reports, preliminary reports and many other duties. Technology Coordinator teaches two (2) classes a day and also writes the extended contract program. Meeting is a issue due to the multiple task required of each member of the leadership team. South Carroll has aligned the SPI’s with instructional materials such as textbooks and supplemental materials. **Education assistants have been used to help provide RTI to students in K-3. This released the certified staff to work with the at risk students an additional 30 minutes per day. Special education teacher has held a study hall to help student recover credits needed and to pass needed Gateway Exams for graduation.**

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

We need to look at all responsibilities and determine a more equitable balance of duties. Requires more instructional assistants, good special education teachers and a good scheduling program. A person designated as responsible for data. **(Have hired a person for data!)** Leadership team needs to do more teacher evaluations linked to skills alignment with instructional materials. The assistant principal will attend the training for teacher mentoring. There are two teachers trained already one for prek-5 and one for 9-12. **(trained teachers on Marzano’s Instruction That Works**

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?)

Software for intervention and credit recovery is available for students 9-12.

Extend contract limited funds are used for the staff needed to implement the credit recovery.

Title II funds have been used to provide quality staff development in differentiated instruction.

Title I recourses have been used to provide funds to get all staff HQ and instructional assistants highly qualified. The elementary school has been a targeted assistance school in Title I. A Light Span lab is available for grades 1-8. Adequate teaching staff has been made available.

Leap program and extended contract has provided for after-school tutoring.

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

We are using Title I funds this year to provide intervention in reading for K-2.

This is new for the school. The service will help cut down of the referral of students to special education. This will be an effort at the RTI model. South Carroll has an over identified population of special education. **(Have reduced by about 5%, credit due to inclusion)**

Implement higher-level courses to improve ACT. **(Offering higher level science class and dual enrollment)**

Vocational programs should be expanded on campus or at the Carroll County Vocational School to offer other opportunities to articulate other than in agriculture. At the present time, articulation classes are being taught only through agriculture.

Monies sent to the Carroll County Special Learning Center for preschool should be reclaimed to offer an enhanced program on the school campus.

New computers purchased with Title I funds made available to all teachers to improve parent communication and technology. Also will partly fund ESL endorsement for a teacher.

Staff development should be offered in the following areas: AYP, motivating students who do not want to be at school, bullying, inclusion, economically disadvantaged, science, health and nutrition, and NCLB survival skills for teachers. **(Extensive training in inclusion with RISE and a team trained in the state’s bullying program)**

Updated computer labs and increased whiteboards and interactive technology should be put in place for instructional benefits. Profession development for meeting the needs of the advanced students is needed.

TCSPP TEMPLATE 4.1c

CURRICULUM REFLECTIVE QUESTIONS

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

Curriculum Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

South Carroll has only one school in the system. Money is spent according to need, new guidelines and Principal input. Equity and adequacy are provided for our school. Guidelines and needs are determined by report cards, program evaluation data, state guidelines, surveys and new scientific researched based ideas to support academic improvement. **(This year vocational report card data is available with the regular school report card)**

New researched based ideas we are using or plan to use are Positive Behavior Support, RISE, Think Link, technology training for small community grant and continue to train in the new student management program. Training in staff development in Standards Based Instruction by Doug Reeves.

Formative assessment pieces were added to all grade levels with state assessment in 2007.

Curriculum Reflective Questions - Narrative Response Required

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

Yes, needs of our school are met. Evidence of this is reflected in our data. Per pupil expenditures are below state average. Although per pupil expenditures are below average, resources are used wisely and effectively. Teachers are allowed to make a wish list for items. These are extra instructional support items as well as supplies. Obviously we have areas to improve. Money is not the answer every time. Must implement stronger teacher accountability.

Curriculum Reflective Questions - Narrative Response Required

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

Based on the report card data from the state on academic performance and non academic performance South Carroll is doing well. Weaknesses are listed in part one and we have action plans to address these issues. South Carroll has serious problems in 4th grade. We are using Think Link this year for the first time to address quickly the issues in this grade. **(Did not do what we had hoped, did increase reading by 2% but not math)** The leadership team is working closely with this teacher providing the support needed to improve teaching skills. This school year we have put our special education students in the regular classroom with special ed teachers and instructional assistant to increase the performance on academic gateway classes and hopefully it will directly increase the graduation rate of students with disabilities. Teachers and assistants are being trained.

Continue to use Project RISE. RISE has helped with inclusion.

The disaggregated data indicates we could do better meeting the needs of our students in weak academic areas. The aggregated data is more positive and tends to make us somewhat

complacent. (Weakness in science and 4th grade, must work on both. Changed science teacher.)

According to the TVAAS data we are not meeting the needs in social studies 3-12, and we are not meeting the needs of the advanced students in all subject areas. Economically disadvantaged and SWD needs should be addressed in Gateway math.

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?

The system has spent several days aligning the curriculum with the state benchmarks. Materials are available such as textbooks, software, technology, and strong staff development. Special education, homeless, economically disadvantaged and ESL have equal access. Students with 504 accommodations are provided the necessary tools to be successful. Teacher evaluations done by the school principals and supervisor are a good indicator of teacher strengths and needs. Evaluations are one source for staff development.

Teachers are teaching to the state curriculum and intervention is driven by the formative assessment data.(Thinklink, DIBELS, and Study Island data, and principal and supervisor walk-throughs) Reports generated by the reading and math coach have driven instruction during RTI, Explore, Leap and extended contract time. The Thinklink February results projected 91% of our students would be proficient in reading and math. The Fall Gateway scored resulted in 100% of the first time test takers were proficient in all Gateway courses. At this time we only have one upper classman that has not passed the math Gateway.

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.

Stronger academic programs and interventions for special education to increase likelihood of graduation. The special education monitoring shows these students are not passing the gateways and if they do not then they turn eighteen and drop out. Teacher training to use data and alignment to improve instruction. We know this by the data and our team’s evaluation of the data. The team evaluation of the data and teachers’ evaluations completed by the central office staff indicates some teachers are teaching to the lower students. The team has determined this is a learned behavior in our system based on previous training to “not go on” until all students have gotten the skill. This characteristic is evident in several of our staff. Staff

development must be provided directed to the use of test data. Teachers will be instructed in how to make all students show a gain. Mentoring might be a good Intervention for teachers showing small student gain.

1. Continuing to meet Graduation AYP benchmark.
2. SWD meeting AYP benchmarks in reading and math.
3. ED students meeting AYP in math Gateway.
4. Increasing social studies TVAAS to meet or exceed the state growth standard for elementary and high school.
5. Increasing science TVAAS to meet or exceed the state growth standard for elementary
6. CTE 1S1 and 4S2 Competencies
7. Increase academic growth for the advanced students.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- **Train teachers in Standards Based Instruction**
- Continued staff development in differentiated instruction, academic content in math and reading, inclusion, technology use in the classroom, data interpretation
- Educational software –Plato, Think Link,
- Intervention after and before school, during school
- Instructional support-Principals, mentors, supervisor, instructional assistants
- Adequate resources
- Continue to provide opportunities in technology integration
- Maintain updated library and technology
- **Provide a corrected sequence of course for business and family consumer sciences**
- **Add classes to increase rigor**
- **Discuss a school wide behavior plan**
- **Provide more training in “homeless” characteristics of family**
- **Officially implement RTI (response to intervention)**
- **Professional development and grade level meeting for social studies teachers.**
- **TVAAS analysis by all teachers**
- **Progress monitoring, reporting of incomplete work to parents, and content recovery before the grading period is over will be required.**
- **TCAP Coach and Gateway EOC Coach will be used in social studies.**
- **Formative assessment will drive instruction.**

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	Inclusion of special ed in regular program	Tennessee Curriculum Standards for K12 Cohesive Based Model in Reading/Math	Tech integration	Time on task	Lecture	Differentiate Instruction	Learning through doing-activity based
Evidence of Practice	Easy Census, IEP, teachers RISE, parents, Instructional assistants	TCAP, teacher check list and lesson plan book	Lesson plan books, projects and teacher evaluations	Lesson plans, teacher evaluations, test scores schedules	Teachers, lesson plans and teacher evaluation	Teacher evaluations, teacher comments, students Lesson plans	Lesson plan books, students, and teacher evaluations
Is the current practice research-based?	Yes	Yes, Mike Schmoker's work and Doug Reeves	Yes	YES	YES	YES	YES
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	YES, Taken from Characteristics of Effective Schools, Marzano	YES	YES	YES
Has the current practice been effective or ineffective?	Effective/Ineffective	Effective	Effective	Effective	Effective/Ineffective	Effective/Developing	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher surveys, Improved grades in the regular program, special ed students graduating with regular diploma	Test scores, Teacher evaluations, completed check list and lesson plan books TCAP, Gateway, Thinklink, DIBELS	Students, teachers, projects Teacher evaluations TCAP, Gateway, Thinklink, DIBELS, Study Island	Test scores, Grades, teacher evaluations, walk-in evaluations	Test scores, Teacher evaluations, student response	Teacher evaluations, Student scores, increased participation of special ed in the regular	Student Vocational contests, elementary scores and evaluations; projects

<p>Evidence of effectiveness or ineffectiveness</p>	<p>Test scores, CPR monitoring, self confidence increased as reported by classroom teachers. Few discipline problems</p>	<p>Student scores on test, school not on target list as reported by state</p>	<p>Scores and Teacher evaluations Project oriented subjects using tech such resumes created in English Class Thinklink scores predict 91% proficient in reading and math. Fall GW results were 100% for 1st time test takers with only one upper classman failing the repeat test.</p>	<p>Productive classrooms, engaged students, better scores</p>	<p>Lack of student involvement in the class if used too much with out some other strategy involved</p>	<p>Increase students skipping class or leaving room. Students in trouble for sleeping in class.</p>	<p>Enrollment of students in high school classes where this is practiced. Contest winners, articulated vocational classes, success of special education students in the programs including the elementary classes using lots of hands of activities.</p>
<p>Professional development, teacher survey, instructional supplies</p>	<p>Professional development, teacher survey, instructional supplies</p>	<p>Professional Development, teacher survey, instructional supplies,</p>	<p>Professional development, teacher survey, instructional supplies, para pro surveys Professional development in the use of whiteboards.</p>	<p>Professional development, teacher survey, instructional supplies</p>			

<p>Next Step (changes or continuations)</p>	<p>Continue staff development, and evaluation, continue Using RISE as support and encouragement</p>	<p>Continue staff development, evaluation, Staff development will be on Standards Based Instruction, Positive Behavior Support Upgrade curriculum to new 2009 standards in reading, math, and science.</p>	<p>Continue staff development and evaluation of this method Add interactive white boards and student response system to classrooms</p>	<p>Continue staff development and evaluation of this method Encourage Teachers to use less lecture and more hands-on.</p>	<p>Staff development has been adequate, more intensive evaluation is need of this method by the central office supervisors and principal. Monitor teacher delivery methods with principal and supervisor walk-throughs</p>	<p>Continue staff development and evaluation, Implement RTI Continue RTI in reading and add math</p>	<p>Continue staff development and evaluation</p>
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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.

<p>Instructional TIME Gap Analysis - Narrative Response Required</p>
<p>“What is” The Current Use of: TIME (How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)</p> <p>There is one central office staff whose duties are to provide assistance to the k-12 system. Time is used mostly for writing projects and preparing for monitoring. This person also serves as supervisor for the system. The two Principals and the Director assist in implementing researched-based instructional practices. They are invaluable in assisting with the evaluation of teachers and programs. Added to duties of the reading and math coach to include providing intervention in the classrooms to help met the RTI. Have given extensive training in standards based instruction and test scores so she can help with the data interruption. The supervisor has worked with some teachers on how to include technology in their lessons, time-on task, formative assessment, and letting data drive our instruction instead of the textbook.</p> <p>“What Ought to Be” – How Should we be Using Our: TIME We do need to find ways to work smarter. Less instructional time wasted in class interruptions. Less socializing in the halls by teachers. More time on task. Maintain time allotments for breaks rather than going over the time. Spread duties so everyone shares in data collection, data analysis and the data interpretation. According to the RISE Project having a school wide discipline plan improves time on task for teachers and students. We have a trained team and we are encouraging our staff to buy into this program. We are adding training in a schoolwide positive behavior plan. Research proves SWPB will increase instruction time. We need to continue to work with teachers on providing interactive classrooms, how to make learning relevant, and how to provide multiple activities for block scheduling.</p>
<p>Instructional MONEY Gap Analysis - Narrative Response Required</p>
<p>“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?)</p> <p>Money provides central office staff, resources (things) and human resources. Teachers are our most important human resource in building capacity and understanding and implementing researched-based instruction. Teachers are well trained and resources are provided in the form of technology, textbooks and other supplies.</p> <p>“What Ought to Be” – How Should we be Using Our: MONEY The one central office Federal projects person is able to see a game played in the federal</p>

programs. In a school the size of Clarksburg money has to be spent out of one federal program only for students in grades 9-12, program money goes to grades 1-5 program money can be spent only for students with certain characteristics. Money will be available for students and teachers who need technology, software programs to improve instruction and training.

Increased tech support staff for data entry and repair. Increased guidance department. Increase money spent on technology. Increase money spent on technology and formative assessment.

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?)

Actual central office personnel for federal projects are one. If the Principals and Director did not help with duties required of federal projects and supervisor to complete all tasks required.

Assisting classroom teachers with matching classroom instruction and formative assessment data. Assisting principals with scheduling K-12 RTI and in school tutoring.

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

We will continue to operate as we do now for another year or two. A tech team has been employed. Hopefully this will help with some of the data entry duties freeing the leadership team up for more support for the school and its staff. **Increase tech staff and guidance staff. Train paraprofessionals to work with the advanced students in the classroom while the certified teachers work with at risk students. Use paraprofessionals to provide in school suspension.**

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?)

Allocating of resources is based on need, pupil-teacher ratio, teacher and principal input.

The use of other resources is driven by the data, principal and supervisor walk-throughs, and teacher evaluations.

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

South Carroll is changing Title I services from targeted assisted to school wide. Resources should provide technology to run the new computer software programs for special ed, student management and vocational data. Plans are being made to purchase a software program to allow teachers to have their own website so parents can make direct contact with them. Communication is always a goal. **The grants received this school year will continue for three years. The grant increased our guidance department by 1 and ¼ .**
Use other resources to allow for teachers making parent contacts after school, planning sessions for students not meeting benchmarks, after-school tutoring, after school problem solving activities for students, and timely report of grades through technology.

TCSPP TEMPLATE 4.2c

INSTRUCTIONAL REFLECTIVE QUESTIONS

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

Instructional Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

Yes, equity and adequacy is provided to our school. Our leadership team met and determined every effort is made to provide where needs are identified. We have one school. Textbooks and other supplemental resources are purchased. Student-teacher ratio is watched closely and instructional assistants are provided in classrooms where special education students are placed with an IEP.

Instructional Reflective Questions - Narrative Response Required

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

More funds would enhance programs in existence. More courses could be offered in the high school if more funds were available. Data demonstrates funds would not improve areas of need. A larger selection of courses would provide choices for university and vocational-technical students. Higher-level content subjects will improve test scores. **Our goal for all students is to increase the academic rigor. We are doing so by changing course sequences, inclusion, and stressing the integration of reading skills into all academic content area. Credit Recovery is available for students who do not pass a class. Increased funds to purchase formative assessment and interactive technology. Increase funds to provide flexible scheduling for content and credit recovery.**

Instructional Reflective Questions - Narrative Response Required

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

Needs currently being met. The team supports the belief that the system is always looking how to improve the schools. Research is often needed in order to find interventions or creative methods for more funding. Supplies and instructional materials are provided for all teachers. **All teachers are given the opportunity to increase content skills and improve teaching methods. Funds are made available for inservice and staff development.**

South Carroll is meeting AYP standards, however, we need to look at SWD in reading and math and ED in Algebra I. Flexible scheduling would allow students unable to stay after school because of work to complete content and credit recovery. Interactive classrooms would increase time on task.

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?

Benchmarks were met

- Writing scores
- Biology Gateway 100 % pass rate
- Attendance, promotion, retention, graduation rate of non special ed.
- **Highly qualified status of faculty and paraprofessionals**
- **Meeting AYP**

Information came from report cards and teacher effect data and teacher evaluations.

- **Use of projectors and laptops for visual aids and interactive questioning to inclusion classrooms—Principal and supervisor walk-throughs**
- **Increased formative assessment to 3 times/year with all TCAP and Gateway Course--Reports**
- **Data was used to drive intervention during LEAP, Explore class, after-school tutoring—100% on Fall Gateway 1st time test takers, 91% projected proficient in reading and math on the 2008 TCAP**
- **Implemented a no zero policy Fall of 2007 (Before a zero could be place in the grade book, the parent had to be notified, and the student was given a chance to make up the grade to at least 70%--Students report cards**

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.

- **Fourth grade**
- **Science scores**
- **Vocational core indicators .**
- The advanced students are not getting what they need and the low performing students are not getting what they need in either male or female.
- **Drop out rate and drop outs who are special education students.**
- No growth in middle school science for male or female in 5-8.
- In the high school the challenge is to move special education male white students to

proficiency on the gateways.

- Make sure special education students have workable transition plans.
- **SWD Reading and Math**
- **Gateway Algebra I**
- **Perkins Indicators for Skills Competencies and Non-traditional completers**
- **TVAAS growth in social studies, science,**
- **TVAAS for advanced students in all subjects**

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- Provide additional staff development in academic content in math, reading, science and social studies.
- Continue staff development in differentiated instruction. **Extensive training completed.**
- Continue contract with project RISE to provide support for inclusion.
- Provide staff development in transition services for students with disabilities **Extensive training completed.**
- **Provide training in Doug Reeves teaching to the standards**
- **Provide SWD with tutoring using Study Island and Thinklink Probes**
- **Implement RTI using AIMSWEB, Florida Center for Research activities, and Scot Foresman intervention in reading**
- **Implement math fluency RTI using Great Leaps and AIMSWEB**
- **Increase in school tutoring for Gateway Algebra**
- **Monitor and improve communication of no zero policy**
- **Increase use of higher level questions with Thinklink Probes**
- **Increase rigor with setting failure rate of Study Island to a higher standard for advanced students.**
- **Use Study Island lessons in social studies for visual and instruction.**

TCSPS TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	Textbook-pre/post State testing	Early STAR DIBELS, AR Math, Reading	3-8 Light Span, Plato ACT, Thinklink Formative Assessment	Brigance, Peabody, Speech/hearing	EPAS Educational Planning Assessment System	Kuder	Vocational skill attainment checklist	Provide formative assessment communication to stake holders
Evidence of Practice	Teachers, Grade books System report card, TCAP reports	Printouts, software program, Teachers, Skill printouts	Software, teacher, lesson plans Standardized reports	Files, teachers, reports, (Child find)	EXPLORE, PLAN, ACT Data results is standardized, Student portfolios	Six year plans, IEP, Transcripts, e-portfolios	Vocational report card, teachers grade books,	Student print out of formative assessment reports, data wall and report card link, announced at board meeting and discussed in local paper.
Is the current practice research-based?	Yes, Depend on research of publishers	Yes, Depend on company	Yes, Act is a nationally normed test	Yes, Is national normed	Yes, Is nationally normed and researched	Yes Used across the United States	Yes, State researches	Yes
Is it a principle & practice of high-performing school systems?	Yes,	Yes Used by federal government in Reading First Programs and use co.	Yes Gives the information needed by LEA for data collection	Yes Is a benchmark for prek -k	Yes, Data collected can be used in planning and predicting student achievement	Yes Proven to assist students in the required transition plans for special ed and college	Yes State Standards	Yes

		research						
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective Ineffective for 4S2 and 1S2	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Test data: TCAP, Pre/post test	Test data: Pre and Post Bench marking and progress monitoring scores.	Test data: School/system report and report card Thinklink has three benchmarking scores per year.	Test data	Test data	Test data	Test data: Vocational Report Card	Parent feedback, Improved test data, and students addressing goals
Evidence of effectiveness or ineffectiveness	System and school report Cards, Progress reports, nine week report cards	Report card Reading scores, reading interest, number of books read by students, math is used as intervention, better math grades increased skills in reading and math A decrease in the number of special education referrals for 07-08.	Report Card Program printouts of progress and increased scholarship and less developmental classes required on college enrollment Teachers report of success using the formative assessment reports to guide instruction. 91% of the students are projected mastery on the 08 TCAP	Identified students needing services, readiness skills	State report card, Post high school exit data, curriculum changes Explore scores were above the national average in all subject areas	Transition in programs of training, fewer secondary dropouts	Report Card (vocational)	75 per cent of parents attended 8th grade night to receive training on understanding EXPLORE, Thinklink, and TCAP assessment scores.

Evidence of equitable system support for this practice	Textbook adoption committee and textbooks, budget allocations	Federal and local budget allocations, technology	Staff development, technology and Local budget	Local budget, trained staff	Fully funded for every student	Technology, Staff development, Parent meeting	Staff development, technology	Staff development and personnel to run reports and printer cost/
Next Step (changes or continuations)	Continue Purchase new social studies textbook and provide staff development.	Continue	Continue Formative Assessment Data (Thinklink Report), DIBELS, and course benchmark test will be used to drive instruction. Benchmarks are set for the 3 assessment periods, and students will receive intervention if benchmarks are not met during the explore class, RTI time, and after-school tutoring.	Continue	Continue, Changes in curriculum to increase rigor	Continue and expand to be used in the classroom for more tech integration	Continue and keep informed about the changes and opportunities Implement No Zero Policy	Continue to use formative assessment as a tool to communicate with parents about the need to take advantage of after-school tutoring when formative assessment shows a need.

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?)

Federal projects director, **reading and math coach**, and principals are responsible for working with test data. The federal projects director works with the principal and teachers to plan in-service that focuses on administrator and teacher training.

Time was given to training teacher on how to analyze TVAAS data, Thinklink Data, RCPI scores, and how to use the data to increase achievement of all.

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

Provide professional development for teachers on assessments and how to use the data to provide an individualized program for all students including all subgroups

More time should be given assisting and monitoring teachers in the use of data to drive instruction. Assisting teachers in creating formative assessments with benchmarks 3 times/year in (grade 3-8 and 3time/semester in high school) social studies is also needed.

Time specifically allotted for review of formative assessment and collaboration after school hours.

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?)

- We purchased TCAP for grades 1 and 2
- The system purchased Credit Recovery for the high school
- We purchased DIBELS testing program for the lower elementary
- We purchased Plato for skills, intervention and enrichment for grades 6-12
- **Paying for reading and math coach with Title I funds**
- **Purchased Think Link for two grades**

Testing coordinators are sent to LEAD Conference and all training provided by the state for testing changes/up-dates.

Formative assessment was purchased the 2007-2008 school year for AYP subjects. DIBELS

computer based monitor system was also put into place. Teachers were given staff development on the programs.

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

Continue assessments purchased and continue to updating technology to run the assessment programs. Continue to offer teacher training with Title IIA funds.

Monitor the use of formative assessment, provide formative assessment for all subjects, increase technology and software to present interactive lessons and to monitor assessments.

TCSPP TEMPLATE 4.3b

(continued)

ASSESSMENT GAP ANALYSIS

Assessment PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

South Carroll’s two school principals serve as testing coordinators. The school has a part time technology person and the system has employed part time staff for data entry and to maintain and upgrade technology needed for running assessments. Principals, Director of Schools and the Supervisor of Instruction seek time from other duties to interrupt data and disaggregate information to teachers for instruction. The same personal plans programs and staff development using testing data. Administration and classroom teachers are using data to drive instruction. Para-professionals are assisting classroom teaching in providing RTI K-8 reading. Administration is providing teachers with the tools to analyze data and make sound instructional decisions based on the data.

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

We should continue to learn more about data. Added responsibility to reading and math coach

Learn how to work smarter.

Train teachers how to do some data mining. Added a ¼ time psychological examiner.

Provide professional development in RTI for reading and math. Use more collaboration among staff when making decisions about RTI for students.

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?)

School funds are used to provide incentives for TCAP (healthy snacks).

Teachers are encouraged to allow extra playtime, and no home work is assigned during the TCAP testing window.

School counselors, teachers, and administration are collaborating on in-school intervention and scheduling for students at risk.

School counselors are working with at risk students on test taking skills.

At risk students are being broken down into small groups for formative and summative test.

After-school tutoring and summer tutoring is being provided through extended contract and leap for at-risk students.

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

Increase involvement by the community during TCAP. Incentives provided by business, parents and organizations. Students are threatening to do poorly on the test because they believe the teacher and school will be in trouble. Lack of communication somewhere.

System needs to assume the responsibility for educating parents on the true value of the test scores to the individual. Continue to provide parent notification of assessment data in a language understood by all parents. A member of our staff will return to college to seek the 18-hour endorsement required to be an ESL teacher. (A goal yet to be met)

Highly qualified teacher is being hired through contracted services to meet ESL students' needs.

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?

The district provides equity and adequacy to our school. Federal projects have purchased assessment other than those provided by the state. **Added Think Link and DIBELS Formative assessment was added for all AYP subjects and coach books were provided for formative assessment purposes in social studies.**

Assessment Reflective Questions – Narrative Response Required

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

The school met AYP this school year. Central office staff provides the best education possible for all students in our district. All available funds are used in the targeting of areas of need both in academic and non – academic. The state provides funds for required evaluations. System provides assessment for special education child find and TCAP for first and second grades. Software assessment provided is designed to improve instruction and increase test scores. **Thinklink, Study Island, DIBELS, and Great Leaps math were used to guide instruction for the 2007-2008 school year.**

Assessment Reflective Questions – Narrative Response Required

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

Yes, South Carroll is providing the assessments needed to meet the needs of our school. Examples: **Thinklink, Study Island, DIBELS, Kuder, STAR, Early STAR, AR Math, TCAP-grades 1 and 2, EXPLORE, PLAN, and ACT.** Teachers use pre and post test from textbooks, Coach and other instructional materials. All materials purchased by the system are aligned to the state standards.

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?

The system has two testing coordinators who are well trained.

The testing coordinators show great responsibility and integrity as demonstrated by the vast amount of change and technical skills necessary to provide the system with testing integrity.

The central office staff supports the testing coordinators.

The district can determine the strength of the testing program by the results

Mined from our data as reported by the system and school report cards, lesson plans and nine week parent report cards.

- **Formative assessment is guiding instruction—teachers lesson plans, use of computer lab, reports, and intervention list guided by formative assessment**

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.

- Special Education graduation rate
- Graduation rate
- Alternate methods of credit recovery
- Drop out prevention
- Staff development of using test data and how to analyze it
- Evaluation by central office staff of teachers and their use of the curriculum alignment. Staff development for alignment has occurred in the form of maps and checklist.
- **To increase economically disadvantage students in GW Algebra to meet the 2007-2008 NCLB benchmarks.**
- **To increase SWD TCAP and GW scores to meet AYP benchmarks in reading and math.**
- **To increase CTE 1S1 Skill Proficiency and 4S2 Completion Non-traditional to the negotiated performance levels**
- **To increase social studies, and US History TVASS gains to meet state growth standard**
- **To increase advanced students growth scores in reading, math, science, and social studies.**

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- Attend High School Summit with a team of teachers and principal **Attended two years**
- Form a ninth grade academy (**A goal**)
- Provide staff development on “drop outs”
- Evaluate teachers by using a “walk in” rather than a formal long evaluation
- Raise ACT scores by requiring all students on college path to take all higher level classes that are offered
- Content Area Reading is a required elective for all freshmen to increase reading skills
- **Monitor and report to parent incomplete work and scores of zeros on any assignments. Require students to make up the work during or after-school.**
- **Continue to let formative assessment drive instruction and to provide immediate intervention for the students not showing academic progress on benchmarking test**
- **Increase technology to complete formative assessment**
- **Increase technology to review formative assessment test items with the class**
- **Increase technology to provide interactive click to obtain formative assessment scores.**

TCSPP TEMPLATE 4.4a

ORGANIZATIONAL PRACTICES

Current Organizational Practices	Four Block K-5	Inclusion PreK-12	Modified Block 6-8	Block Scheduling 9-12	Preschool	Technical and College Path	Self contained classrooms PreK-3	Professional Development for School Leaders
Evidence of Practice	Lesson plan books, evaluations of teachers, skills checklist	IEP, lesson plan book, teacher evaluations, Easy Census	Schedule, STAR, Test Scores Lesson plans	Schedule, STAR, computer reports, grades	Grant, ADM report, parent surveys	Schedule, enrollment, STAR, courses	Grade book, STAR management	Budget documents of travel and conference cost
Is the current practice research-based?	Yes, Marzano's Research on effective schools	Yes IDEA research	Yes	Yes	Yes Ours is grant Based on early childhood research	Yes,	Yes	yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Teacher evaluation, student scores, time on task shown by schedule	Student grades, teacher surveys, Parents surveys, Research	School report card, Teacher input,	Gateway testing results, end of course results, teacher input	Research, Progress reports completed by kinder-Garden teachers	Follow up reports from special education and vocational, Jobs for Tennessee Graduates and evidence from scholarship information provided by the	Research, TCAP,	SWIS

						school counselor		
Evidence of effectiveness or ineffectiveness	Fewer students needing special education and Title I services Increased scores on TCAP narrowing gaps in economically disadvantaged	TCAP scores are not back for this year but it is expected that an increase in performance on academic subjects –math and reading, special education is a subgroup of need. This is the first year of inclusion. Only students in special education for the 07-08 school year for K-1 are the speech needs. Decrease in the number of special education students.	Test scores indicate increase of students scoring in the proficient range in math and language arts.	Test scores for Gateway biology are good. Evidence that Gateway Algebra I and English II scores need work 100% 1st time test takers have passed the HS Gateway courses Fall of 07	No test scores available. Use Brigrance and check list of state standards, K-teachers uses check list for student readiness based on K-skills	Vocational report card, articulation agreement increased,	Attendance, Promotions, AYP, Grades	SWIS program was recommended by principals to keep track of the PSWB program. 100% of behavior problems are tracked through SWIS Leaders discussed programs presented at LEAD and chose to continue with the formative assessment Thinklink, but add the college prep section and high school Gateway courses.
Evidence of equitable system support for this practice	Resources, professional development	Resources, professional development	Resources Professional Development	Resources, professional development In-school tutoring provide during the block for students show need on	Continue writing grant,	Resources, professional development	Teacher have common planning time for planning and reviewing the data.	Providing release time for principal’s academy, SWIS training, and LEAD conference.

				formative assessment				
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue	Continue Students will be directed into classes by reviewing the data. Student will take content area reading and math foundations based on data. All students will be encouraged to take more rigorous course work.	continue	Attend Matching Reading Intervention to Assessment Data and RTI sessions.

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

<p>“What is” The Current Use of: TIME (How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)</p> <p>Central office staff uses the summer time to order textbooks and support materials for the fall. Staff development is planned based on needs of staff, presenters are lined up and materials for the in-service days are ready to go by the first day of school. Many hours are spent on repair, upgrade and to maintain the technology. Extended contract programs are written based on the interventions needed. If more staff is needed interviews are conducted. Teachers are sent to workshops. Handbooks are printed.</p> <p>“What Ought to Be” – How Should we be Using Our: TIME</p> <p>Teachers should be able to use the in-service presented in the fall. The in-service should be planned to provide the teacher the support needed to deal with the identified in-service goals. Central office staff should have the time to lend support of any in-service program presented. Textbooks, lesson plan book and other supplies should be readily at hand for the teaching staff.</p>
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Organizational MONEY Gap Analysis - Narrative Response Required
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<p>“What is” The Current Use of: MONEY (How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)</p> <ul style="list-style-type: none"> • Monies are currently used to provide extra support staff such as technology personal. • Paraprofessionals are provided for classroom with identified children with IEPs • Special education teachers are available to provide resources and modifications for students with IEPs. • Reading support staff is available for grades 1-5. <p>“What Ought to Be” – How Should we be Using Our: MONEY</p> <p>Attainable grant money should be made available for systems requesting funds for before and after school programs. Grant should include money for alternative school after hours or Saturdays. LEAP grants were too difficult to attain. We tried twice.</p>

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?)

Funds are provided for teachers to attend staff development that supports the in-service provided in the fall. Teachers like to get to observe other teachers and schools. This supports the personnel by providing reinforcement for a practice. It stretches our supervisor by offering creditability to a researched practice. The central office personnel work closely with the school principal and assistant principal to provide encouragement and resources. Paraprofessionals are included as staff in all training request and practices.

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

The state and local board should pay teachers for at least two more days of training than is presently being required. The same number of days training has been required for at least the last thirty years. Education has changed. We are life long learners in our jobs too!

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?)

Local banks and organizations offer some other resources. Parent Teacher Organization Offers resources if requested. Project graduation takes a lot of money out of our small community that could be more effectively used.

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

Should be able to have more parent volunteers. This is difficult due to the required background checks.

We are looking for ways to organize service projects for all our students and create a portfolio from kindergarten through twelfth grade. This project could help students and teachers at the same time hours are accumulated.

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?

Yes, we are providing equity and adequacy to our school. Being on one campus with one Federal projects director this is easy to accomplish. We are very fortunate to have the resources we have and to have been able to obtain a number of grants. Visiting a county school and a special school district such as ours is like being in two different sections of the same West Tennessee. Special school districts have so much more to offer our students. We could use a person just to run data and use it, but we don't. The data belongs to all. **We have a person trained to enter data and one who is in continuous training for data interpretation. Special education survey indicated need for person to interrupt psychological exams. With a grant we have ¼ people to do this.**

Organizational Reflective Questions - Narrative Response Required

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

Yes, for the amount of money coming down from the federal government we do very well. No amount of money will fix our graduation rate. When we have foster children and special education students move into our district with poor attendance backgrounds and have failed the gateway test before they come to us, money will not fix. Our school is too small for the impact not to cause havoc. **IT IS NOT OUR FAULT! Always a challenge to be met. Seems to be increasing problem.**

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

State report cards indicate we are meeting the needs of the students in our schools. We met AYP and we are not on the target list this year. Next year will be a different story.

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
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What are our major strengths and how do we know?
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Inclusion, providing the least restrictive environment, is providing the Achievement gain we need this year.

Differentiated instruction with the inclusion is a strength. Using differentiated in the classroom has made it possible for the regular teachers not to be so overwhelmed by putting the special education students in the least restrictive environment.

Block scheduling is working for the 9-12 grades. The 90 minutes allows plenty of instruction time and time for attending to students who have individual needs.

Four Block in grades K-5 allows uninterrupted instruction time for reading and math.

Extended contract money in our system is not as effective as it once was because of cuts. The amount we get does not meet our needs. Funds are being pulled from other programs to provide the service extended contract did in the past for our system. **This need has been met with the LEAP and Service Learning Grants**

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

At risk students in special education and students in poverty. Economically disadvantaged special education students and economically disadvantaged.

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

We are addressing the students in poverty with staff development this fall.

We have had the poverty training offered by the state. Maybe we need a refresher. We will be going into our second year of total inclusion in special education this coming year. We will be working with RISE again. Children, at risk, often have behavior issues also. We are offering staff development in this area too We believe many of our problems can be solved by RELATIONSHIPS. We have done research on our own and we have learned that student – teacher relationship has as much to do with graduation, attendance, dropout and achievement as any other single factor.

Through a grant we now have access to a counselor and a licensed psychologist. Children who are showing extreme behavior problems are receiving services. A team has been trained in Positive Behavior Support and we are hoping to sell the staff on this as an avenue to increase time on task and reduce behavior problems.

NOTE:

Three of our concerns throughout this project were met with Grant funds not local or federal. Examples: The elementary guidance counselor, more technology and LEAP Grant and one day of the services of a psychological examiner and therapist.

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _March 2008 April 2008

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

Goal

The South Carroll SSD will increase the achievement level by all students in math and language arts and gateway courses as required in the NCLB regulations at the required percentages each school year and therefore meet AYP. **A 2% NCE increase in reading and math per school year for all children.**
To increase GW math ED and SWD to 91% proficient, and to increase 3-8 SWD by 10% in reading and math.
To increase 11th grade writing scores to 95% with grade 4 or above.

Which need(s) does this Goal address?

Subgroup achievement for special education and economically disadvantaged.

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

Our five-year plan is based on the Tennessee Master Plan. The Master Plan is driven by the NCLB and state board requirements. Goal: To improve achievement in all subjects measured in the NCLB regulations.

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.*

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Fall 2007 Spring 2008	Gail Walker and Diana Collins	5,000.00	Title IIA Title I	Highly Qualified website, system report card	One math foundations course was taught by a teacher highly qualified in 8th grade math. The rest of the faculty is highly qualified. Two teachers took the Praxis, one in 9-12 English, one in 9-12 math. Both reached highly qualified status.
They are all highly qualified at the present time.	Supervisor, Gail Walker		Title IIA Title I	Employment records	All para-professional HQ
Spring and Fall	Gail Walker			University of Memphis Title IIA website, and CPR	62.07% of the teachers strongly agreed PD was aligned with state academic content standards and 37.93

							agreed.
Action Step 4.	Provide additional learning opportunities for students who do not achieve performance expectations or high school requirements. Will use LEAP funds	Mid semester fall and spring, summer credit, after school and before	Principals, Supervisor	\$108,000 for 2007-2008	Extended contract Title V LEAP Grant	Tally of students taking advantage of service, grades and classroom teachers	2 nd quarter data 119 participated 74 attended 15 days or less 32 attended 16-30 days 13 attended 31-59 days
Action Step 5.	Identify special education populations; homeless and limited English proficient students.- will provided the services needed. Teacher pupil ratio will be adhered to if applicable for ELL students	School year 2007-08	Gail Walker, supervisor and teachers	5,000.00 1,139.00	LEA, Title III	IDEA tables, ESL report, and Homeless count	ELL teacher contracted to meet needs of 4 students, homeless list of 47. Clothes provided for homeless
Action Step 6.	Renew efforts to educate staff on the importance of Blooms, specifically evaluation, analysis and synthesis.	2006-07 Review 2007-08	Principals and Supervisor, Assistant principal , supervisor-Gail Walker		LEA	Lesson Plans and teacher evaluations	Principal walkthroughs revealed higher order questioning is still a need. TVAAS data shows advanced students with negative gains.
Action Step 7.	Provide staff development in technology, utilization, and integration into classrooms. Provide the necessary networking, resources and service. Provide an update on the use of United Streaming, Nettekter, Internet 4 the classroom for student participation and teacher presentation.	2006-07 2007-08	Technology coordinator, Gail Walker, Supervisor Tech staff	\$200.00	LEA Title IID Title IIA	Lesson plans Teacher surveys Erate information	Principal and teacher attended technology conference. Jan. 3 inservice included an overview of the uses of the whiteboard. Teachers assisted new teachers in using United Streaming, Nettekter, and Internet 4 the classroom.
Action Step 8.	Communicate to parent's standards and benchmarks of subject content. Provide LINKS from school website to state website. Technology used in the child's education will also be communicated. Provide staff development in teaching to the standards.	Posted on website 207-08	Principals, supervisor, classroom teachers, tech coordinator	Contracted services per hour, Angie Bartholomew Joanna Azure	LEA	Website, Questionnaire	Technology links were given at 8 th grade night, freshman orientation, and sophomore-senior registration. Links from website to Thinklink and Study Island are available.
Action Step 9.	Provide staff development in children in poverty.	August 2007	Gwen Joyner Children Services	0	LEA	Fewer drop outs, Fewer retainers, Fewer failing grades due to homework not being turned in	Teachers participated in the day of a family living in poverty. Comments were, "I had no idea."
Action Step 10.	Provide staff development in School Wide Positive Behavior.	August 2007	RISE, System	Grant- no cost to the system except in kind	RISE	More time on task as reported by teachers, decreased negative student behavior as reported by STAR	PSWBS PD was held August 2, 2007, monthly meeting of team, faculty meeting April 2, 2008

<p>Action Step 11.</p>	<p>Thinklink Formative Assessment will be utilized in Early Intervention K-2, grades 3-8, Gateway Courses, and ACT Prep Courses</p> <p>Students and teachers will use Thinklink formative assessment, AIMSweb, Great Leaps Math, Study Island, Plato and Star for formative assessment and remediation.</p>	<p>August 2007 –May 2008 August 2008-June 2009</p>	<p>Gail Walker. Joanna Azure, Angie Bartholomew Trey Crews</p>	<p>\$2500 9428.00</p>	<p>Title I and V Title I LEAP Local Extended Contract</p>	<p>Comparison of student growth on August, December, and February Assessments Weekly usage rates Plato reports AIMSWEB documents</p>	<p>Test were administered 3 times for the 2007-2008 school year. Data was used to set up intervention for students showing need. Intervention was made available for student before, during, and after school.</p> <p>Pending data 2008-2009 outcomes. Met AYP</p>
<p>Action Step 12.</p>	<p>Provide training for using formative assessment to guide instruction.</p> <p>Continue with emphasis given to the use of level 3 questions and higher cuts for advanced students.</p>	<p>August 2007 3 2hr sessions March 08, December 08, and Februray09</p>	<p>Gail Walker</p>	<p>\$500</p>	<p>Title I Local</p>	<p>Teacher planning sheets after each assessment.</p>	<p>For the fall semester, GW test showed 100% proficient, and Benchmarking test for 3-8 projected 91% proficient in math and reading.</p> <p>TVAAS 08 Results pending Not completed</p>
<p>Action Step 13</p>	<p>Student and teacher will participate in an interactive classroom. Whiteboards and clickers will be installed in 3 inclusion classrooms.</p>	<p>July 08-September 08</p>	<p>Trey Crews</p>	<p>20,000</p>	<p>Title I CTE Local</p>	<p>Principal walk-throughs, Teacher's lesson plans</p>	<p>Principal's walk-through data for 2008-2009 Boards installed, teachers using with lessons</p>
<p>Action Step 13</p>	<p>Students will write .</p>						

GOAL 2 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: ____April 2008

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

Goal	South Carroll will decrease the dropout rate of general education and special education students and increase the graduation rate to meet the state goal of 90%. To increase core indicators 1S2, 2S1, 3S1, 4S1, and 4S2 to mastery. To increase 1S1 and 4S1 to mastery on the 2008 Perkins IV report card. To increase reading and language arts scores from 93.26% to 97% proficient for the 2009-2010 school year. To increase non traditional placement by 3.13% for the school year 2009-2010.
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Which need(s) does this Goal address?	Career Technical All areas 2S1, IDEA, NCLB
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How is this Goal linked to the system’s Five-Year Plan?	Continual improvement of graduation rate.
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ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1.	Provide quality staff development. The staff development will target current research on reasons why students drop out of school, placement, interest and transition. Fall— Spring 2006-07	Gail Walker, supervisor	1000.00	Title IIA	CPR-IDEA and the system report card	Christie Smith has attended four days of PD on transition planning. She has brought the information to the other special ed teacher, high school counselor, and supervisor.
Action Step 2.	Students will at age 16 develop a plan to follow that will lead to the successful completion of a program to gain a regular education diploma Spring IEP Meetings and Parent Night in the spring 2007	Ms. Barger, guidance	Kuder, Explore, checklist	none	Follow up CPR	All students in grades 9-12 have a plan notebook, all SWD IEPs have a transition plan, the transition PIP was closed in March of 2008 by Nancy Turnbow.

Action Step 3.	Provide courses of intervention for students needing gateway skill development.	Fall 2007 Spring 2008	Principal, guidance counselor and supervisor-Gail Walker	List will include Plato and Credit Recovery but is not inclusive.	Extended Contract hourly contract, about 2,000.00 LEAP 6,000.	Gateway scores, class grades, report card	In Spring of 2008 students needing to recovery credit or pass GW exams are using Plato to make up needed work and skills during a guided study hall class.
Action Step 4.	Parents and student will plan an attainable course of study and parents will be asked to support the plan. Communication between school and parents will be offered if student is in academic trouble.	Fall/Spring Semester s 2007 and Spring 2008	Student parents, Guidance counselor, classroom teachers	Title I Parent Involvement School Handbook	No Cost	Student grades Parent Surveys	Parent nights K-12, Parents are contacted when students have incomplete work before the semester grade is given—phone calls and detention notices.
Action Step 5.	Train peer tutors to assist students who are having trouble in academics and other areas that are creating an atmosphere of loss of self-confidence or feeling of being unsuccessful.	Fall	Classroom teacher, Mullikin, and Hedge guidance counselor, students	Service Learning Grant	Salaries of teachers working with Service Learning Grant	Students, Principal and guidance counselor	Family and Consumer science classes are providing tutoring services for students in K-3. Students work together on Plato to make up lost skills and retake test.
Action Step 6.	Continue staff development in differentiated instruction.	Fall-summer 2007-08	Teachers Supervisor		Title IIA RISE		Supervisor modeled activities August 6 inservice while addressing TVAAS data
Action Step 7.	Continue staff development for regular education teachers on inclusion. Staff will attend inservice on reaching the diverse learner and time on task—teaching bell to bell	Fall-summer 2007-08 July 09 August 09	Supervisor		IDEA funds, Title IIA	Gateway scores Graduation rates Teacher's concern given to supervisor	Supervisor gives individual help to teachers as needed during their planning time. Principal walk-throughs Test scores will increase in the 4 core academic areas and Skill attainment in CTE classes.
Action Step 8.	Provide information to the public on adult literacy service providers at Back to School night in the fall. Technology link is shared through the county.	Fall 2007	Principal, supervisor- Gail Walker	0	Carroll County	Sign in forms	County Technology Link and parents were provided tech links in the August 2007..
Action Step 9.	Provide staff develop on data analysis of CTE Report Card Data. Develop a plan of action to increase core indicators.	August 2007	Gail Walker Debra Barger CTE Faculty	\$50	Perkins	Plans, CTE , Report Card	August 3, 2007, Inservice. The Power of I was shown and teachers endorsed the concept of given an "I" instead of a zero to allow the child a reasonable amount of time to make up the work. Parents are contacted, the child stays for detention, and

							the grade is at least passing, not a zero. This has resulted in fewer "F's" on the students' report cards. CTE Skills data pending 2008 Report Card
Action Step 10	Student falling below the 70% mastery in CTE classes and regular education courses will be required to make up incomplete work at the after-school extended learning time.	August 2008-2009	CTE Teachers, Susan Partridge	\$2,000	Extended Contract and LEAP	Student Report Cards, SWIS data for extended learning time, CTE Perkins IV Report Card	Pending 2008-2009 data Mastery of skill attained
Action Step 11	Time will be allotted for home-room classes in grades 6-12. CTE teachers will be given students that could possibly be a non-traditional completer in their program in order to discuss careers of that program of study. All homeroom teachers will look for signs of poor attendance and poor grades and notify principal and parent. Will continue these activities in order to increase non traditional placement.	August 2008-2009	Principal and Classroom Teachers	Included in teachers duties	BEP, CTE	State Report Card, CTE Perkins IV Data	Pending 2008-2009 data Completers increased Pending 2009-2010 data

GOAL 3 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008

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

Goal

South Carroll SSD will provide a safe and healthy environment for all students, parents, staff and community. **To implement a Positive School Wide Behavior Support System in the Fall of 2007. To decrease the number of student receiving more than 6 office referrals to 3%.**

Which need(s) does this Goal address?

Safe and Drug Free environment

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

Creating a safe environment.

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.*

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
	Gail Walker, supervisor	500.00	Title IV	Discipline referrals	Aug. 8, 2007, staff met to discuss, review, and implement SWPB plan. Plan was written to include bullying. Staff role played bullying behaviors to show students behaviors that would not be accepted.

Action Step 1.

Provide staff development on bullying.
Bullying will become a part of the school wide behavior plan

Action Step 2.	Provide staff development on drugs - particularly Meth.	2006 school year	Gail Walker Supervisor	200.00	Title IV	Student questionnaire	Law enforcement provided meth van to student and parent at the Health Fair Day 9-28-07.
Action Step 3.	Provide staff development on the new wellness Policy and plan for our system.	August 2006	Angie Bartholomew Diana Collins	None	LEA	Survey/questionnaire	90% of the staff says we were doing a good job in health education.
Action Step 4.	Communicate to parents and the community the new healthy school guidelines we will be following. Use newsletter, back to school night and notes home to parents.		Deborah Barger Gail Walker , A. Bartholomew	None	LEA	Questionnaire Improved BMI , healthier school parties	85% of the staff says we were doing a good job in communication with parent
Action Step 5.	Continue the Character Counts program. Parents will be invited for the Character Trait of the Month. Continue to purchase student journals with people who have demonstrated A particular trait.	School year 2006-07, 2007-08	A. Bartholomew Teachers	500.00	Title IV	Questionnaire Title IV teacher survey	Teachers report students are not using character trait agendas, school counselors are addressing character count traits in their lessons.
Action Step 6.	Continue to supply materials and resources for teachers to teach Peaceable School curricula, incorporate into school wide behavior support plan.	School year 2006-2007, 2007-08	Gail Walker , supervisor Debora Barger CSH personal	100.00	Title IV	Teacher questionnaire	Incorporated into the PSWBS documents
Action Step 7.	Continue to provide counseling services for troubled students.	School year 2006-2007, 2007-08	Doc Reedy, Tamala Partee , elementary Debra Davenport	3,000.00	LEA,IDEA Impact Grant	Counselors	2 school counselors and 2 licensed psychologist serve the students at Clarksburg that exhibit troubling behaviors.
Action Step 8.	Continue to maintain the current cameras in our building and on the campus.	2007-2008	Collins	500.00	LEA	Reynolds	Campus camera are in working order and a new camera has been installed in the gym area.
Action Step 9.	Communicate to parents by website and in the school handbook the requirements of NCLB to notify parents if the school is identified as unsafe.	Fall 2006	Barger, Crews , A. Bartholomew	50.00	LEA	School handbook. Website, newsletter	Website and Handbook have NCLB requirement listed.
Action Step 10.	Continue to meet with parent groups and planning committees to seek advice on program coordination with LEA and community.	Spring 2006 Fall 2006	Barger, Gail Walker	None	LEA	Minutes of meetings	Stake holders meeting was held November 15, 2007, and March 11 2008.

<p>Action Step 11.</p>	<p>Continue board approved surveys of 8th and 12th graders to determine positive buffers and at risk factors for our youth.</p>	<p>Spring 2006</p>	<p>Gail Walker</p>	<p>None</p>	<p>LEA</p>	<p>Tallied surveys</p>	<p>Surveys on file.</p>
<p>Action Step 12.</p>	<p>Incorporate physical activity in all students day. Mandated for high school. Workshop or physical education teacher</p>	<p>Summer 2007 Date not set by state</p>	<p>Gail Walker, Deborah Barger, Angie Bartholomew Trey Crews</p>	<p>300.00</p>	<p>LEA Title IIA</p>	<p>BMI , meet requirement of Sate Board of Education Reduced sick days (increased attendance)</p>	<p>Students are walking 5 minute of class time when weather permits, some teachers extend the time for more, principal and some teachers are concerned with time off task. Nurse checks BMI of students each year.</p>
<p>Action Step 13.</p>	<p>Provide extensive staff development in School Wide Positive Behavior</p>	<p>Spring 2007 and summer</p>	<p>Gail Walker, RISE,</p>	<p>Rise is Grant Money with State Department Special Education</p>	<p>RISE Local School Team</p>	<p>Reduced office discipline referrals and increased time on task</p>	<p>Rise has provided inservice in August and in April of 2007-2008. Faculty agreed we needed to look at the way we are reporting to SWIS, teacher need meaningful consequences, and incentives should be given to all, not just the one receiving soar tickets. Team will revisit and make suggestions for the 2008-2009 school year in August of 2008.</p>

GOAL 4 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008 _____

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 the quality of instruction provided by the teaching staff of South Carroll County Special School District. Measurable data will be the improvement of NCE's by 2 points by 90% of the students in our district.

Which need(s) does this Goal address?

NCLB, Perkins report card, IDEA, Title IA –Teacher Quality

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

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.*

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2007-08	Collins , Gail Walker , Bartholomew CSH personal	No cost Will be a refresher and covered in the school wide behavior support plan	Title IV CSH grant 1/6 written as county grant	Surveys for 8 th and 12 th grades, Safe and Drug Free Survey	Safe-School 2007 Report Card 92% report feeling safe at school. 92% said they had not threaten to harm anyone at school.
Summer 2007- 08	Gail Walker	500.00	Title IIA Impact Grant	TCAP, grades ACT, Gateways	CTE agriculture teacher and math teacher attended Gateway Algebra and Geometry Institutes Summer 2007
Twice monthly August 7, 2008	Gail Walker , Bartholomew RISE	1000.00 500.00	Title IIA Title I	Teacher evaluations, plan books, TCAP TVAAS	Teachers' lesson plans show more use of technology to differentiate instruction. Pending 2009 TVAAS Data

Action Step 4.	Provide training for regular teachers and special education in inclusion.	Fall-Spring 2006-07	Gail Walker	400,00	R.I.S.E.	Teacher evaluations, lesson plans, CPR surveys	RISE provided training on activities to meet the needs of students scoring at risk on DIBELS
Action Step 5,	Provide support with training in classroom management. Target the few who cause the problems	Fall-2006	Gail Walker	800.00	Title IIA	Teacher evaluation Discipline referrals SWIS data	MS. Walker met with teachers experiencing classroom management issues and presented ideas in classroom management. SWIS data still shows management problems.
Action Step 6.	Provide training in technology to support instruction and assessment. This includes support for articulated classes and dual enrollment.	Fall-Spring 2006-07	Orr Gail Walker	In kind-LEA,	Title IID LEA	Perkins, TCAP, Technology surveys	Gail Walker provided training on formative assessment program Thinklink, and Study Island Rep. supplied the training for Study Island. Pending 2008 data.
Action Step 7.	Provide training in technology in student management programs such as Easy IEP and STAR,	Fall –2006 Summer-2006	Kim Jones, Gail Walker	LEA	Title IIA	Report cards, IEPs	Report cards are generated using STAR, Special Ed. teachers are using EASY IEP for management. Tech Coach and Director will attend training in Spring 2008
Action Step 8.	Provide training in using test data to improve instruction, how to access data and make it work for the teacher.	Fall-Spring	Gail Walker	LEA		TCAP, plan books, Teachers	Inservice provide by Gail Walker August 2008, teachers' lesson plans reflect use of test data.
Action Step 9.	Provide training in transition for special education teachers and guidance counselor.	August 2006 and during the year	Gail Walker State department sp.ed	150.00	RISE General purpose	CPR IDEA-PIP	Christie Smith trained for four days, returned and trained other Special Ed. staff.
Action Step 10.	Continue to provide training in etiger to ensure the correct entry of vocational data.	Summer-Spring 2006-07	Gail Walker	500.00	C Perkins	ETiger	CTE agriculture teacher trained new CTE teachers in January of 08 for entry of data.
Action Step 11.	Provide training for teachers with ESL students.	Fall	Gail Walker	500.00	Title IIA	Teacher conversation	Certified ESL teacher contracted August 07. Works with students and teachers to meet needs.
Action Step 12.	Continued to provide training in poverty and homeless.	August inservice 2007	Gail Walker	No cost		Home work failures	Carroll Co. Extension Agent provided a role play active for teachers to experience poverty August of 07.

GOAL – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

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 – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.*

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

	Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step						
Action Step						
Action Step						
Action Step						
Action Step						

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development? 1.	+	+	N/A	N/A	N/A	N/A	+	F S
Consolidated Application Principal's Attestation Form System report card Systems preliminary report University of Memphis website for high quality staff development CPR-IDEA Monitoring TCSPP 5.1 Goal 1 Step 1. Goal 2 Step 13								
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) 2.	+	N/A	N/A	N/A	N/A	+	+	F T
LEA Technology Plan Component 5.1 Goal 1 - Action Step 7, and 13								
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) 3	+	N/A	N/A	N/A	N/A	N/A	+	F
LEA Technology Plan TSCPP Component 4 Template 4.4c Consolidated Application Title IID TCSPP Goal 1 Step 13								
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) 4	+	N/A	N/A	N/A	N/A	N/A	+	F
Technology Plan Component 5.1 Goal 1 Action Step 7 Component 3, Template 3.1 Component 5.1 Goal 4 Action Step 6 Component 5.1 Goal 1 Step 11								

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate) 5	+	N/A	N/A	N/A	N/A	+	+	F T
Technology Plan Consolidated Application Assurances and Title II D Component 5.1 Action Step 7								
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) 6.	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 5.1 Goal 4, action step 6								
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance-learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D) 7	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 5.1 Goal 1, Action Step 7 Carl Perkins 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) 8	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 5.1 Goal 1 Action Step 8 Family Involvement Plan								
	+	N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D) 9	Technology Plan Pre school Grant							
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) 10	+	N/A	N/A	N/A	N/A	N/A	+	F
E RATE Component 4 Template 4.2b Component 5 Goal 1 Action Step 11								
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSP includes the LEA’s responsibilities for improvement. 11	+	+	NA	NA	+	NA	+	F S A
At this time South Carroll is not a high priority school.								
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met. 12	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 4. Template 4.3b Consolidated application Component 4 Component 5.1 Goal 1 Action Step 5								

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe 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) 13	+	+	N/A	N/A	N/A	N/A	+	F S
Consolidated application assurances								
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) 14	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 5.1 Goals 1, 2, 3,4								
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) 15	+	N/A	N/A	N/A	N/A	N/A	+	A
CPR Child Find Pre school Grant								
Describe how the LEA will ensure that all	+	+	+	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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. 15a	Component 5.1 Goal 1 Action Step 1, 2							SC
Describe the services the LEA will provide homeless children? (Title I, Sec 1112) 16	+	N/A	N/A	N/A	N/A	N/A	+	F
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 TCSP includes strategies to promote effective parental involvement in the schools. 17	+	N/A	N/A	N/A	N/A	N/A	+	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) High Priority LEA Requirement —The LEA’s revised TCSP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.) 18	+	N/A	N/A	N/A	N/A	N/A	+	F
	+	N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects. 19	Component 4 Template 4.2d Component 5.1 Goal 1 Action Step 3 Component 5.1 Goal 1 Step 11							
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) 20	+	N/A	N/A	N/A	N/A	N/A	+	F
Consolidate application assurance Component 3 Template 3.1 Component 5.1 Action Step Goal 1 and 15								
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB) 21	+	N/A	N/A	N/A	N/A	N/A	+	F
Component 5, Template 5.1 Compliance Matrix								
	+	N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development. 22	Compliance Matrix 5.1 Goal 1, 2, 3, 4 action steps							
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) 23	+	N/A	N/A	N/A	N/A	N/A	+	F
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) 24	+	N/A	N/A	N/A	N/A	N/A	+	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) 25	+	N/A	N/A	N/A	N/A	N/A	+	F
Describe how the LEA will provide training to enable	+	N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
teachers to involve parents in their child’s education? (Title II A, Sec 2122) 25a	Family Involvement Policy Component 2 Page 8 Component 5.1 Goal 1 Action Step 8 and 12 Goal 2 Action Step 4							
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) 26	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 4 Template 4.1b continued Component 5.1 Goal 1 Step 12							
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) 27	+	N/A	N/A	N/A	N/A	N/A	+	F
	E Rate CPR Component 5.1 Goal 1 Action Step 3							
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) 28	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 2 page 8 Local Advisory Boards---School Board Approval							
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) 29	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 2 page 8 Component 5.1 Goal 3							
	+	N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114) 30	Component 5.1 Goal 3 Action Steps 1-8							
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) 31	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 5.1 Goal 3 Action Step 1-8							
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) 32	+	N/A	N/A	N/A	N/A	N/A	+	F
	Only one school. Consolidated Application Student management program Component 5.1 Goal 3 Step 13							
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) 33	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 5.1 Goal 3 Action Step 2, 10, and 13							
Develop your application through timely and meaningful		N/A	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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) 34	Component 5.1 Goal 3 Action Step 2, 10							
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) 35	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component 5.1 Goal 3 Action Step 2, 10							
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) 36	+	N/A	N/A	N/A	N/A	+	+	F
	Component 4 Template 4.1 and 4.2b,ff							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) 37	+	N/A	N/A	N/A	N/A	+	+	F
	Component 4 Template 4.3b							T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)37a	N/A	N/A	N/A	N/A	N/A	+	+	
	Component 4 Template 4.3b							T
Provide a complete description of the extended learning	N/A	N/A	N/A	+	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
program content, grade level, subject area, and timeframe (summer and school year)? 38	Extended Contract Plan							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? 39	N/A	N/A	N/A	+	N/A	N/A	+	E
	Review of TCAP scores, Screening scores for kindergarten and preschool							
Describe the process for evaluating the work you have done? 40	N/A	N/A	N/A	+	N/A	N/A	+	E
	Summary in extended contract.							
Include an extended contracts employment summary? 41	N/A	N/A	N/A	+	N/A	N/A	+	E
	Extended Contract Proposal: Employment Summary.							
Define your leadership team? 42	+	+	+	N/A	+	N/A	+	F S C A
	Component 1, Template 1.1 Page 5							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students? 43	+	+	+	N/A	+	N/A	+	F S C A
	Component 1, Template 1.1, Page 5							
Define your subcommittees? 44	+	+	+	+	+	N/A	+	F S E A
	Component 2 page 8							
Define significant system and common factors? 45	N/A	+	N/A	N/A	+	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	TSCPP Total Plan							S A
Profile your system and community? 46	+	+	N/A	+	+	N/A	+	F S E A
	Component 2							
Use a collaborative process to develop your program goals/objectives? 47	+	+	+	+	+	+	+	F S C E A T
	Component 1 Component 2 page 8 page 11							
Define your beliefs? 48	+	+	+	N/A	+	N/A	+	F S C A
	Component 2, Template 2.1 ,Page 11 page 13							
Define your mission? 49	+	+	+	+	+	N/A	N/A	F S C E A
	Component 2, Template 2.1							
Define your vision? 50	+	+	+	+	+	N/A	+	F S C E A
	Component 2, Template 2.1							
Identify academic and non-academic assessment measures? 51	+	+	+	+	+	N/A	+	F S C E A
	Component 2 page 8, 9, 10 Component 3 template 3.1 page 16-26							
Define data collection and analysis processes? 52	+	+	+	+	+	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	Component 2 pages 8,9, 10, and 12 Component 3 Template 3.1 pages 17f							S C E A
Include report card results? 53	+	+	+	+	+	N/A	N/A	F S C E A
	Component 3. Template 3.1 pages 17f other places through out plan							
Explain what you learned from all of the data? 54	+	+	+	N/A	+	N/A	+	F S C A
	Component 3 page 24 page 16-26 Component 4 pages 33, 35							
Prioritize your goals? 55	+	+	+	+	+	+	+	F S C E A T
	Component 3 Template 3.1 3.5 page 28							
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. 56	+	+	+	N/A	N/A	N/A	+	F S C
	IDEA compliance Consolidated plan and CPR indicators 15-19 Board Policy							
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. 57	+	+	+	N/A	+	N/a	+	F S C A
	Board Policy CPR #20							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
Identify strengths and weaknesses based on the data? 58	+	+	+	N/A	+	N/A	+	F S C A	
		Component 3, Template 3.1 ff page 16-26							
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates? 59	N/A	N/A	+	N/A	N/A	N/A	+	C	
		Vocational report card page 16							
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators? 60	N/A	N/A	+	N/A	N/A	N/A	+	C	
		Vocational report card							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation? 61	N/A	N/A	+	N/A	N/A	N/A	+	C	
		Vocational report card							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies? 62	N/A	N/A	+	N/A	N/A	N/A	+	C	
		Vocational report card							
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? 63	N/A	N/A	+	N/A	N/A	N/A	+	C	
		Vocational follow up report							
Determine the percentage of non-traditional students	N/A	N/A	+	N/A	N/A	N/A	+		

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
enrolled in a career-technical program? 64	Vocational report card							C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program? 65	N/A	N/A	+	N/A	N/A	N/A	+	C
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination. 66	+	+	+	N/A	+	N/A	+	F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system? 67	+	+	+	+	+	N/A	+	F S E A
Analyze disaggregated high school graduation rates and define what was determined? 68	+	+	+	N/A	+	N/A	+	F S C A
Analyze disaggregated elementary/middle attendance rates and define what was determined? 69	+	+	N/A	N/A	+	N/A	+	F S A
Indicate that Parent Notification of assessment data has	+	+	+	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
been disseminated to parents in a uniform format and provided in a language understood by all parents? 70	Family Involvement Plan Component 4. Template 4.3							SC
Define the current reality of student learning? 71	N/A	N/A	N/A	+	+	N/A	+	EA
	Component 1, 2, 3							
Analyze faculty perception of your system? 72	N/A	+	N/A	+	+	N/A	+	SEA
	CPR and Extended contract summary							
Analyze parent perception of your system? 73	N/A	+	N/A	+	+	N/A	+	SEA
	CPR and extended contract summary							
Analyze community perception of your system? 74	N/A	+	N/A	+	+	N/A	+	SEA
	Family engagement survey							
Analyze student perception of your system? (if applicable) 75	N/A	+	N/A	+	+	N/A	+	SEA
	Data collected for Title IV from students in 8 and 12 th grade							
Identify your Component 3 priorities of need? 76	+	+	+	N/A	+	N/A	+	FSCA
	Component 3 Template 3.1 goals 1,2,3, and 4							
	N/A	+	+	+	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify the strengths and weaknesses of your decision-making process? 77	Component 2							S C E
Define how material, human services, and funding sources are used to ensure school improvement? 78	+	+	+	+	+	N/A	+	F S C E A
Identify what programs and processes are in place for curriculum analysis and support? 79	Component 4 Template 4.1b, 4.2b, 4.3b 4.4b							F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process? 80	+	+	+	+	+	N/A	+	F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process? 80	Component 4 Templates 4.1a, 4.1b,4.1c, 4.1d							F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process? 80	+	+	+	+	+	N/A	+	F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process? 80	Component 4.2abcd							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? 81	N/A	+	+	N/A	N/A	N/A	+	S C
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? 81	CPR for LEA indicator 9 Not an area for improvement at this time.							S C
Determine the needs of children with disabilities based on information from an appropriate evaluation? 82	N/A	+	N/A	+	N/A	N/A	+	S E
Determine the needs of children with disabilities based on information from an appropriate evaluation? 82	CPR indicator #11b							S E
	N/A	+	N/A	N/A	N/A	N/A	+	

	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.)? 83	CPR # 11c							S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements? 84	N/A	N/A	+	N/A	N/A	N/A	+	C
Define how you will assist career-technical students in mastering occupational skill competencies? 85	N/A	N/A	+	N/A	N/A	N/A	+	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? 86	N/A	+	+	N/A	N/A	N/A	+	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?	N/A	+	+	N/A	N/A	N/A	+	S C
Determine how you will promote non-traditional enrollment in career-technical programs? 87	N/A	N/A	+	N/A	N/A	N/A	+	C
	N/A	+	+	N/A	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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.) 88	Component 5.1 Goal 2 Action Step 2							SC
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA’s revised TCSP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students. 89	+	+	+	+	+	N/A	+	F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement? 90	+	+	N/A	+	+	N/A	+	F S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify? 91	+	+	N/A	N/A	N/A	N/A	+	F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services? 92	+	+	N/A	N/A	N/A	N/A	+	F S
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school? 93	+	+	N/A	N/A	N/A	N/A	+	F S
If applicable, describe the activities funded by the system	+	+	N/A	+	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
which support preschool programs? 94	Pre school Grant							SE
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118? 95	+	N/A	N/A	+	N/A	N/A	+	FE
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 TCSP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year. 96	+	+	N/A	+	N/A	N/A	+	FSE
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure? 97	+	+	+	N/A	+	N/A	+	FSCA
Determine to what degree you meet SACS standards? 98	N/A	N/A	N/A	N/A	+	N/A	+	A
Determine to what degree the stakeholder perception	N/A	+	N/A	N/A	+	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
matches your current reality? 99	Family Engagement Survey results, Title IV survey and CPR survey							S A
Identify your Component 4 priority of needs? 100	+	+	+	N/A	+	N/A	+	F S C A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation) 101	N/A	+	+	+	+	+	+	S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation) 102	N/A	+	+	N/A	+	+	+	S C A T
Define your implementation plans? 103	N/A	+	+	+	+	N/A	+	S C E A
Address in your action plan the required clusters for your program area? 104	N/A	N/A	+	N/A	N/A	N/A	+	C
Based on data, determine how the system goals include and address continuous career-technical program improvement? 105	N/A	N/A	+	N/A	N/A	N/A	+	C
Determine how the system addresses plans for meeting	N/A	+	+	N/A	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
performance levels on the core indicators of performance? (must address each deficient core) 106	Carl Perkins Plan and Staff development in 5.1 5.1 Goal 2							SC
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance? 107	N/A	N/A	+	N/A	N/A	N/A	+	C
Define what summative assessment will be used? 108	N/A	+	N/A	N/A	+	N/A	+	SA
Describe how you will evaluate the SIP process? 109	N/A	+	N/A	N/A	+	N/A	+	SA
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations? 110	N/A	+	+	N/A	N/A	N/A	+	SC
Address in the action plan the evaluation process required for each question within each cluster area? 111	N/A	+	+	N/A	N/A	N/A	+	SC
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement? 112	N/A	N/A	+	N/A	N/A	N/A	+	C
	+	+	N/A	N/A	N/A	N/A	+	F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA’s revised TCSP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSP includes a determination of why the district’s previous plan did not bring about increased student academic achievement. 113	N/A will be discussed in Component 6							S
Define your plans for implementation and evaluation of your action plan? 114	+	+	+	N/A	+	N/A	+	F S C A
Component 5.1 system evaluation for the Goals 1-4								

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year’s TCSP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A)) 115	N/A	+	+	N/A	N/A	N/A	+	S C
Perkins Report Card CPR for LEA # !								
	N/A	+	N/A	N/A	N/A	N/A	+	

	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 TCSPS indicate that:								
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p> <p style="text-align: right;">116</p>	See CPR for LEA Indicator # 1.							S
<p>Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup.</p> <p>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.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))</p> <p style="text-align: right;">117</p>	N/A	+	N/A	N/A	N/A	N/A	+	S
	<p>See LEA Report Card</p> <p>See EASY IEP accommodations</p>							
	N/A	+	N/A	N/A	N/A	N/A	+	

	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 TCSPS 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 style="text-align: right;">118</p>	See CPR for LEA Indicator # 4.							S
<p>The number and percent of children with IEPs ages 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day</p> <p>B. Removed from regular class greater than 60% of the day</p> <p>C. Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p> <p style="text-align: right;">119</p>	N/A	+	N/A	N/A	N/A	N/A	+	S
	N/A	+	N/A	N/A	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A)) 120	See CPR for LEA Indicator # 6.							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? 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)) 121	N/A	+	N/A	N/A	N/A	N/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? 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.	N/A	+	N/A	N/A	N/A	N/A	+	S
The percentage of schools identified by the LEA as	N/A	+	N/A	N/A	N/A	N/A	+	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSP indicate that:								
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))	No information collected. This is new area. TDOE will provide direction on this area next year.							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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	See CPR for LEA # 9 and # 11							
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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	See CPR for LEA Indicator # 11							
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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	See CPR for LEA Indicator # 12							
	N/A	+	N/A	N/A	N/A	N/A	+	

	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 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))</p>	See CPR for LEA Indicator # 13							S
<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? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP</p>	N/A	+	N/A	N/A	N/A	N/A	+	S
	See CPR for LEA Indicator # 14							

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

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

**Component 6 Templates for
SCHOOL SYSTEM:
South Carroll Special School District**

For Submission After May 15, 2006,2007,2008



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

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

Document Version, November, 2005

COMPONENT 6

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

TCSPP TEMPLATE 6.1
TCSPP PROCESS EVALUATION

The following summary questions are related to **Process**. They are designed as a culminating

Evidence of Collaborative Process - Narrative Response Required

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

Beginning in the fall of 2006 our leadership team began to meet. We do a lot of lunch meets during the school day when it is easier to get everyone together. Evidence includes notes to teachers; sign in sheets, one half day of staff development in September and short hall meetings. Special education, regular education teacher, and counselors meet to discuss student progress for students not achieving academic success. Individual learning styles are discussed and team decisions made to help students achieve at the lunch meetings. The academic coach works with the classroom teacher and supervisor of instruction to review formative assessment in order to guide classroom curriculum. We began early because we are choosing to use our plan as our SACS Plan and our required school improvement plan due for us this year also. The curriculum coach worked with the supervisor of instruction and classroom teachers in order to help meet curriculum needs.

The supervisor of instruction/federal projects is retiring in June of 2007. A new supervisor has been hired in order to provide a seamless transition into the next school year and provide a workable plan. The new person has been a part of the action plan. In August 2007 the faculty took a look at the needs and addressed the SACS review teams recommendations. Ideas to address the recommendation were suggested and the faculty and staff gave input. Consensus was reached and the formative assessment program was launched for all subjects addressing AYP.

The PSWS team also presented their findings and gave an overview of the plan at the May 07 faculty meeting. Faculty and staff signed an agreement endorsing the PSWP that would be launched in August of 07. The PSWS team meets on a monthly basis. Faculty and staff report to the team items of concern.

On November 15 all advisory boards met, and were ask to fill out a questionnaire concerning the strengths and weakness of Clarksburg School. They are used in school improvement planning.

Faculty meetings are schedule the first Wednesday of each month. TCSPP chairperson, Gail Walker, adds to the agenda school improvement issues to be discussed.

The school held a celebration luncheon for all employees in November 2007 following the release of the report card. Advisory board meetings and school board meetings were also utilized to celebrate the progress shown by new data as it came available during the 2007-2008 school year.

Committee members were given a copy of the reviewer comments from the 2007 review. Members of each committee were given a week to provide input on the school improvement sections. During the May 2008 faculty meeting committees will present suggestions and recommendations for our school improvement planning. After consensus is met, the additions will be put into action.

activity for you to analyze the process used to develop this systemwide improvement plan.

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Our team decided to retain the same goals but tweak the action plan to provide the continued professional development and therefore add depth to the goals. Goal 1 was met in reading and math including the subgroups.

Goal 1: Goal 1 was revised to pay more attention to SWD and ED. All other categories are making AYP, but we left it as a goal because APY benchmarks are going up in 2008. Thinklink Formative Assessment has provided alignment in needed areas, as well as, a review of the TVASS data, and the state report card. DIBELS data is review in K-2, and the curriculum coach give areas of needs and strength for each student.

Goal 2: Although it did not show up on the report card, we did not achieve this goal. Our sample is so small only one or two students can cause us to be “on the list”. We continue every day to work on this goal. We know each student by name and how many gateways he lacks before graduating with a regular diploma. We continue to provide staff development in differentiate instruction, Marzano’s effect instruction strategies, inclusion and children in poverty. We have in place tutors with a Service Learning Grant and the LEAP grant as well as intervention opportunities and credit recovery.

Goal 3: We are expanding our safe and health school environment to include creative ways to incorporate the new required physical health for the high school. The other grade levels we have added and developed this school year. Our students, prek-8 grade, have some physical activity every day directed by a certified physical education teacher.

Also a new Positive School Wide Behavior Plan will be implemented the Fall of 2007 due to the collaboration of RISE with the staff and faculty. Unwanted behaviors in the hall way prompted RISE to help our teachers with a survey which would show our needs and help us decrease these behaviors. Valuable information was obtained through the surveys. Inservice will begin in August to help us address the survey issues.

Goals and action steps address the prioritized goals listed in Section III of the TCSPP plan. The formative assessment benchmarks are listed in the action plan. A timeline in the action plan guides and holds accountable the listed faculty and staff.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Evidence of communication can be seen as hard evidence in the sign in sheets of meetings, minutes, and talking with stakeholders. Agendas of meetings are also available.

Stakeholders will be advised of the academic success and needs at the parent involvement night in September. The handbook will give parents and other stakeholders a look at the new Positive School Wide Behavior Plan. Parent newsletter will help to inform stakeholders.

Clarksburg has an advisory board for technology, CTE, Safe and Drug Free, Extended Contract, Special Education, Pre-School, Family and Community, Title I, School Health, and TCSPP/5 Year plan. In November the boards met jointly and a Power Point presentation was given concern the status the progress of Clarksburg School.

The School Report Card is addressed at the Board Meeting and areas of strength and need are given for parents, newspaper reporters, and other stakeholders. The monthly board recap is emailed to stakeholders and a monthly newsletter also serves as a communication avenue. Stakeholders from all areas of the community are included in committees of the TCSPP plan.

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

We tell anyone who will listen, invite them to meetings, staff development, and have stakeholders to sign attendance sheets for documentation and feedback. We will continue to strive to use many sources for communication, such as, memos on daily absentee sheets, announcements on white board in teachers' workroom, emails, newspaper announcements, parent newsletters of planning meetings. Surveys and test data will continue to drive our planning process. New members are asked to rotate through out the planning process, so that new ideas maybe obtain.

Communication is an area of need for the TCSPP planning. Once consensus is reached at the May 2008 faculty meeting, all will be given a copy of the 2008 Action Plan. More attention will be given to the monitoring of the plan by faculty and staff. Strengths and needs will be addressed in a timely manner at monthly faculty and staff meetings.

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

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

Evidence of Implementation - Narrative Response Required

What is our plan to begin implementation of the action steps?

It may seem strange to say but plans are being put in place now to develop the action plan. By develop, we mean some “ground work” staff development is going on now to get ready for the actual staff development to begin in the summer of this school year. The August inservice will address action step implementation for each goal.

As mentioned before the supervisor of instruction will be new and the retiring supervisor will be working with her for two months to make sure the TCSPP is continued as written and to make sure she feels a part of its development. She has already been in on the draft copy of the in-service for next year. The theme for the next school year will be the development of the characteristics of effective schools as demonstrated by the new tougher courses which will add rigor to our curriculum. The positive school wide implementation will begin July of 2007 to develop the staff development for teachers in August. The plan will be implemented the first day of school August 2007.

Action steps will be implemented according to the timeline given on the plan. Supervisor and principals will monitor the plan, and communicate through memo to the faculty important dates and actions.

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

Data is being used to support the addition of a more cohesive sequence of courses in vocational programs, and to strengthen the core academic course work for college bound student. We hope this will increase our ACT scores. Data supports the continued inclusion of special education students in the regular classroom with modifications. IEP goals are being met **now even better than before.**

Summative data will be reviewed in August of 2007. Each teacher will choose strengths and weaknesses during this inservice. A technology update will aid the teachers in planning more effective lessons for the weak area.

Teachers will be treated to a breakfast as a celebration of their hard work and dedication the first day of the August inservice.

Plans are to extend formative assessments in all grade levels using Thinklink Learning. These scores will be analyzed in September, December, and February for the elementary students and August, October, and the 1st of December for high school students for the 2007-2008 school year.

Data from the RISE Survey and the school climate survey is being used to support the school wide behavior plan. This plan has been proven to give more time on task for student learning by having to deal less often with office referrals and discipline problems. Long range we hope this plan will reduce dropouts and create a positive school climate.

As chairperson of the components, I hold in my mind the idea of becoming an effective school. The community and staff are very proud of the school, and we aggressively researched and provided staff development in areas that are weak and need improvement.

Post Script:

South Carroll SSD has completed SACS team visit March 15 and 16. No evidence could be found to support vertical collaboration. Collaboration with subject areas will be Implemented this fall 2007 in August with sign in sheets required.

Data is driving the instruction schoolwide, used as a reporting device for stakeholders, used to implement tutoring for needed students, planning celebrations when merited, and used as a communication pieces during the parent teacher conferences. Formative and summative data is used to direct students to the appropriate high school classes.

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

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

Evidence of Monitoring Dates – Listing Required

What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process?

Identify the person(s) responsible for monitoring along with their position and the role they will play in the monitoring process.

The System Wide Leadership Team met in the fall and in the winter to look at data changes from the original. We updated our data early due to using the information and the plan for the SACS review. Linda Inman, Angie Bartholomew and Joanna Azure. We have had several lunch meetings and information sharing meetings through out the fall and spring this year.

The recently hired new supervisor was brought in for the action plan section. That date was February 21, 2007. Person responsible: Linda Inman and Gail Walker

November 4, 2008, and May 6, 2008, are the monitoring dates for the systemwide planning process. Gail Walker will lead the review of the data and present the outcomes to the stakeholders. New needs and strengths will be discussed. A celebration of the strengths will be planned in November 2008. Plans will be made for areas of need.

Evidence of a Process for Monitoring Plan - Narrative Response Required

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

We are small and many times we do not have a formal meeting. Example: New high school principal and new elementary guidance counselor are hired in August. These two individuals come in new and see a need in our school. The need was a school wide behavior plan. Katie Nicholas from RISE had mentioned a system wide plan last year but we could not get it going. The plan was researched and preliminary training was provided for a core team of teachers. The plan will be in place by the fall of 2007. RISE is special education.

After attending the LEAD conference in the fall, new ideas for training to improve test scores came to light and the elementary principal, Mrs. Angie Bartholomew became very interested in a work shop on Doug Reeves, Teaching to the Standards, so we made this adjustment in the staff development on the action plan to include attendance to his work at Dyersburg Professional Development Center. No we did not go into the plan and write this up at that time but in the fall 2007 in August we have two days of in-service planned for the staff on teaching to the standards.

Plan is monitored and adjusted as needed by Leadership Team.

Team is Linda Inman – Supervisor, IDEA, Vocational Director, Federal Projects

Angie Bartholomew - Assistant Principal

Diana Collins – Director

Data from the 2008 Report Card will be analyzed by Gail Walker, supervisor of instruction. The report will be discussed with the leadership team. Adjustments to the plan will be discussed and outcomes will be presented to the faculty at the December faculty meeting. Pressing issues will be addressed before the 2nd semester of school begins in 2009. Formative assessment obtained during the 2008 1st semester will be included in the analysis of the data. A data wall will be provided to communicate to stakeholders, and the graphs will be presented to the board of education and community members attending the board meeting.

TCSPP TEMPLATE 6.3
(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

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

As data comes into the system the Director, Diana Collins, Supervisor, Gail Walker, federal projects director, Gail Walker and Vocational Director, Gail Walker, will monitor it. The testing coordinators who are also the principals will also be a part of this. November is a good time usually all data is in by then. The person assigned the duty of implementing the action steps in component 5 will discuss with the team adjustments to be made to the plan. Adjustments made will be shared with other stakeholders as required.

When formative data projects that action steps are not meeting the needs of our school, applicable personnel will be call in with the supervisor and principal in order to address the need and to re-adjust the action step. Training, materials/resources, and student tutoring will be arranged to address the need.

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence
<p>Think Link Inclusion and differentiated instruction Credit Recovery Benchmark assessment Wellness and health awareness</p> <ul style="list-style-type: none"> • Thinklink Formative Assessment • Study Island 	<ul style="list-style-type: none"> • Increased 4th grade reading • Increase in number of special education students scoring proficient on TCAP as indicated by report card • Maintaining graduation rate • Decreased referrals to special education • Increased student activity, loss of coke machines, increased participation in breakfast grab and go • December, February, and April scores predicted Clarksburg would meet the 2008 NCLB benchmarks in all subject areas. • Teacher plan books, principal and teacher walk-throughs, and reports

<p>What deficiencies do we have? Why did we receive the deficiencies?</p>	<p>Evidence</p>
<p>Sixth through eighth social studies. We have this deficiency as best as we can tell because our teacher is using the textbook only and not teaching to the standards and SPI's.</p> <p>Low performing 4th grade. We have this issue due to the teacher teaching to the middle and low students</p> <p>Poor vocational report card. This is due to our team not looking closely enough to the concentration requirements, our business teacher only teaching two blocks and difficulty in articulating family and consumer science courses</p> <p>Low ACT scores. The team believes this is due to not having a good strong content knowledge in science and math before the students take the test.</p> <p>Advanced students are not making adequate gains in all subject areas, but GW Science. The deficiency occurs because we are spending more instructional time on lower order activities and our questioning techniques are lower order. Critical thinking activities and learning projects are not being adequately implemented.</p> <p>CTE skills and non traditional students not making adequate progress. Students not being held accountable to complete work, and students not choosing non-traditional classes after the first semester of the subject.</p> <p>SWD not meeting AYP. In-school tutoring was needed for SWD during the 2006-2007 school year.</p> <p>ED not meeting GW math benchmarks. Formative assessment was not used for the 2006-2007 school year in high school</p>	<ul style="list-style-type: none"> • F on TVASS • TCAP scores • Vocational Report Card <p>ACT Scores</p> <p>TVAAS Data Thinklink Data Principal and teacher-Walkthroughs</p> <p>Report Card Data</p> <p>CTE Report Card</p> <p>Report Card 2007</p>

TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1	No Yes	Yes	NO NO	Looking at the wealth of feed back we have available in test scores and school assessments TVAAS data does not show a 2% NCE gain.	Discussed in above section Use formative assessment to guide instruction for all students
Goal 2	No Yes	Yes	No No	Report Card data, requirements of NCLB and meeting the requirements of IDEA Skills and non-traditional students did not gain enough to meet the negotiated performance level, the other indicators were met.	Discussed above Monitor student report cards and require students to stay after school or miss break to make up missed or failing assignments. Use the Power of I philosophy.
Goal 3	No Yes	Yes	No Yes	No incidents of unsafe behavior reported in student data management and students who have improved BMI, and fewer referrals to principal for discipline Referral Slips and SWIS data management	Discussed above
Goal 4	No	Yes	No	This goal will only be partially met at any given time. The make up of the staff is	Provide in-service in school wide positive behavior, Provide in-service in teaching to the

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

				<p>constantly changing. Score continue to improve or remain the same</p> <p>Data did not show an increase of 2% NCE scores.</p>	<p>standards, and teaching to children in poverty. Promote the use of technology in the classroom for projects, and research.</p> <p>Advanced students cut scores will be set higher on Study Island, Level 3 questions will be utilized for advanced students on Thinklink. Teachers will attend inservice on higher order questioning techniques in August of 2008. Interactive white boards and clickers will be installed to increase students on task and teacher monitoring of skills.</p>

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA