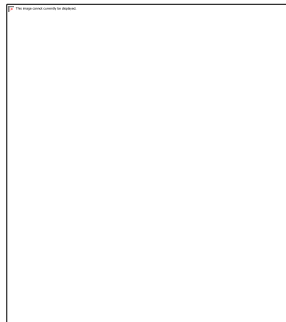


**TENNESSEE COMPREHENSIVE
SYSTEMWIDE PLANNING PROCESS
(TCSPP)**

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

For Submission On or Before May 15, 2007



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

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

Document Version, November, 2005

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

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

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

Signature of Director of Schools

5/04/07
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
Phillip Wallace	Director of Schools
Tracy Watson	Title I and Special Education Supervisor
Francis Carson	Vocational, Finance and Transportation Supervisor
Leta Joiner	Curriculum Supervisor
Judy Cherry	Positive Behavior Coach
William Austin	Technology Coordinator
Chris Guynn	Stewart County High School Principal
Debbie Grasty	North Stewart Elementary Principal
Eileen Smith	Dover Elementary School Principal
Jane Lancaster	Stewart County Middle School Principal
Jennifer Butterworth	LRE for Life
Kim Wallace	Parent
Betsy Perry	Parent
Gayla Grise	Guidance
Carol Mathis	School Resource Officer
Lora Black	Stewart County High School librarian
Kara Guynn	Dover Elementary teacher
Carla Wallace	Stewart County Middle School guidance
Beverly Lewis	North Stewart Elementary teacher
Connie Earhart	North Stewart Elementary paraprofessional
Gina Link	Dover Elementary paraprofessional
Sean Strohm	SCHS student council president

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Phillip Wallace	Director of Schools
Tracy Watson	Title I and Special Education Supervisor
Leta Joiner	Curriculum Supervisor
William Austin	Technology Coordinator
Francis Carson	Vocational, Finance, Transportation Supervisor
Betsy Perry	Parent
Sean Strohm	SCHS student council president
Component 2 Member	Role
Phillip Wallace	Director of Schools
Francis Carson	Vocational Director
Betsy Perry	Parent
Gayla Grise	Guidance
Leta Joiner	Curriculum Supervisor
Judy Cherry	Positive Behavior Coach
Component 3 Member	Role
Leta Joiner	Curriculum Supervisor
Francis Carson	Vocational Director, Finance, Transportation Supervisor
Tracy Watson	Title I and Special Education Supervisor
Beverly Lewis	NSE teacher
Jennifer Butterworth	LRE for Life
Kim Wallace	Parent
Carol Mathis	School Resource Officer
Gina Link	DES paraprofessional

Composition of the Component Leadership Teams –Listing required	

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Leta Joiner	Curriculum Supervisor
Francis Carson	Vocational Director
Judy Cherry	Positive Behavior Support Coach
Tracy Watson	Title I and Special Education Supervisor
Jennifer Butterworth	LRE for Life
Carol Mathis	School Resource Officer
Kara Guynn	DES teacher
Connie Earhart	NSE paraprofessional
Component 5 Member	Role
Leta Joiner	Curriculum Supervisor
Tracy Watson	Title I and Special Education Supervisor
Eileen Smith	Dover Elementary Principal
Debbie Grasty	North Stewart Elementary Principal
Jane Lancaster	Stewart County Middle School Principal
Chris Guynn	Stewart County High School Principal
Component 6 Member	Role
Leta Joiner	Curriculum Supervisor
Tracy Watson	Title I and Special Education Supervisor
Chris Guynn	SCHS Principal
Jane Lancaster	SCMS Principal
Debbie Grasty	NSE Principal
Eileen Smith	DES Principal

Composition of the Component Leadership Teams –Listing required	
Carla Wallace	SCMS guidance counselor
Lora Black	SCHS librarian
Kara Guynn	DES teacher
Beverly Lewis	NSE teacher
Francis Carson	Vocational Director, Transportation Supervisor Finance,

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?

All supervisors with the Stewart County School System were involved in the collection of both quantitative and qualitative data for the school system. Supervisors met throughout the school year to study the data provided by the system report card, district assessments and the effective schools survey which surveyed, teachers, support staff, students and parents. Data from the Effective Schools Survey was disaggregated by the three individual schools to identify strengths and weaknesses in the areas of curriculum, instruction, assessment and organization. The system report card and the disaggregated data from the district assessments also identified strengths and weaknesses in the area of academics. **The US Census Bureau's profile of general demographic characteristics for Stewart County provided community characteristics and parent/guardian demographics.** All data, **including our individual School Improvement Plans, were** reviewed and studied in order to develop priorities for our school system.

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?

Perceptual data was studied in order to develop a mission, vision and establish beliefs for the Stewart County School System that would address both the academic and nonacademic needs of all students in order for them to be successful, productive citizens.

Collection of Student Performance Data - Narrative Response Required

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

Both qualitative and qualitative data will be used to develop the system's profile. The system report card will identify academic strengths and weaknesses of the students as well as provide nonacademic data such as suspension and expulsion trends, attendance trends, and graduation rates. The Effective School Survey will provide perspectives from the staff, support staff, parents and students.

(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?

All central office administrators share an equitable work load within the system. Each administrator makes themselves available as a resource to all schools. Central office administrators pool resource from local, state, and federal funds in order to provide both equitable and adequate resource to all schools. Board policy ensures equality in resources to all schools.

Delivery of Services - Narrative Response Required

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

Stewart County is a small, **rural system comprised of two K-5 elementary schools, one middle school serving grades 6-8, and one high school serving grades 9-12. We have a student population of approximately 2200.** All central office administrators are located in the same building and communicate on a daily basis. The majority of the central office administrators have advanced through the local system first as teachers, and then principals before coming to the central office which allows familiarity with all aspects of the individual schools. **Principals are encouraged to call upon central office supervisors as a resource.**

Evaluation of the Collaborative Process- Narrative Response Required

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

Administrators work hard to ensure that all aspects and programs within of the school system supplement one another and appear seamless. Our goal is to utilize all resources available to meet the needs of all the students. Being housed in the same office allows the central office supervisors to collaborate with one another daily which is a strength for our system; however, because we are a small system supervisors wear many hats which can lessen the expertise in each area they supervise. Collaboration and networking with other administrators beyond the local system provides additional perspectives and ideas to explore.

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

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS:

1. Education is the most essential service a community can provide.
2. All children can learn.
3. Every child has the right to an equal education.
4. Children deserve good facilities.
5. Schools should employ the best teachers and staff possible.
6. Schools should provide for children of varying abilities.
7. Employee’s salaries should be competitive to surrounding counties.

MISSION STATEMENT:

To provide the highest quality of education for ALL students.

SHARED VISION STATEMENT:

The vision of the Stewart County School District is to inspire in all the desire to learn and succeed. Our schools will be safe learning communities that celebrate our achievements and encourage active partnerships with families and the entire community. We will empower students to embrace the challenges and opportunities of the future.

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
--

<p>What are the strengths and needs of your system based on the aggregated data?</p>
--

<p>The Stewart County TCSPP Committee used a collaborative model to develop Component 3.</p>
--

<p>The system report card indicates that we are adequately meeting the needs of most of our students. All schools are in good standing with K-12 meeting AYP. Attendance rates, graduation rates, promotion rates, and discipline/expulsion rates as a whole are shown to be appropriate. The 2006 State Report Card for Stewart County indicates an A for all subject areas K-8 in TVAAS. The report card also indicates A's and B's in all subject areas in achievement. The school system has exceeded all NCLB proficiency levels at both the elementary and secondary levels. The Effective Schools Survey, given to all parents, students, support staff and staff, indicates areas of strength to be high expectations, clear school mission, and safe and orderly environment. Areas of weakness were instructional leadership, discipline, and home-school relations.</p>
--

<p>What evidence/sources support your response?</p>

- | |
|--|
| <ul style="list-style-type: none">• System report card• K-12 district assessment data• Graduation rates• Discipline data• Attendance trends• Effective Behavior Support (EBS) Survey• School-Wide Evaluation Tool (SET)• School Safety Surveys• Office Referral Data• School Resource Officer Reports |
|--|

Evaluation of Disaggregated Data - Narrative Response Required

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

Disaggregated data provided specific data for various subgroups and grade levels. According to our 2006 System Report Card, 95% of all students tested K-8 performed at the proficient or advanced levels in math. Ninety-two percent of economically disadvantaged students performed at the proficient or advanced levels in **Math** while only 84% of students with disabilities performed at the proficient or advanced levels in **Math**. **Math** was an area of strength for most of our students; however a need was shown for continued focus on efforts to raise the percentage of students with disabilities testing proficient or advanced in **Math**. It should be noted that in categories *Hispanic, African American, Native American, Asian/Pacific Islander, Limited English Proficient, Migrant, and Displaced*, disaggregation was not possible due to the limited number of students in each category.

Disaggregated data provided specific data for various subgroups and grade levels. According to our 2006 System Report Card, 92% of all students tested K-8 performed at the proficient or advanced levels **Reading/Language Plus Writing**. Eighty-eight percent of economically disadvantaged students performed at the proficient or advanced levels in **Reading/Language Plus Writing** while only 71% of students with disabilities performed at the proficient or advanced levels in **Reading/Language Plus Writing**. **Reading/Language Plus Writing** was an area of strength for most of our students; however a need was shown for continued focus on efforts to raise the percentage of economically disadvantaged students and students with disabilities testing proficient or advanced in **Reading/Language Plus Writing**. It should be noted that in categories *Hispanic, African American, Native American, Asian/Pacific Islander, Limited English Proficient, Migrant, and Displaced*, disaggregation was not possible due to the limited number of students in each category.

TCAP Writing Assessment scores remained consistent or improved at each level from the previous year:

4 th /5 th	3.9 to 3.9
7 th /8 th	4.4 to 4.5
11 th	3.7 to 3.9

Attention should be focused on elementary and secondary writing and an emphasis placed on preparing for the 5th grade and 11th grade **TCAP Writing Assessments** in an effort to raise the writing assessment scores to the State average or above.

Disaggregated data provided specific data for various subgroups at the secondary level as well. Ninety-seven percent of all students tested proficient or advanced on the **Gateway Math** exam in the 2005-2006. Ninety-five percent of economically disadvantaged students performed at the proficient or advanced level. Eight percent of students with disabilities performed at a level below proficiency on the **Gateway Math** exam. Ninety-five percent of all students tested performed at the proficient or advanced level on the **Reading/Language Plus Writing (Gateway)** in 2006. Ninety-three percent of economically disadvantaged student performed at the proficient or advanced level. Twenty-one percent of students with disabilities performed at a level below proficiency.

The examination of TVAAS data indicates that academic growth is being made in all subjects at an exemplary rate (A) in the K-8 elementary schools. However, upon closer examination of test data, areas of concern were noted. In the area of **Reading/Language**, overall gain (3-Yr- Avg. NCE) for students in 4th grade was -0.7. In the area of **Science**, overall gains (3-Yr-Avg. NCE) for students in the 6th and 8th grade were -3.4 and -2.3 respectively and in **Social Studies**, overall gain (3-Yr-Avg. NCE) for students in 6th grade was -1.4. These incidents of negative academic gain indicate a need for analysis of curriculum, instructional practices, and other key areas that impact student achievement.

The 2006 Diagnostic Report for Stewart County indicated a call to address more closely the needs of our higher achieving students. In **Math** the 4th grade TCAP CRT 3-Yr-gain was -12.8 with students in the highest (5th) quintile. Also in **Math**, the 5th grade TCAP CRT 3-Yr-gain was -2.2 and -0.9 with 4th and 5th quintile students respectively. In **Reading/Language** students in the 3rd, 4th, and 5th quintiles showed negative gains of -0.8, -4.2, and -1.7 respectively. Also in **Reading/Language**, in the 5th grade students in the 5th quintile showed a -0.9 gain while sixth grade students in the 5th quintile showed a -1.3 gain.

The need to address more closely the needs of our higher achieving students includes both male and female students alike.

Value-added scores at the secondary level indicate that growth is above the predicated score in math foundations and English I. Growth is below the predicted score in **Science** and on the **ACT in Math**.

In the area of **Technical Education** the Perkins Report indicated “A” status in all areas.

Although our school system currently has only 7 LEP students, we have added a part-time ESL teacher/consultant to help meet their achievement needs. According the 2006 system report card, 75% of LEP student tested proficient or advanced in **Math** and 66% proficient or advanced in **Reading/Language Plus Writing** at the elementary level. At the secondary level, 68% tested proficient or advanced in **Reading/Language Plus Writing** and 71% proficient or advanced in **Math**.

What evidence/sources support your response?

- System report card
- K-12 district assessment data
- Graduation rates
- Discipline data
- Attendance trends
- Effective Schools Survey Results
- EBS Survey
- SET Survey
- LEAP Grant After-school Program Results

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

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

The Effective Schools Survey, conducted in the winter, surveyed all staff, both certified and non-certified, students and parents. The results provided both district and individual school summaries detailing perspectives from all four stakeholder groups. Parents, staff and support staff found “Frequent Monitoring,” “High Expectations,” “Opportunity to Learn/Time on Task,” and “Clear School Mission” to be areas of strength. The areas of “Home-School Relations,” and “Instructional Leadership” were found to be areas of need based on the survey results of the same stakeholders. The system report card found the attendance rates of 94.6% (K-8) and 93.6% (9-12) to be above the state goals. The suspension rate of 3.9% and expulsion rate of 0.0% were in line with the district’s goals. The promotion rate of 99.7% far exceeded the state goal of 97% as did the graduation rate of 97.9%. These strengths are attributed to a continuous focus on teaching and learning. A comprehensive Career and Technical program offers a variety of CTE classes in order to fulfill the requirements of a technical or dual path for graduation. The Perkins Report of 2006 Career – Technical portion of the report card indicated “A” status in all areas.

Transition meetings are held to ensure the successful transition of students from PK to Kindergarten, 5th grade to 6th grade, 8th grade to 9th grade, and from graduation to post-graduation. The Extended Learning Program provides extended contracts to target students identified as “at-risk” to increase academic achievement. This includes those students identified with disabilities, ELL students, economically disadvantaged students, and migrant and homeless students as well. A Professional Development Needs Assessment Survey was administered to all certified personnel and the results indicated training in instructional methods/effective teaching practices, differentiated instruction, and classroom management/discipline.

What evidence/sources support your response?

- System report card
- Part V: Career – Technical Education Portion of 2006 report card
- Discipline data
- Attendance trends
- Effective School Survey
- Vocational Plan
- Special Education End of the Year Report
- Extended Learning Program
- Professional Development Needs Assessment Survey
- LEAP Grant After-School Program Report

COMPONENT 4

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

TCSPP TEMPLATE 4.1a
CURRICULAR PRACTICES

<p>Current Curricular Practices</p>	<p>Use of Tennessee Department of Education State Standards and Training (identify practice)</p>	<p>Curriculum is prioritized and mapped (identify practice)</p>	<p>System has implemented a K-12 Cohesive Model for literacy (identify practice)</p>	<p>A system is in place for enhancing the quality of curriculum and instruction (identify practice)</p>	<p>Teaching and Learning Materials are correlated to the state standards and distributed to instructional staff (identify practice)</p>	<p>System communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats (identify practice)</p>	<p>_____ (identify practice)</p>
<p>Evidence of Practice</p>	<p>Lesson Plans formal and informal observations vocational check sheet blueprint for learning for all teachers curriculum maps content</p>	<p>Map availability on server Teacher observations Lesson Plans Weekly Grade Level Mtgs. (k-5) Cluster Mtgs. Subject Level Mtgs.</p>	<p>4 Block reading implemented Teacher observations Lesson plans Framework for Evaluation (forms) Weekly Grade Level Mtgs. (k-5) Cluster Mtgs.</p>	<p>Distribution of Blueprint books/curriculum standards Scheduled Grade Level/subject meeting State Consultants Formal Evaluations Informal Observations Analysis of Lesson Plans</p>	<p>Teacher observations- Formal and Informal Purchase orders Inventory Analysis of Lesson Plans Faculty Mtgs. System Mtgs. ACM Mtgs.</p>	<p>Website Meetings Weekly (Family eng.) ACM Faculty PTCO Newsletters PBS Mtgs. SIP Mtgs. TCSPP Mtgs.</p>	<p>_____ (identify practice)</p>

	specific PD						
	Use of TN State Standards						
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Lesson Plans Formal and Informal observation forms Vocational check sheet Core Indicators TCAP, TCAP Writing Assessment, TVAAS Data	Maps on server Department and Grade Level Scheduled Integrated and minutes	Teacher observation (formal and informal) STAR reader scores Test Scores	Minutes and agendas of meetings Memo/letters to teachers Lesson Plans	Report Card Test Scores Effective Schools Surveys Inventory	Meeting Logs/Agendas Minutes Effective Schools Survey	
Evidence of effectiveness or ineffectiveness	Standardized Test Scores Promotion Rate Graduation Rate	Standardized Test Scores Promotion Rate Graduation Rate	Test Scores System-wide report card	Report Card Test Scores Effective Schools Survey Results	Test Scores Inventory Report Card	Report Card Reduction in dropout rate Promotion Rate Effective schools survey results	
Evidence of equitable system support for this practice	System-wide System-wide	Professional Development	Staff Development	Leadership Training Professional Development for Teachers	Funding System-wide staff development Effective Schools Survey Results	Funding Staff Development	

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

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

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

The current organizational structure at central office is four supervisors reporting directly to the Director of Schools, as do all four principals. Each central office supervisor has a number of designated programs for which he or she is responsible. Scheduling of meetings, activities, and program implementation are carefully accomplished through effective communication with each supervisor, the Director of Schools, and the schools’ administration. Central office supervisors frequently visit the schools (almost daily) to provide support and observe curricular practices. Stewart County has a small school system composed of **two elementary schools, one middle school and one high school.** All four of our schools are SACS Accredited. All schools hold the “safe school” status. Additionally all schools in our system are in “Good Standing” according to the NCLB status.

There is an overall understanding of the curricular needs of the system as a whole and at the individual schools. All supervisors stress the use of the Tennessee Department of Education State standards and have provided training in their use. The curriculum is prioritized and mapped with emphasis placed on the use of the *Blueprint for Learning*.

The district has established and supports clearly defined curriculum and academic goals. The district also defines clear and specific academic objectives by grade and subject. The schools center plans on explicit improvement of specific academic objectives and teachers ensure the content taught is based on these specified academic objectives.

Our district has expanded its PreK program at both elementary schools to target “at-risk” students. There is a heavy emphasis on literacy within all kindergarten classroom courses. The district is currently working on a transition plan for students from early childhood programs to kindergarten.

Our district has implemented a literature-based language arts program that emphasizes:

- word analysis
- phonics
- phonemic awareness
- comprehension strategies
- daily writing
- systematic spelling program
- use of ongoing assessment of reading skills
- early identification of children with reading problems and the use of a variety of intervention strategies
- reading and writing in all content areas

Our district has implemented an integrated mathematics program based on:

- problem-solving
- skill proficiency

- conceptual understanding
- logical reasoning

Our district has added a computer lab at each elementary school with each connected to the local area network.

In all content areas and at all grade levels, the district curriculum goes beyond basic skills and reflects higher order thinking. Central office supervisors and school administrators stress the skills of interpreting data, problem solving, communication, analysis, synthesis, and application. Central office supervisors ensure that the written district curriculum is rigorous and challenging. School administrators ensure that appropriate levels of challenge are being given to students and look for all students to be engaged in work that is challenging and has appropriate depth. The curriculum is relevant to the lives of students at each level as evidenced by students actively engaged in learning. Students are encouraged to make connections to other disciplines and to real life.

Teachers are given the standards for each subject area to direct daily instruction. In addition, they collaborate with one another and create instructional guides and programs that meet or exceed the standards set by the state. **The amount of common planning time for collaborative purposes has been increased at the K-8 levels due to the addition of a middle school. This has facilitated a 20% increase in the number of grade/subject levels with common planning time.** Survey questions from The Effective Schools Survey (staff) indicate an increase in the percentage of positive responses in certain curricular areas. An increase from 91% to 93.25% by staff to the question “The school prioritizes the content to be learned by all students at each grade level.” A similar increase occurred on the question “Analysis and discussion of test content are part of periodic curricular reviews.” Staff members’ positive responses increased from 85% to 89%.

All central office supervisors are trained evaluators and conduct formal observations using the Framework for Evaluation and Professional Growth. Central office supervisors, while performing assigned duties, are on call to provide support to school administration, teachers, and support staff at almost any time. There is a shared vision of meeting the needs of all students and central office staff reinforces this vision on a daily basis with faculty and staff. **Central office supervisors frequently conduct informal observations at all schools.**

Our school system has a **comprehensive career and technical program at the high school level** that offers health science, business technology, family and consumer science, cosmetology, agriculture, construction technology, and automotive technology. Our high school also offers principles of technology, technical algebra, technical math and applied communications. **Technical geometry will be offered beginning in the 2007-2008 school year to better meet the needs of all students.** The diversity of our vocational program allows students a variety of ways to fulfill the requirements of the technical path as well allowing students on the university path to experience with vocational courses. This program also enables many students to graduate with dual path diplomas. **Despite only a 1.1% increase in the student population at the high school there was a 31.4% increase in CTE course enrollment.** This increase is indicative of the growing student interest in CTE.

Curricular changes are focused on providing a rigorous, yet relevant, high-level core curriculum required for all students. Continuous curricular improvement is a way of life with all central office supervisors, school administrators and staff members seeking ways to improve in the area of curriculum.

Professional Development impacting the curriculum has been provided on the following topics for certified personnel:

- SMART Training – multi-sensory approach to learning
- Classroom Management – Secondary Level
- Special Education and the Law
- Non-violent Crisis Intervention Training
- The Effective Teacher
- Teacher Legal Rights and Responsibilities
- Using Parks as Classrooms: Opportunities for Blending Classroom Studies with Your National Park
- The Five Most Critical Components of Reading – Phonological and Phonemic Awareness
- Phonics and Fluency
- Effective Grading Practices
- The Student Assistance Team
- Battling Bad Behavior – Dealing with Behavior Problems

- **Creating Effective Instructional Aids**
- **A+ Software Training**
- **Effective Teaching Strategies**
- **Classroom Management – Elementary Level**
- **Strategies for More Effective Classroom Instruction on the Block Schedule**
- **The Referral Process**
- **Modifications Made Easy - Effective Modifications for Struggling Students**
- **Web Site Design**
- **TEA – I Can Do It Training**
- **Effective Strategies for English Language Learners**
- **Effective Ways to Address Bullying**
- **Positive Behavior Support**
- **Inclusion Models That Work**
- **The Benefits of Family Engagement in Our Schools**
- **SPARK Curriculum and Team Teaching**
- **Classroom Organization and Management**
- **The Effective Use of Time – Block Scheduling – Teaching Strategies**
- **Differentiated Instruction**
- **Science Content 6-12**
- **PreK Curriculum**
- **Using PreK Resources**
- **Effective Physical Education Strategies**
- **PreK and K Teaching Strategies**
- **Career and Technical Training**

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

Central office employees should make extra efforts to combine similar activities and programs to save valuable time and to avoid repetition. While providing assistance to schools is a priority, more time could be made available through the alignment of “like” programs, activities, and meetings. **Currently central office supervisors spend approximately 50% of their day dealing with curricular and instructional issues. Central office supervisors should strive to devote more time to the provision of curricular support at all schools and all levels. Realignment of duties among central office staff should occur to better utilize talent.**

The District Wide Leadership Team should continue to devote the time and resources necessary to obtain and support full implementation of School-Wide Positive Behavior Support at each school.

- **Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.**
- **Practices: interventions and strategies that are evidence based.**
- **Data: information that is used to identify status, need for change, and effects of interventions.**
- **Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBS.**

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?)

The school district makes every effort to be equitable in its funding and to provide assistance to all schools. The implementation of high quality curricular practices is a priority in funding. Central office supervisors serve as researchers of information on best practices and effective curricular practices. Through the use of the School Improvement Planning process, curricular needs are made apparent and funding is provided to help reach the goals outlined. The administration at each school is able to request and receive funds for professional development, software, and other related items to help establish and improve the quality of curricular practices at the building level.

- **Our school system increased the Per Pupil Expenditure per ADA from \$6,617 in 2005 to \$7,179 in 2006. Our local portion of Per Pupil Expenditures increased from 24.4% to 24.9%.**
- **The federal Title I program provides funds to ensure that all children have the opportunity to receive a high quality education and reach mastery on state academic standards and assessments. The two elementary schools in Stewart County are both School-Wide Title I schools. The Stewart County School System received \$362,559 in Title I funds for 2006-2007. Two teachers and four teacher assistants are paid through Title I and all students and staff at the elementary schools benefit from these funds.**
- **Title V funds are utilized to administer the Effective Schools Survey, provided through the Association for Effective Schools. These research-based surveys are administered to all staff and support staff, all students 4th – 12th grade, and all parents with children in a Stewart County school. Stewart County received \$3,421 in Title V funds.**
- **Title IV, Safe and Drug-Free Schools, supports programs in violence, alcohol, tobacco, and drug prevention. These funds also support System-Wide Positive Behavior Support endeavors at each school. Stewart County received \$8794 in Title IV funds.**
- **Stewart County receives no Title III funds, however all ELL students benefit from a part-time ESL teacher provided by local funds.**
- **Title IIA funds received for Stewart County Schools were used to fund one class size reduction teacher, provide funds for our county mentor program, and to provide scientifically based professional development.**
- **The Stewart County School System provides an exemplary PreK Program that provides services to 80 children identified as “at-risk” and is funded through the State of Tennessee a Lottery Grant. Stewart County Schools also provide PreK services to Special Education children through IDEA funds. This program serves children ages three through five with identified disabilities.**
- **The Stewart County School System demonstrates full compliance with all state and federal special education programs and promotes exemplary special education services which focus on inclusionary practices.**
- **Stewart County Adult Education programs allocate resources to best serve the needs of adult learners. Technology and GED assistance is provided to the community through our Adult Education Program.**
- **Stewart County Schools has 134 certified teachers to implement curriculum. Of all core courses 99.8% (100% as of March, 2007) are taught by highly qualified teachers.**

- Title II D – (Technology) funds totaled \$3910 with 75% going toward the purchase of equipment and 25% toward professional development.
- Carl Perkins funds for the 2006-2007 school year were used in the eight required areas of Career and Technical. Additionally, these funds were spent in permissible areas. Funds will be used according to need. Carl Perkins funds totaled \$39,987.

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

Every effort should be made at the district level to coordinate spending on similar curricular programs and software purchases that enhance student achievement. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

- The system should provide funding for a part-time Positive Behavior Support Coach to provide district-wide support for each school’s program and function as a liaison between the schools and the district.
- Planning and budgeting must be an integral part of curriculum development and instructional delivery
- Continuation of funds to provide scientifically research professional development to help teachers meet the needs of all students especially students in the subgroups, economically disadvantaged and students with disabilities, and students in the top quintile in all subject areas.
- Continue to increase non-traditional participation in career and technical education.

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?)

Each central office supervisor has a number of designated programs for which he or she is responsible. Scheduling of meetings, activities, and program implementation is carefully accomplished through effective communication with each supervisor, the Director of Schools, and the schools’ administration. Administrative Council Meetings that include all supervisors, principals, and specialty area personnel are held monthly to discuss curricular practices and issues. The Director of Schools is responsible for the distribution of duties and does so in an equitable fashion. Since ours is a small school system, the central office staff in Stewart County Schools work together to help meet the needs of the school district. All central office supervisors are trained evaluators and conduct formal observations using the **Framework for Evaluation and Professional Growth**. Central office supervisors, while performing assigned duties, are on call to provide support to school administration, teachers, and support staff at almost any time. There is a shared vision of meeting the needs of all students and central office staff reinforces this vision on a daily basis with faculty and staff. Teacher assistants have received specific training in assisting with students in the areas of language arts and math. Therefore, assistants are utilized to work to extend the learning process as well as provide remediation and skills enhancement.

During the 2005-2006 school year a certified teacher for In-School Suspension was added to the faculty at the high school. This position was continued for the 2006-2007 school year.

Two additional PreK teachers were employed in the fall of 2006 to increase the number of “at-risk” students being served.

A Career and Technical assistant is employed at the high school to help “at-risk” students enrolled in Career and Technical classes.

Our school system has increased the percentage of core courses taught by highly qualified teachers to 99.8% (100% as of March, 2007). Additionally, there has been an increase in the number of core courses taught by highly qualified teachers from 160 to 453. All paraprofessionals working in our schools have achieved highly qualified status.

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

There is a need to prioritize duties in some areas and to delegate responsibilities to other resource staff in the system. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

The system should establish a Positive Behavior Support Coach position to provide district-wide support for each school’s program and function as a liaison between the schools and the district.

Central office supervisors should spend more time working directly with principals and staff to implement research-based curriculum as time allows.

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?)

The Stewart County School’s central office staff is able to maximize the use of all resources to provide support to schools and to help implement high quality curricular practices. Through frequent meetings, the staff shares information that fosters the use of other resources to meet goals. Teaching and learning materials are obtained from the Tennessee State Department of Education, the federal government and other valid sources. These materials are correlated to the state standards and distributed to the instructional staff. The system has utilized the LRE for Life organization to provide training in the **implementation of School-wide Positive Behavior Support (SWPBS) at each school. The district level team provides the support for the program through funding, training coaching, evaluation, and active coordination. SWPBS, through the use of systems, data, and practices, provides supports to increase social competence and academic achievement. LRE for Life has also provided valuable training on inclusion, differentiated instruction, 4 Block writing, and other topics aimed at improving curricular and instructional practices.** The use of the Family Resource personnel, the Center for Teaching and Learning, the Coordinated School Health Program, the School Resource Officer, Vocational Advisory Councils, and other resources enables the system to maximize the funding that is in place. The system-wide staff also utilizes community resources such as county and city law enforcement, Centerstone, local government agencies, local businesses, Austin Peay State University, Middle Tennessee State University, and NOVA

Southeastern University staff. The system utilizes numerous resources to provide research-based professional development as well as training for local needs.

All schools have access to state curriculum standards both online and in booklet form. All teachers have received a copy of *A Blueprint for Learning*. All curriculum content is aligned to the Tennessee content standards and the state TCAP assessment objectives. Teachers have been provided training in the use of content standards and continue to have access to training in this area. Each principal has access to the restricted TVAAS site for analysis of student data and access is provided to teacher at the school level. Teachers are encouraged to access this site to analyze group and individual student data in order to drive instruction and make curriculum decisions.

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

The Stewart County School System’s central office staff should work to acquire a grant writer. The funding from various grants that are available to the school system is enormous. Our system could benefit tremendously from funds received through acquired grants. There is a need to maximize family and community involvement at all levels. **Our system must also continue to research best practices before purchasing items to improve or enhance the curriculum.**

The system should continue to seek ways to utilize federal and state funds to support the SWPBS program.

Professional development should be provided on data analysis and teachers should continue to be trained to focus on student learning rather than teaching practices. Teachers must be required to use diagnostic information to make instructional decisions.

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?

The Stewart County School District makes every effort to provide equitable and adequate funding to all our schools. Stewart County has a small school system composed of two elementary schools and one high school. There is an overall understanding of the curricular needs of the system as a whole and at the individual schools. There is an overall effort to help each school meet the needs of its students as well as achieve the highest possible academic standards. Through continuous and effective communication, meetings, the analysis of school improvement needs, and report card data, equity and adequacy of support is obtained for all schools in the system.

The Stewart County School District realizes the unique culture of each school as well as the diverse needs of the students in attendance. There is a focus on including all students in all curriculums. Curriculum and instruction begin with asking the question, "What is right for each student?" Close attention is paid to all students in all subgroups: white, Hispanic, African American, Native American, Asian/Pacific Islander, Economically Disadvantaged, Students with Disabilities, Limited English Proficient

Curriculum Reflective Questions - Narrative Response Required

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

The Stewart County School District leadership team analyzes test data and Effective Schools Survey results, monitors school programs, and listens attentively to administrators, teachers and support staff and utilizes the information gathered from each Site-Based Advisory Council meeting. Through the process of looking at the "whole" picture of the school system, funds and resources are strategically allocated to target prioritized needs. Each school is given equal opportunity to obtain funding dollars based on needs and goals. There has been system-wide professional development provided in the areas of differentiated instruction, methods to close the achievement gap, techniques to reach the hard to teach, and other areas. These sessions have been provided for support staff (when appropriate) at all schools as well. Additionally, the establishment of a district-wide Positive Behavior Support Team will enable us to meet the achievement and behavioral needs of more students in each of our schools.

Based on the TCAP and AYP data, the students in Stewart County are performing at or above required state and national levels. Students with disabilities and economically disadvantaged students will continue to be a focus of improvement efforts. An analysis of TVAAS data shows our system should focus to improve the gains of students in the top quintile in all subject areas.

At the secondary level we should continue to focus on keeping students in school to keep the graduation rate at an appropriate level. Additional efforts should be made to improve ACT scores in all areas.

Career and Technical student needs are being adequately meet due to the information presented on the Perkins Report.

Curriculum Reflective Questions - Narrative Response Required

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

The Stewart County School System 2006 Report Card indicates that we are adequately meeting the needs of most of the students in our schools. **Data indicates a need to focus on the following areas:**

- **K-8 Math – especially students with disabilities**
- **K-8 Reading/Language Plus Writing – especially economically disadvantaged students and students with disabilities**
- **ACT scores**
- **K-12 Writing**
- **The needs of students in the top quintile in all subject areas**
- **K-12 Science and Math**

There is a data-driven need to work to improve achievement in the subgroup “students with disabilities” in language arts and math.

Additionally, there is an established need to increase student achievement in 4th and 5th grade language arts and math at both elementary schools. Finally, TVASS data indicates the need to improve instruction and provide a more challenging curriculum for the top quintile of students in all subject areas across the grade levels.

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 major strengths of our school system include data-driven decision-making, effective and focused professional development sessions, the use of research-based instructional practices, highly qualified and motivated faculty and staff, and competent instructional leadership at all levels. There is a desire by all to provide support for quality curricular practices. **Our system values communication at all levels and clear, consistent communication in the area of curriculum and effective curricular supports is a strength. Effective communication includes supervisors from all areas including curriculum, special education, Federal Projects, vocational, technology, attendance, and finance.**

Additionally, funding is appropriated in an equitable fashion and is based on data-driven needs as well as each school's School Improvement Plan.

A summary of our major strengths in the area of curriculum is as follows:

- Curriculum that is aligned with the state content standards and state assessments.
- Support services and resources are provided to adequately support the curriculum implementation.
- Teachers have access to high quality, scientifically-based professional development.
- Curriculum is articulated at different grade levels and shared with parents.
- Efforts are being made to articulate the curriculum with post-secondary institutions through our Career and Technical programs.
- Efforts are being made to ensure a smooth transition from high school to post secondary placement for students with identified disabilities.

Curriculum Summary Questions- Narrative Response Required

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

The major challenges of our school system include continuing to provide differentiated instruction to meet the needs of all students, especially "students with disabilities" and economically disadvantaged students. **There is a need to address math at the K-8 level. There is a need to focus on Reading/Language Plus Writing at the K-8 level, especially, "students with disabilities" and "economically disadvantaged students."** There is a need to focus on meeting the needs of our students in the 5th quintile in all subjects areas. **There is a need to focus on science and math at the 9-12 level.** There is a need to address the lack of adequate gains in 4th and 5th grade language arts

and math. Specialized techniques and a more challenging curriculum must be established to reach students in the top quintile in all subject areas across grade levels. Greater emphasis should be placed on the recruitment and placement of non-traditional students into a variety vocational classes as well as encouraging these students to concentrate in a specific vocational program. Additionally, there is a need to address the graduation and dropout rates. The Effective Schools Survey results indicate a clear need to communicate with and involve parents at all levels.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Our challenges will be addressed through effective and focused professional development, differentiating the curriculum and instruction, and through **continued work to establish support for** a district-wide Positive Behavior Support Program **in each of our schools**. The need to communicate with and involve parents can be met through the district-wide Family and Community Engagement Committee and the Family and Community Engagement plans at each school.

As a system, we should strive to:

- **Continue to recruit and hire licensed, highly qualified teachers.**
- **Assess curricular practices to determine how well are practices are aligned to meet AYP mandates and improve student learning in all subgroups.**
- **Continue to refine and align curriculum maps each year to better meet the needs of teachers and students.**
- **Continue to refine and expand the credit recovery program to meet the needs of students at risk of falling behind or dropping out.**
- **Develop a plan to properly sequence classes for better non-traditional participation in Career and Technical classes.**

TCSPP TEMPLATE 4.2a
INSTRUCTIONAL PRACTICES

<p>Current Instructional Practices</p>	<p>Classroom Instruction is aligned with the standards based curriculum (identify practice)</p>	<p>Classroom Instruction is aligned with Assessments (identify practice)</p>	<p>Teaching Process is data driven (identify practice)</p>	<p>Students are actively engaged in high quality learning environments as supported by higher order thinking skills (identify practice)</p>	<p>Teachers Incorporate wide range of research based, student centered teaching strategies (identify practice)</p>	<p>Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction (identify practice)</p>	<p>Classroom Instruction supports the learning of Students with diverse cultural and language backgrounds with different learning needs and learning styles (identify practice)</p>
<p>Evidence of Practice</p>	<p>Lesson plans Teacher observations Competency profiles Benchmark test results Report Card results TCAP Data</p>	<p>Lesson plans Observations Benchmark test results Report Card results TCAP Data</p>	<p>Lesson plans NCE Scores Standardized Test scores Agencies/meetings Student scheduling and placement After school tutoring Test scores Use of pre and post test</p>	<p>Lesson Plans Observations: formal and informal Posted Power Words Use of learning styles inventories</p>	<p>Differentiated instruction Observations (IIB) Formal and Informal Use of learning styles inventories Student Assistance Team (SAT) Lesson plans After school training/EXCEL</p>	<p>Tutoring: Before and After School EXCEL AR Study Island Credit Recovery/tutoring Accelerated Grammar STAR ACT preparation</p>	<p>ESL Program Part-time ESL Teacher Student Assistance Team Title program Special education program Learning Styles Inventory Inclusionary practices</p>

					Cooperative Learning LEP	AM Title I services Inclusionary Practices Teacher – Student Check-in/Check-out System PBS Program	PBS Program	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Lesson plans Observation records Curriculum map syllabus	Competency rate Promotion rate Graduation rate Core indicators STAR, Accelerated Readers, Accelerated Math	Pretest/posttest Meeting agendas/minutes IEPs, placement meetings	Test Scores	Effective Schools Survey Observation Forms Lesson Plans Classroom Performance	Participation rates in extended learning programs Computer lab participation Family night	ELL Surveys Effective Schools Survey Lesson Plans Teacher Observations IEP/placement meetings ESL Night	
Evidence of effectiveness or ineffectiveness	Standardized test scores Promotion rate Graduation rate	Improved Test scores Improved Graduation Rate System Report Card	Test Scores Attendance Effective Schools Survey Reduction in Office Referrals	TCAP Writing CTEO participation (vocational competitions)	AYP Promotion/graduation rate	Effective Schools Survey Test Scores	AYP Proficiency rate CELLA results	

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

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

Instructional TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

For all Central Office supervisors there is an overall understanding of the instructional needs of the system as a whole and the individual schools. All supervisors stress the use of the Tennessee Department of Education State standards and have provided training in their use. Instruction is based on the prioritized curriculum and the standards outlined in the *Blueprint for Learning*. All central office supervisors are trained evaluators and conduct formal observations using the Framework for Evaluation and Professional Growth. Central office supervisors assist administrators in the observance of instructional practices through formal and informal evaluations.

Evaluations and the analysis of lesson plans insure that classroom instruction is aligned with the standards and assessments. **Analysis of lesson plans also insures the use of research based practices, modifications, and differentiated instruction. Training on the analysis of lesson plans and the effective practice of walk-through observations has been conducted. Follow-up and reporting of lesson plan analyses and walk-through results are provided at each ACM.**

Central office supervisors, while performing assigned duties, are on call to provide instructional support to administrators, teachers, and support staff at almost any time. Supervisors have received training in the use of test data to drive instruction and during observations will look for data-driven teaching processes. Time is utilized to research best practices, view the “What Works Clearinghouse” website, and distribute federal booklets dealing with instructional practices. Time is also designated to share this information with administration and staff.

According to the 2006-2007 Effective Schools Survey and increase from 83% to 89% of positive responses occurred to the question “Teachers are provided with a wide variety of instructional materials.” Additionally, the same survey indicated increases in positive responses to questions:

- **An increase from 92% to 99% - The focus of the school is “Learning By All.”**
- **An increase from 91% to 95.6% - Staff members are encouraged to share ideas and work together to improve the instructional program**
- **An increase from 83% to 89% - Teachers are provided with a wide variety of instructional materials**
- **An increase from 84% to 87% - Grouping practices provide for teacher directed instruction for the whole class as well as for small group instruction**
- **An increase from 88% to 93% - Available resources are utilized to maximize student learning**

Our system saw an increase from 95.72% to 99.78% (100% as of March, 2007) in the percentage of highly qualified teachers teaching core academic subjects. Additionally, all paraprofessionals working in our schools have achieved highly qualified status.

Our school system has a comprehensive vocational high school that offers health science, informational technology, family and consumer science, cosmetology, agriculture, construction technology, and automotive technology. Our high school also offers principles of technology, technical algebra, technical math and applied communications. **In the 2007-2008 school year** we will offer technical geometry. The diversity of our vocational program allows students a variety of ways to fulfill the requirements of the technical path as well as allowing students on the university path to experiment with vocational courses. This program also enables many students to graduate with dual path diplomas.

Data from Stewart County's 2006 Report Card indicates increases in the following areas:

- K-8 promotion rate
- Graduation rate
- 3 year average percentage of all K-8 students scoring proficient and advanced in math and reading/language plus writing
- 3 year average percentage of student students with disabilities and economically disadvantaged students scoring proficient and advanced in math and reading/language plus writing
- 3 year average TCAP Writing Assessment score for 7th/8th and 11th
- 3 year average ACT scores in composite, English, math, reading, and science/reasoning
- 3 year average percentage of all 9-12 students scoring proficient and advanced in reading/language arts and math

The implementation of System-Wide Positive Behavior Support has required the establishment of a broad range of systemic and individualized strategies for achieving social and learning outcomes. SWPBS is based on clearly established behavioral and biomedical sciences that can be applied to address problem behavior in schools. The approach is based on the conceptual principle that behavior is learned and can be taught. SWPBS emphasizes research-validated practices, interventions, strategies, curriculum, etc. to achieve goals and outcomes. Data are used to guide which practices should be selected and/or adapted to achieve goals/outcomes. The selection and use of evidence-based practices are given priority.

SWPBS gives priority to systems change considerations that support the effective and efficient selection of implementation practices by school personnel (e.g., teachers, school psychologists, administrators).

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

Central office employees should make extra efforts to combine similar activities and programs to save valuable time and to avoid repetition. While providing assistance to schools is a priority, more time could be made available through the alignment of “like” programs, activities, and meetings.

The District Wide Leadership Team should continue to devote the time and resources necessary to obtain and support full implementation of School-Wide Positive Behavior Support at each school. This includes the following four key elements:

- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices:** interventions and strategies that are evidence based.
- **Data:** information that is used to identify status, need for change, and effects of interventions.
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBS.

Instructional MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

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

The school district makes every effort to provide supplies and materials which enhance instructional processes to all schools. Central office supervisors serve as resources on best practices and research-based instructional practices. When conducting observations, supervisors look for the active engagement of all students in high quality learning environments. They emphasize higher-order thinking skills to all teachers. The administration at each school is able to request and receive funds for professional development, software, and other related items to help establish and improve the quality of instructional practices at the building level. Funding has been allocated for the continuous training of teacher assistants. This training focuses on instructional strategies and behavior management techniques to support the general classroom program. Funding has also been designated for the establishment of continuous tutoring/remediation programs at each grade level. Through a variety of opportunities, students are given multiple opportunities to receive additional assistance to improve academically and socially. Software programs such as AR, AM, Study Island, STAR Reader, and PLATO have been purchased to provide additional opportunities for students to achieve. Funding has also been allocated to support the instruction of students with diverse cultural and language backgrounds and students with different learning styles and needs. This is accomplished through our ESL, Title, Special Education, and other such programs.

Funding requests from individual schools are scrutinized for alignment with the goals and objectives of the school’s SIP. Additionally, request for purchases of software, programs, technology, instructional aids, etc. are to be accompanied with research indicating the effectiveness and the need for what is being requested.

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

Every effort should be made at the district level to coordinate spending on similar instructional supplies and materials so as not to be repetitive. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

Funds should be appropriated to fully implement and support the establishment of the Positive Behavior Support program at each school. Funding should be established for the addition of a Positive Behavior Support Coach position to provide district-wide support for each school’s PBS program and function as a liaison between the schools and the district.

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?)

Each central office supervisor has a number of designated programs for which he or she is responsible. Scheduling of meetings, activities, and program implementation is carefully accomplished through effective communication with each supervisor, the Director of Schools, and the schools' administration. Administrative Council Meetings that include all supervisors, principals, and specialty area personnel are held monthly to discuss instructional practices and other issues. There is an emphasis at the district level to maximize personnel to help meet the instructional, social, and behavioral needs of all students. The practice of utilizing personnel to meet student needs is carried out in all schools and at all grade levels. Teacher assistants receive continuous training on instructional strategies and behavior management techniques to support the general classroom program. A sufficient number of personnel are designated to support our ESL, Title, Extended Learning, and Special Education programs.

All central office supervisors are directly or indirectly involved in curriculum and instruction. Monthly district-wide administrative council meetings provide an avenue for direct communication about curricular and instructional matters. Principals are vital components at each school site in the effectiveness of instructional programs. Administrative feedback to central office supervisors provides the foundation for instructional and curricular changes. Teachers, counselors, librarians, and other staff are integral components in building capacity and implementing research-based interventions, programs, and instructional strategies.

The central office technology supervisor and technology personnel have been instrumental in providing guidance and direction in the implementation of necessary technological resources to enhance instruction. Such technological resources include: appropriate computers, computer labs, Smart Boards, LCD projectors, email systems, voicemail systems, website design, classroom resources, and the replacement of outdated equipment.

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

There is a need to prioritize duties in some areas and to delegate responsibilities to other resource staff in the system. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

The system should establish a Positive Behavior Support Coach position to provide district-wide support for each school's program and function as a liaison between the schools and the district.

Teacher assistants have been utilized to work with students 75% of the instructional day. The system should continue to increase the amount of time teacher assistants spend working directly with students.

Provide more focused, detailed training for teacher assistants on interventions and one-on-one teaching strategies.

Utilize effective teachers in the training of substitutes.

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?)

The Stewart County School’s central office staff is able to maximize the use of all resources to provide support to schools and to help establish and monitor research-based instructional strategies. Through frequent meetings, the staff shares information that fosters the use of other resources to meet goals. The district utilizes State department and community resources to provide enhancement activities such as Read Across America Day, Career Day, Career Fairs, Just Say No, DARE, Kids Against Tobacco Substances program, Red Ribbon Day, Veteran’s Day programs, and others.

The Stewart County School System has allocated the following resources in order to assist schools in implementing research-based instructional practices: Stewart County Schools website, Field Service Consultants, NCLB Consultants, State and Local personnel, outside educational consultants, PD sessions, SIP training, Effective Schools Surveys (administration and results), Climate Audit Teams, and others.

The Stewart County School System provides training for certified staff interested in becoming administrators and supervisors. The “Aspiring Leaders Training” occurs four times a year.

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

The Stewart County School System’s central office staff should work to acquire grants to provide instructional supplies to enhance the prioritized curriculum.

The Stewart County School System must focus on building strong instructional leaders at the administrative and teacher levels. Instructional leadership programs should be provided to help struggling administrators.

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?

The Stewart County School District makes every effort to provide equitable and adequate funding to **all** our schools. There is an overall understanding of the instructional needs of the system as a whole and at the individual schools. There is an overall effort to help each school meet the needs of its students as well as achieve the highest possible academic standards. Through continuous and effective communication, meetings, the analysis of school improvement needs, and report card data, equity and adequacy of support is obtained for all schools in the system.

Instructional Reflective Questions - Narrative Response Required

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

The Stewart County School District leadership team analyzes test data and Effective Schools Survey results, monitors school programs, and listens attentively to administrators, teachers and support staff. The team utilizes the information gathered from each Site-Based Advisory Council meeting. Through the process of looking at the “whole” picture of the school system, funds and resources are strategically allocated to target prioritized needs. Each school is given equal opportunity to obtain funding dollars based on needs and goals. There has been system-wide professional development provided in the areas of differentiated instruction, methods to close the achievement gap, techniques to reach the hard to teach, and other areas. These sessions have been provided for support staff (when appropriate) at all schools as well. Additionally, the establishment of a district-wide Positive Behavior Support Team will enable us to meet the achievement and behavioral needs of more students in each of our schools.

Instructional Reflective Questions - Narrative Response Required

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

The Stewart County School System 2005 Report Card indicates that we are adequately meeting the needs of most of the students in our schools. There is a data-driven need to work to improve achievement in the subgroup “students with disabilities” in language arts and math. Additionally, there is an established need to increase student achievement in 4th and 5th grade language arts and math at both elementary schools. Finally, TVASS data indicates the need to improve instruction and provide more effective instructional strategies for the top quintile of students in all subject areas across the grade levels.

As evidenced by the system report card, Stewart County schools are adequately meeting the needs of students. All schools are in good standing with K-12 meeting AYP in all applicable subgroups. Attendance, graduation, and promotion rates are high and discipline/expulsion rates are appropriate. The strength of our academic program lies in the inclusionary practices embedded in our K-12 classrooms. These practices allow for all students to participate in the general curriculum with supports from Special Education and Title. The practice of inclusion in the general classroom for grade level content in the morning and individualized, skill specific, research-based interventions in the afternoon allow for optimum academic growth.

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?

The major strengths of our school system include data-driven decision-making, effective and focused professional development sessions, the use of research-based instructional practices, highly qualified and motivated faculty and staff, and competent instructional leadership at all levels. There is a desire by all to provide support for active student engagement, data-driven instruction, differentiated instruction, and research-based strategies and programs. Additionally, funding is appropriated in an equitable fashion and is based on data-driven needs as well as each school's School Improvement Plan.

Major strengths in the area of instruction include:

- **Highly qualified teachers and paraprofessionals**
- **Professional development training for all teachers on effective, research-based instructional practices**
- **Frequent monitoring of classrooms with feedback provided to central office supervisors**
- **Research-based software programs to enhance instruction**
- **Instructional decisions based on data**
- **Frequent assessment of student performance**

Instructional Summary Questions- Narrative Response Required

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

The major challenges of our school system include continuing to provide differentiated instruction to meet the needs of all students, especially "students with disabilities." There is a need to address the lack of adequate gains in 4th and 5th grade language arts and math. Specialized techniques and a more challenging curriculum must be established to reach students in the top quintile in all subject areas across grade levels. The Effective Schools Survey results indicate a clear need to communicate with and involve parents at all levels including information about classroom instructional strategies and activities that can be utilized at home to reinforce objectives taught at school.

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Instructional Summary Questions- Narrative Response Required

<p>How will we address our challenges?</p> <p>Our challenges will be addressed through effective and focused professional development, the continuation of differentiating instruction in the classroom, and through the establishment of a district-wide Positive Behavior Support Program. The need to communicate with and involve parents can be met through the district-wide Family and Community Engagement Committee and the Family and Community Engagement plans at each school.</p>
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Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	Copies of mid-terms/finals EOC/Gateway	Placement test TVAAS Competency Profiles Pre/post test	Teacher recommendation Quintiles Analysis of achievement subgroups	TCAP test scores AYP Portfolios	TCAP test data ACT data Gateway EOC data	Individual Test data home TCAP scores Data forms	
Evidence of effectiveness or ineffectiveness	Proficiency levels Report card/TVAAS data	Improved Student Performance	Student Progress	Report Card	Student Progress	Effective Schools Survey	
Evidence of equitable system support for this practice	System wide staff development funding	Staff development on test analysis	Staff development on test analysis	Staff development	Funding	System wide survey Family engagement	
Next Step (changes or continuations)	Continue	Continue		Continue	Continue	Continue	

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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

Assessment TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

For all Central Office supervisors there is an overall understanding of the assessment needs of the system as a whole and the individual schools. All supervisors stress the use of the Tennessee Department of Education State standards and assessments that align with those standards and the prioritized curriculum. Assessment is based on the prioritized curriculum and the standards outlined in the *Blueprint for Learning*. All central office supervisors are trained evaluators and conduct formal observations using the **Framework for Evaluation and Professional Growth**. Central office supervisors assist administrators in the observance of assessment practices through formal and informal evaluations. Evaluations and the analysis of lesson plans, written assessments, and instructional software use insure that classroom assessment is aligned with the standards and the prioritized curriculum. The practice of pre and post testing is stressed along with the analysis of individual student and group test data. Grade level and subject level meetings are held to analyze test data and fine-tune assessment strategies. Central office supervisors, while performing assigned duties, are on call to provide support to administrators, teachers, and support staff at almost any time. Supervisors have received training in the use of test data to drive instruction and during observations will look for data-driven teaching processes and assessments. Time is effectively utilized to research best practices, view the “What Works Clearinghouse” website, and distribute federal booklets dealing with effective assessment practices. Time is also designated to share this information with administration and staff.

The Stewart County School System Central Office Staff utilize time by supporting activities that include ensuring that all students, parents, and community members understand assessment information and data. This information includes the following:

- **Who is tested**
- **What skills and knowledge were assessed on the test**
- **Types of questions**
- **Information about the results of the assessment**
- **What the results mean and how the results are used**

The Stewart County School System mandates TCAP testing K-8. This assessment data is used to monitor growth in academic achievement over a period of time, report results on a common measurement scale (across time, years, and grade levels) and provide timely and useful results. The results are provided for children, parents, and teachers. Assessment data allows our system to meet the dual goals of keeping our schools accountable while helping all children learn at high levels. The district office provides two supervisors to support the schools in testing.

One important job of the Stewart County School System Central Office Staff is to report assessment results to all stakeholder groups in a timely manner and in an understandable format.

Professional development is provided to assist teachers on how to use assessment information to drive instruction and to meet individual student needs. TVAAS training has been provided to all principals.

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

Central office employees should make extra efforts to combine similar activities and programs to save valuable time and to avoid repetition. While providing assistance to schools is a priority, more time could be made available through the alignment of “like” programs, activities, and meetings.

The Stewart County School System should strive to:

- **Continue to spend time analyzing achievement data in order to better meet the needs of all students.**
- **Continue to monitor and use benchmark assessments to measure progress and provide interventions.**
- **Provide more detailed professional development sessions that emphasize interpreting and using assessment data to drive curricular and instructional decisions.**
- **Continue to monitor and make changes according to AYP results.**
- **Continue to ensure that all teachers know how to interpret summative and formative test results.**

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?)

The school district makes every effort to provide supplies and materials which enhance assessment processes to all schools. Central office supervisors serve as resources on best practices and research-based assessment practices. When conducting observations, supervisors look for appropriate assessments that are used to guide instructional decisions relative to student achievement. They emphasize the use of a variety of data points for decision making relative to student achievement. Supervisors serve as facilitators for test data analysis and interpretation sessions that are conducted periodically with grade level and subject area teachers. The administration at each school is able to request and receive funds for professional development, software, and other related items to help establish and improve the quality of assessment practices at the building level. Our district assesses all categories of students and look closely at the subgroup information provided by standardized tests. Additionally, our system utilizes assessment information of all categories of students to make decisions about tutoring, special education, after-school programs, Title, and ESL programs.

The Stewart County School System uses funds to purchase TCAP testing materials for grades K-2 in order to obtain consistent test data, to better prepare test takers in grades 3-8, and to be able to track students from K-12th grade. Our school system purchases software geared to help meet assessed objectives. The software purchased includes: A+ Learning System, Accelerated Reader, Accelerated Math, STAR Reader, STAR Math, Study Island, Renaissance Language Arts, EdMark, and PLATO software. These software programs also enable our students to raise their achievement test scores.

The Stewart County School System provides system-wide high quality professional development sessions that focus on improving the teaching and learning process.

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

Every effort should be made at the district level to coordinate spending on similar instructional supplies and materials so as not to be repetitive. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

The Stewart County School System should expand the Accelerated Math, STAR Reader, STAR Math, Study Island, PLATO and A+ Learning System to fill in gaps and ensure all appropriate subjects in each school are covered by these software programs. Also, the system should purchase additional research-based internet programs to target struggling readers.

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?)

Each central office supervisor has a number of designated programs for which he or she is responsible. Scheduling of meetings, activities, and program implementation is carefully accomplished through effective communication with each supervisor, the Director of Schools, and the schools' administration. Administrative Council Meetings that include all supervisors, principals, and specialty area personnel are held monthly to discuss test data as well as assessment practices and other issues. There is an emphasis at the district level to maximize personnel to help meet the instructional, social, and behavioral needs of all students. The assessment process is critical in helping our district reach its achievement goals. The district utilizes a wide range of assessments. All student K-8 students are assessed by the TCAP and other benchmark tests throughout the year. Curriculum based assessments are utilized by teachers in most subject areas. Our district periodically participates in the NAEP testing. Teachers also utilize portfolios, teacher-generated assessments, projects, and presentations to supplement the assessment process.

Stewart County has 141 professional staff members who help administer required assessments in K-12. The district office provides two supervisors to support the schools in testing. Professional development continues to include understanding, analyzing and interpreting test data. Disaggregating test data and using test results to drive instruction are also the focus of yearly professional development sessions. The Supervisor of Instruction works with all staff members to build a staff development plan to ensure the most effective, useful training is provided. Ongoing support of staff development needs in the area of assessment is provided by the central office.

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

There is a need to prioritize duties in some areas and to delegate responsibilities to other resource staff in the system. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources that give direction for a more effective use of benchmark assessments. These benchmark assessments should drive instruction and intervention strategies.

- **The Stewart County School System should provide more detailed, intense training for principals in the areas of instructional leadership and organizational effectiveness.**

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?)

The Stewart County School’s central office staff is able to maximize the use of all resources to provide support to schools and to help establish and monitor assessment practices. Through frequent meetings, the staff shares information that fosters the use of other resources to meet goals. Along with standardized test data, the district uses software programs to help establish student achievement in various subject areas. Performance information from AR, AM, PLATO, STAR Reader, A+, and Accelerated Grammar is used to help make decisions about students.

- **The Stewart County School System received \$81,741 in its Extended Contract Allocation. The Supervisor of Instruction, school administrators, and members of the Extended Learning Program committee developed a plan to maximize the use of these contracts to meet student need. Contracts were divided among all four schools to provide elementary, middle grades and secondary remediation, before/after and Saturday school remediation for “at-risk” students, and secondary summer remediation.**
- **The Stewart County School System receives support for after school programs through a LEAP grant obtained by the Stewart County Mayor’s Office.**

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

The Stewart County School System’s central office staff should work to acquire grants to provide assessment software and materials to help improve student achievement.

- **The Stewart County School System should place greater emphasis on the communication and explanation of test data to students, parents and other stakeholders.**
- **Provide more feedback to stakeholders on how well students are performing, district and individual school effectiveness, curriculum, system policies, and available programs.**
- **The Stewart County School System should provide more opportunities for feedback from stakeholders.**

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 Stewart County School District makes every effort to provide equitable and adequate funding to **all** our schools. There is an overall understanding of the assessment needs of the system as a whole and at the individual schools. There is an overall effort to help each school meet the needs of its students as well as achieve the highest possible academic standards. Through continuous and effective communication, meetings, the analysis of school improvement needs, and report card data, equity and adequacy of support is obtained for all schools in the system. The district provides assessment information to communicate with students, parents, and other appropriate stakeholders regarding student learning.

- **The Stewart County School System makes every effort to identify systemic practices and policies that produce barriers to student achievement and equitable educational opportunities. The Effective Schools Survey, given to students, staff, and parents provide valuable feedback for system improvement.**
- **The Stewart County School System strives for equitable assessment for all students. Students are assessed using methods and procedures that are valid, sound, and appropriate. Assessments and procedures may vary depending on the needs of the individual student.**
- **By reviewing reports of maintenance of effort of Stewart County, the findings show that the system's expenditures are equitable. All schools have the same per pupil expenditure available; schools make the choice of how this funding is used at the school level. A system policy is currently in place and practiced for equity across the system.**
- **In the absence of federal funds all schools are comparable. The lack of adequacy and lack of funding is due to the fact that two of our schools have not met the qualifications for federal dollars.**

Assessment Reflective Questions - Narrative Response Required

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

The Stewart County School District leadership team analyzes test data and Effective Schools Survey results, monitors school programs, and listens attentively to administrators, teachers and support staff. The team also utilizes the information gathered from each Site-Based Advisory Council meeting. Through the process of looking at the "whole" picture of the school system, funds and resources are strategically allocated to target prioritized needs. Each school is given equal opportunity to obtain funding dollars based on needs and goals. There has been system-wide professional development provided in the areas of test data analysis and the use of assessment data to drive instruction. These sessions have been provided for support staff (when appropriate) at all schools as well. Additionally, the establishment of a district-wide Positive Behavior Support Team will enable us to meet the achievement and behavioral needs of more students in each of our schools. The PBS program provides for the use of software that enables schools to assess student behavior to identify when, where, and how frequently misbehaviors occur. Teachers are able to use this data to reflect on their patterns of behavior in dealing with student discipline.

- **The per pupil expenditure for Stewart County Schools is below the state and national averages; however, an equal distribution of student funding is in place at the district level to each school. The school administration and staff determine the needs of each individual school.**
- **Strong professional development has been provided by the district in research-based strategies for addressing the needs of all**

students served.

- **Collaboration between all federal programs and central office departments has been established in order to supplement not supplant funding for the school system.**
- **The 2006 State Report Card for Stewart County indicates the system is focusing on teaching and learning.**
- **By using the collaborative process, the Stewart County School System has targeted all funding resources to address the needs of curriculum, assessment, organizational, and instructional practices to improve student achievement.**

Assessment Reflective Questions - Narrative Response Required

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

The Stewart County School System 2005 Report Card indicates that we are adequately meeting the needs of most of the students in our schools.

There is a data-driven need to work to improve achievement in the subgroup “students with disabilities” in language arts and math.

Additionally, there is an established need to increase student achievement in 4th and 5th grade language arts and math at both elementary schools. Finally, TVASS data indicates a need to improve instruction and provide more effective instructional strategies for the top quintile of students in all subject areas across the grade levels.

- **The system report card indicates that we are adequately meeting the needs of most of our students. All schools are in good standing with K-12 meeting AYP. Attendance rates, graduation rates, promotion rates, and discipline/expulsion rates as a whole are shown to be appropriate. The 2006 State Report Card for Stewart County indicates an A for all subject areas K-8 in TVAAS. The report card also indicates A’s and B’s in all subject areas in achievement. The school system has exceeded all NCLB proficiency levels at both the elementary and secondary levels.**

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 major strengths of our school system include data-driven decision-making, the use of a wide range of assessments, the effective communication of assessment information to all stakeholders practices, and high quality professional development dealing with assessment and data analysis. There is a desire by all to provide support for the use of aligned and appropriate assessments, and the use of a variety of data points to make student achievement decisions. Additionally, funding is appropriated in an equitable fashion and is based on data-driven needs as well as each school's School Improvement Plan.

- The system report card indicates that we are adequately meeting the needs of most of our students.
- All schools are in good standing with K-12 meeting AYP.
- Attendance rates, graduation rates, promotion rates, and discipline/expulsion rates as a whole are shown to be appropriate.
- The 2006 State Report Card for Stewart County indicates an A for all subject areas K-8 in TVAAS.
- The 2006 State Report Card for Stewart County report indicates A's and B's in all subject areas in achievement.
- The school system has exceeded all NCLB proficiency levels at both the elementary and secondary levels.
- The Effective Schools Survey, given to all parents, students, support staff and staff, indicates areas of strength to be high expectations, clear school mission, and safe and orderly environment.
- Positive school climates at each school and at the district office as identified by the Effective School's Survey.

These were determined to be areas of strength by examining the following:

- 2006 State Report Card for Stewart County
- 2007 Effective Schools Survey for students, staff and parents
- Climate Audit reports
- ACM meetings minutes
- TCAP test data

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.

The major challenges of our school system include continuing to use a variety of data points to help improve student achievement in the subgroups “students with disabilities” in all grade level and subject areas. There is a need to address the lack of adequate gains in 4th and 5th grade language arts and math.

The collaborative team has suggested the following as major challenges:

- **Increase Academic Achievement - specifically students with disabilities and economically disadvantaged in Reading/Language Arts and Math**
- **Improve discipline and achievement at all schools through the implementation of a District Wide Positive Behavior Support System. Our school system should provide district level support to all schools during the implementation process of school-wide positive behavior support**
- **Increase Family and Community Involvement – continue to provide district level support for family and community involvement and work toward the implementation of a formalized volunteer training program**

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Our challenges will be addressed through effective and focused professional development, the continuation of effective assessment practices in the classroom, the analysis of test data, and through the establishment of a district-wide Positive Behavior Support Program.

- **Continued data analysis that drives curricular and instructional changes.**
- **Focused, research-based professional development in the content areas, differentiated instruction, interventions, and dealing with unmotivated, hard-to-teach students.**
- **Firmly establish Positive Behavior Support programs at each school with support and guidance being provided by the district.**
- **District will provide a PBS coach to work with each school.**
- **District level will provide support for family and community involvement by continuing district meetings and personnel to facilitate activities at the school level.**
- **Continued analysis of the Effective Schools Survey results from all groups and addressing areas of need.**

TCSPP TEMPLATE 4.4a
ORGANIZATIONAL PRACTICES

Current Organizational Practices	School System beliefs, mission and shared vision define purpose and direction for the school system and the schools <i>(identify practice)</i>	Organizational Practices <i>(identify practice)</i>	Organizational Practices <i>(identify practice)</i>	School System is organized to be proactive <i>(identify practice)</i>	School System is organized to support a diverse learning community through its programs and practices <i>(identify practice)</i>	<i>(identify practice)</i>	<i>(identify practice)</i>
Evidence of Practice	board 5 year plan posted newsletter SIP	Student schedules Teacher Schedules/appropriate staff for effective teaching Structure of nonacademic activities Effective scheduling of support special classes Block scheduling Inclusion	sign in sheets agendas	implementation of PBS Agendas	ELL program lesson plans inclusionary practices observation notes calendar of events diverse vocational program comprehensive high school program		
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes		
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes		

Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective		
What data source(s) do you have that support your answer? (identify all applicable sources)	SIP Advisory Councils	Schedules Mentor Program REP Alternate Schedules	Sign in sheets Agendas PO Future Growth Plans	SWISS SAT Data ACM My Choice to Wait Just Say No Surveys DARE SMART Mentor Program	Enrollment Vocational report card Effective Schools Survey Results		
Evidence of effectiveness or ineffectiveness	Effective Schools Survey	Test Scores System Wide Report Card	Student achievement Effective Schools Survey	Reduction of discipline referrals Increased positive responses in Effective Schools Survey	Graduation Rate Report Card Effective Schools Survey Results		
Evidence of equitable system support for this practice	Funding	Staff Development	Funding	Staff Development Funding	Staff Development Funding		
Next Step (changes or continuations)	Continue	Continue	Continue	Continue	Continue		

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

The central office staff works together as a team to accomplish the many task required to support a successful school system.

Teamwork is the essence of our organization. All staff members are expected to work as a team to achieve goals. All stakeholders are provided opportunities to have input into decisions concerning the operation of our schools. Stakeholders are important members on our district teams as well as individual school teams. The Director of Schools encourages a “site-based” decision-making infrastructure at each school.

For all Central Office supervisors there is an overall understanding of the organizational needs of the system as a whole and the individual schools. All supervisors share the school system’s vision and convey the vision to each school’s faculty and staff. The schools share the vision of inspiring in all students the desire to learn and succeed. The district works to make each school a safe learning community that celebrates achievements and works in active partnership with families and community members. This vision is posted in all schools, on the schools’ and district websites, in the student handbooks, and shared in school newsletters. Decisions are based on striving to meet the system’s vision of success. The organizational processes at the district and school levels increase opportunities for success in teaching and learning. Teachers’ schedules are organized to maximize “time on task” while providing for common grade level and subject level planning time. There is also an effort to effectively schedule support and enhancement activities and minimize nonacademic activities. All schools strive to use the inclusive model to meet the needs of students with disabilities. Our school system provides continuous professional development for school leaders keeping them up-to-date and knowledgeable. New teachers are assigned a mentor that has been trained and follows the policies and procedures of the district’s mentor program. The school system’s site-based decision-making infrastructure allows each school to be proactive in addressing issues that could possibly impede teaching and learning. Each school has an active advisory board made up of administrators, teachers, support staff, parents, and community members. The school system is organized to support a diverse learning community through its ESL program, inclusive special education practices, and cooperation with a local private school. All central office supervisors are trained evaluators and conduct formal observations using the **Framework for Evaluation and Professional Growth**. Central office supervisors assist building level administrators in the observance of classroom management practices through formal and informal evaluations. Central office supervisors, while performing assigned duties, are on call to provide support to administrators, teachers, and support staff at almost any time.

Currently the Stewart County Schools’ Central Office personnel is allocating time for organizational practices through the following:

- **Weekly meetings with Central Office Supervisors and Director of Schools**
- **Monthly Administrative Council Meetings with Central Office Supervisors and Director of Schools**
- **Administration of Effective Schools Surveys to students, parents, and staff. The district provides the results of each survey to school administration and a summary is provided to all parents. Results of staff and student surveys are shared at the school level.**
- **Monthly Family and Community Engagement Meetings**
- **Monthly District-Wide Positive Behavior Support Meetings**
- **On-going and Sustained Staff Development – Designated days required for personnel**
- **Framework for Professional Growth Evaluation schedules provided for administration and teachers**
- **Yearly Employee Appreciation Banquet sponsored by district along with awards for years of experience and retirement**
- **Supervisors designated to meet with Stewart County Education Association**
- **Monthly TCSP meetings**
- **Bus Drivers' Advisory Council Meetings**
- **Professional Development Committee Meetings**
- **Mentor Program and monthly meetings**
- **Extended Learning Program Committee Meetings**
- **Student Disciplinary Committee Meetings (as needed)**
- **Substitute Teacher Training (monthly)**
- **ESL night**
- **Facilitate the textbook adoption process**
- **Order and distribute textbooks**
- **Facilitate the testing processes at each school**
- **CTE Advisory Council Meetings**

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

Our system should strive to:

- **Continue present practices**
- **Improve collaboration and communication between central office and school administration**
- **Improve collaboration and communication between central office and support staff areas**
- **Increase the involvement of all stakeholders in the decision-making process at the district level**
- **Continue on-going and sustained professional development sessions geared to established need**

Central office employees should make extra efforts to more effectively organize similar activities and programs to save valuable time and to avoid repetition. While providing assistance to schools is a priority, more time could be made available through the alignment of “like” programs, activities, and meetings.

Organizational MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

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

Schools are currently funded based on student enrollment. Stewart County School Board Policy allows for individual school fundraisers based on need, event, and student participation. Additional monies are allocated to each school through the financial budget.

Certified teachers in Stewart County earn the following:

- Bachelors - \$31,080 to \$40,093
- Masters - \$34,188 to \$44,755
- Masters +45 - \$36,674 to \$47,242
- E.D.S. - \$38,228 to \$48,796
- Doctors - \$39,782 to \$50,971

In addition to the 45% state contribution to insurance, the Stewart County School System pays an additionally 35% leaving only 20% to be paid by the employee for insurance. This includes both individual and family plans.

Plans of estimated expenditures are submitted by schools and budgeted on the basis of per pupil allocations and need for instructional supplies, textbooks, and library materials. Federal programs supplement the established instructional program. Grant money has provided additional programs in our schools system.

The school district makes every effort to provide supplies and materials which enhance the organizational processes at all schools. Central office supervisors serve as resources on best practices and research-based assessment practices. When conducting observations, supervisors look for effective organizational practices that enhance teaching and learning. The administration at each school is able to request and receive funds for professional development, software, and other related items to help establish and improve the quality of organizational practices at the building level.

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

Our system should strive to :

- Continue current practices
- Continue to keep salaries and benefits competitive
- The school system’s budgeting process would benefit from improvements that more clearly detail to stakeholders where money is being spent, why it is being spent in this manner, what outcomes are expected from spending in these areas, and how district stakeholders will be able to assess whether funds ultimately were well spent. Stakeholders need to be made aware of the requirements in spending set forth by the State of Tennessee and the Federal Government.
- Seek sources of additional revenue (grants, business sponsorships, etc.)
- Monitor to ensure funds are used for their designated purposes and all rules and regulations are followed

Every effort should be made at the district level to coordinate spending on similar instructional supplies and materials so as not to be repetitive. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

TCSP 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?)

Each central office supervisor has a number of designated programs for which he or she is responsible. Scheduling of meetings, activities, and program implementation is carefully accomplished through effective communication with each supervisor, the Director of Schools, and the schools' administration. Administrative Council Meetings that include all supervisors, principals, and specialty area personnel are held monthly to discuss effective organizational practice as well as other issues. There is an emphasis at the district level to maximize personnel to help meet the instructional, social, and behavioral needs of all students.

Our school system creates a system inclusive of students with special needs in the mainstream and resources are organized to maximize this practice. Special education students work in regular classrooms along side regular education students. Special education teachers go into the regular classroom to work directly with those students who are on an IEP. They help set up accommodations for these students in their regular classroom and help the students work on the specific skills needed to succeed in the classroom. Our inclusion model has worked well, as indicated by the individual growth of special education students on the TCAP.

Teachers' schedules are organized to maximize quality instructional time and minimize disruptions. The curriculum and supportive instructional activities have been organized and multiple remedial opportunities have been established and effectively organized to enable all students to achieve academic success.

Writing is incorporated into every subject and emphasized by every teacher. Our schools use the TCAP Writing Assessment Rubric to establish writing standards and each student in grades 4th - 11th will take either the actual writing assessment or a mock assessment on the day of the scheduled assessment day.

Each school is organized to incorporate the belief that parents and community members should play a key role in school improvement. The school system has a proactive approach to communicating student progress to parents through mid-six weeks and mid-nine weeks progress reports, parent conference nights, and common planning periods for grade level teams to meet with parents. The schools provide parent newsletters, maintain a website, issue periodic progress reports, and holds informational meetings throughout the year. Consistent efforts are made to inform the community about school events. Parents have opportunities to be actively engaged as learning partners. The elementary schools utilize the “Three For Me” program which allows parents to sign up for three hours of helping their student be successful. Each school is organized to encourage and maintain active PTCO programs.

This same proactive approach permeates the school system in the areas of discipline, technology, and extra-curricular activities. The implementation of the Positive Behavior Support Program at the district level enables our system to be proactive in dealing with student behavior. System-wide PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. The program allows for the identification and definition of school-wide rules, the development of an array of procedures for addressing violations to school-wide behavioral expectations, and a new paradigm of school discipline. This new paradigm calls for the teaching and prevention of misbehavior instead of the controlling and excluding of troubled students.

A safe and orderly environment is essential for effective teaching and learning. Each school has clearly established rules and expectations that are provided in handbooks to all students and parents. Since a caring, safe, and orderly environment is essential to quality learning, each school is staffed with a full-time nurse.

Funding has also been allocated for programs of students with diverse cultural and language backgrounds and for students with different learning styles and needs. This is accomplished through our ESL, Title, Special Education, and other such programs.

Our school system has a comprehensive vocational high school that offers health science, informational technology, family and consumer

science, cosmetology, agriculture, construction technology, and automotive technology. Our high school also offers principles of technology, technical algebra, technical math and applied communications. Next year we will offer technical geometry. The diversity of our vocational program allows students a variety of ways to fulfill the requirements of the technical path as well allowing students on the university path to experiment with vocational courses. This program also enables many students to graduate with dual path diplomas.

Presently the Stewart County Schools' Central Office staff is allocating personnel for organizational practices through the following:

- **Stewart County has 99.8% (100% as of March, 2007) of all core academic courses taught by highly qualified teachers.**
- **District level handbooks are provided for certified personnel, paraprofessionals, and bus drivers.**
- **All schools provide teacher and student handbooks.**
- **Teamwork is encouraged at the district level through effective communication at monthly administrative council meetings, through emails, memorandums, letters, faxes, quarterly district newsletters, and school and district websites.**
- **Meetings with different departments occur on a weekly basis.**
- **Current board policy is updated monthly.**
- **The Stewart County Board of Education and the Stewart County Education Association have an effective, mutually respectful working relationship. Ongoing communication between the board and the teachers' association contributes to this good working relationship.**
- **All schools have updated telephone systems with the voicemail capacity for all administrators and teachers.**
- **Mentor teachers for training, support, and supervision of novice teachers.**
- **Weekly meetings of Central Office Supervisors with the Director of Schools for the purpose of communication.**

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

There is a need to prioritize duties in some areas and to delegate responsibilities to other resource staff in the system. There is also a need to integrate similar programs and combine like endeavors to maximize time and resources.

Our system should strive to:

- **Develop a district level incentive program to reward and encourage good staff attendance.**
- **Continue to keep the lines of communication open between the board and the local teachers.**
- **Provide a district-wide coach for the Positive Behavior Support Programs at each school.**

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?)

The Stewart County School's central office staff is able to organize the use of all resources to provide support to schools. Through frequent meetings, the staff shares information that fosters the use of other resources to meet goals. Faculty meetings, grade level and subject level meetings, cluster meetings, and professional development sessions are focused and the use of agendas with prioritized topics is stressed at all schools.

Our school system creates a system inclusive of students with special needs in the mainstream and resources are organized to maximize this practice.

Currently the Stewart County School System's Central Office personnel is allocating other resources for organizational practices through the following:

- **Our system has developed and continues to update an informative, user-friendly, school system website.**

- **Collaboration, efficiency, and planning in the effective use of funding across all programs.**
- **Technology support and services.**
- **Coordination of services with outside agencies to meet the needs of students, for example: Centerstone, Stewart County Health Department, Dover Police Department, Stewart County Sheriff's Department, Stewart County EMS, County Mayor's Office, 23rd District Attorney's Office, LBL, TVA, Cumberland Electric Membership Corporation, and others.**
- **Family Resource Center personnel stationed in each school.**
- **The Center for Teaching and Learning – staff provided to provide instructional supplies and services for all teachers.**

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

The system should work to develop a broader range of options to encourage parent and family members to become active participants in the schools' programs and activities.

The collaborative team suggests the following:

- **Improve communication among all stakeholders**
- **Continue present practices**

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?

The Stewart County School District makes every effort to provide equitable and adequate funding to **all** our schools. There is an overall understanding of the organizational needs of the system as a whole and at the individual schools. There is an overall effort to help each school meet the needs of its students as well as achieve the highest possible academic standards. Through effective organization at all levels, continuous communication, meetings and the analysis of school improvement needs equity and adequacy of support is obtained. Equity of support is also obtained through analysis of report card data and analysis of the Effective Schools Survey data. The district provides organizational and procedural information to communicate with students, parents, and other appropriate stakeholders regarding the overall operation of the school system and individual schools. Student handbooks, the district and individual schools' websites, and parent meetings provide this information.

By reviewing reports of maintenance of effort for Stewart County, the findings show that the system is equitable in financial support of all schools. All schools have the same per pupil expenditure available. Administrators and each school's advisory council make the choice of how this funding is used at the school level. A system policy is currently in place and practiced for equity across the system. Professional development and staff development are provided for all personnel system-wide. Our organizational structure provides equitable support for schools in all areas.

Organizational Reflective Questions - Narrative Response Required

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

The Stewart County School District leadership team analyzes test data and Effective Schools Survey results, monitors school programs, and listens attentively to administrators, teachers and support staff. The team also utilizes the information gathered from each Site-Based Advisory Council meeting. Through the process of looking at the "whole" picture of the school system, funds and resources are strategically allocated to target prioritized needs. Each school is given equal opportunity to obtain funding dollars based on needs and goals. There has been system-wide professional development provided in the areas of organization and instructional effectiveness. These sessions have been provided for support staff (when appropriate) at all schools as well. Additionally, the establishment of a district-wide Positive Behavior Support Team will enable us to meet the achievement and behavioral needs of more students in each of our schools. The PBS program provides for the use of software that enables schools to assess student behavior to identify when, where, and how frequently misbehaviors occur. Teachers are able to use this data to reflect on their patterns of behavior in dealing with student discipline. This system allows for a more organized, systematic approach for dealing with student behavior and the factors that impact it.

The Stewart County School System is targeting funds and resources effectively to meet the needs of our school. All schools are in good standing with the 2006 report card indicating A's and B's in achievement, all A's on the TVAAS section, and all A's on the CTE Perkin's Report. Effective professional development has been provided for areas of need. A mentor program provides support for novice teachers.

Collaboration between all federal programs and central office departments has been established in order to supplement, not

supplant funding for the school system. Our 2006 report card indicates our system is meeting the needs of our students in all subgroups.

Organizational Reflective Questions - Narrative Response Required

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

The Stewart County School System 2005 Report Card indicates that we are adequately meeting the needs of most of the students in our schools. There is a data-driven need to work to improve achievement in the subgroup “students with disabilities” in language arts and math. Additionally, there is an established need to increase student achievement in 4th and 5th grade language arts and math at both elementary schools. Finally, TVASS data indicates the need for improved instruction and to provide more effective instructional strategies for the top quintile of students in all subject areas across the grade levels. There is a continuous process of looking at the organizational effectiveness at each school and the district provided by the Effective Schools Survey given to all parents, support staff, faculty and students (grade 4-12),

The State Report Card for Stewart County indicates that we are adequately meeting the needs of most of our students in all subgroups. All schools are in good standing with K-12 meeting AYP. Attendance rates, graduation rates, promotion rates, and discipline/expulsion rates as a whole are shown to be appropriate. The 2006 State Report Card for Stewart County indicates an A for all subject areas K-8 in TVAAS. The report card also indicates A’s and B’s in all subject areas in achievement. The school system has exceeded all NCLB proficiency levels at both the elementary and secondary levels.

TCSPP TEMPLATE 4.4d

ORGANIZATIONAL SUMMARY QUESTIONS

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

Organizational Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

The major strengths of our school system include data-driven decision-making, the use of a wide range of assessments, the effective communication of assessment information to all stakeholders practices, and high quality professional development dealing with assessment and data analysis. There is a desire by all to provide support for the use of aligned and appropriate assessments, and the use of a variety of data points to make student achievement decisions. Additionally, funding is appropriated in an equitable fashion and is based on data-driven needs as well as each school's School Improvement Plan.

Strengths:

- **Effective, focused professional development**
- **Collaboration and teamwork**
- **Funding is spent effectively, purposefully, and funding is prioritized by need**
- **Experienced Central Office Supervisors**
- **Implementation of research-based programs**

The system report card indicates that we are adequately meeting the needs of most of our students. All schools are in good standing with K-12 meeting AYP. Attendance rates, graduation rates, promotion rates, and discipline/expulsion rates as a whole are shown to be appropriate. The 2006 State Report Card for Stewart County indicates an A for all subject areas K-8 in TVAAS. The report card also indicates A's and B's in all subject areas in achievement. The school system has exceeded all NCLB proficiency levels at both the elementary and secondary levels.

The climate at the central office is positive and supportive. Staff moral is high at each school as evidenced by the Effective Schools Survey. There is mutual respect between the Stewart County Schools' Central Office personnel and the Stewart County Education Association as evidenced by continuous communication and collaboration.

Organizational Summary Questions- Narrative Response Required

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

The major challenges of our school system include continuing to fine-tune the organizational effectiveness of each school and at the district level. There is a need to insure that all organizational practices maximize teaching and learning and do not hinder the educational process.

The collaborative team has suggested the following as major challenges:

- **Increase Academic Achievement - specifically students with disabilities and economically disadvantaged in Reading/Language Arts and Math**

- **Improve discipline and achievement at all schools through the implementation of a District Wide Positive Behavior Support System. Our school system should provide district level support to all schools during the implementation process of school-wide positive behavior support**
- **Increase Family and Community Involvement – continue to provide district level support for family and community involvement and work toward the implementation of a formalized volunteer training program**

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

Our challenges will be addressed through effective and focused professional development that provides school leaders with up-to-date information about effective organizational practices in the school setting. Additionally, focused professional development should allow for the continuation of effective classroom organizational practices and procedures. The establishment of the PBS district team will enable schools to be better organized in dealing with discipline problems while providing positive support for the students adhering to the rules.

- **Continued data analysis that drives curricular and instructional changes.**
- **Focused, research-based professional development in the content areas, differentiated instruction, interventions, and dealing with unmotivated, hard-to-teach students.**
- **Firmly establish Positive Behavior Support programs at each school with support and guidance being provided by the district.**
- **District will provide a PBS coach to work with each school.**
- **District level will provide support for family and community involvement by continuing district meetings and personnel to facilitate activities at the school level.**
- **Continued analysis of the Effective Schools Survey results from all groups and addressing areas of need.**
- **Evaluate system effectiveness on a regular basis, making changes as needed based on data**
- **Report results of effectiveness to Director of Schools and the Board of Education regularly**

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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

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

As evidenced by the system report card, Stewart County schools are adequately meeting the needs of students. All schools are in good standing with K-12 meeting AYP in all applicable subgroups. Attendance, graduation, and promotion rates are high and discipline/expulsion rates are appropriate. The strength of our academic program lies in the inclusionary practices embedded in our K-12 classrooms. These practices allow for all students to participate in the general curriculum with supports from Special Education and Title. The practice of inclusion in the general classroom for grade level content in the morning and individualized, skill specific, research-based interventions in the afternoon allow for optimum academic growth.

Professional development opportunities continue to provide training on analysis of instruction to determine what additional interventions can be implemented to assist struggling students. Additionally, training continues to be provided on differentiated instruction, effective inclusionary practices, effective classroom management, and the most effective uses of instructional time.

Programs such as Accelerated Math, A+ Learning, Accelerated Reader, Accelerated Grammar, Study Island, Star Reader, Star Math, and credit recovery are utilized in the computer lab setting as well as the regular classroom to allow students to work on their individual academic level. These programs allow for student remediation as well as academic extension. The Extended Learning Program and the LEAP Grant Program provide extended learning time through supplemented teacher and paraprofessional contracts. These contracts provide additional instruction in all academic areas for those students identified as "at risk" such as ELL, homeless, migrant, students with disabilities, and economically disadvantaged.

There is an emphasis on effective organization of the school day as well as the effective use of instructional time. Principals are trained to organize the school day to ensure uninterrupted blocks of time for reading and math. At the elementary and middle grades levels, reading and math are allotted ninety minutes daily basis. Instructional time is considered sacred by all staff members.

The addition of a part-time ESL teacher/consultant to our system personnel has enabled our schools to better meet the needs of our English language learners.

Consistent disciplinary policies ensure learning environments conducive to learning for all

students. The implementation of School-wide Positive Behavior Support has strengthened each school's ability to meet the needs of students both socially and academically through a broad range of systemic and individualized strategies. The strategies implemented by SWPBS allow our schools to achieve important social and learning outcomes while preventing problem behavior with all students. The implementation stages of SWPBS vary from school to school within our system. The Stewart County District Leadership Team provides overall leadership related to assessing, developing, implementing, managing, and evaluating a district-level comprehensive system of school-wide positive behavior support for all students. The district level team is responsible for the coordination of training, coaching, and evaluation activities related to SWPBS implementation. Our district need is to continue this support as our schools work toward full implementation of SWPB.

Parent involvement is strongly encouraged at all schools and is supported by the system-wide Family and Community Engagement Committee which meets monthly. The committee is composed of district level personnel, parents, community members, teachers, support staff, and other stakeholders. Communication tools such as school newsletters, internet based programs, the district website, individual school websites, encourage family involvement. There is a need to continue working toward more parental involvement at each school. Volunteer programs at each school continue to grow along with the need for a formalized volunteer training program at the district level.

What evidence/sources support your response?

- STAR Reports
- Accelerated Math Reports
- Pre and post Assessments
- Benchmark Assessments
- A+ Reports
- Study Island Reports
- EBS Survey
- SET Survey
- School Safety Survey
- PLATO (Credit Recovery) Reports

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

Our identified goals based on the quantitative and qualitative data studied are:

- Increased Academic Achievement – specifically provide support to schools that will enable each to increase the percentage of students proficient in **Math** and **Reading/Language Plus Writing** at the elementary and secondary levels. Emphasis will be placed on the subgroups for which we are accountable which include all students, students with disabilities, and economically disadvantaged students. Additionally, our system will strive to raise the academic growth of all students in all subjects with special emphasis on students in the 4th and 5th quintiles. The system will also focus emphasis on raising the **TCAP Writing Assessment Scores** of students in the 5th and 11th grades.
- Implement a District Wide Positive Behavior Support System – continue to provide district level support to all schools during the implementation process of school-wide positive behavior support

Increased Family and Community Involvement – continue to provide district level support for family and community involvement and work toward the implementation of a formalized volunteer training program

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Revised DATE: 2007-2008

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 student will demonstrate** increased academic achievement.

Which need(s) does this Goal address?
All students will meet NCLB **proficiency or above levels** in the areas of Language Arts **(89% K-8), (93% 9-12)**, Math **(86% K-8), (83% 9-12)**, Science (9-12), achieve academics for vocational concentrators **and maintain a 90% graduation rate on the 2008 report card.**

How is this Goal linked to the system’s Five-Year Plan?
To inspire all students to learn and succeed.

ACTION STEPS

IMPLEMENTATION PLAN

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

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
1. Action Step	Teachers will indicate standards being taught on daily lessons plans.	Lesson plans turned into the Principal weekly	Curriculum Supervisor	Lesson Plan Books \$4000.00	General Purpose	Curriculum Supervisor will collect lesson plans from Principals and monitor standards being taught.
2. Action Step	Credit Recovery, Study Island, Accelerated Math, A+ software, EdMark, HelpMe2Learn, PLATO, Read Naturally and STAR will be used to supplement the general curriculum as well as the vocational curriculum. Staff development for each program will be provided to ensure appropriate implementation and follow-up.	Weekly computer lab time established in schedule	Technology Supervisor, Curriculum Supervisor	Software, \$12,000.00	General purpose Title I Vocational Title IV Carl Perkins	System Report Card Test Data Graduation Rates Class Schedules
3. Action Step	Utilize extended contracts to work with those students as “at risk” such as homeless, migrant, special education, low income and those students identified as non proficient.	3-4 afternoons each week	Curriculum Supervisor	\$90,000.00	Extended Contracts Title Contracts	System Report Card Test Data Graduation Rates Extended Contract Schedule
4. Action Step	Ensure that all certified staff; both certified and non-certified meet highly qualified status and vocational teachers are industry certified in the appropriate T and I area. This includes	August 2007	Curriculum Supervisor and Special Education/Title I	\$2000.00	Title II, Part A Carl Perkins	Individual Teacher Certification, Parapro results of 456 or greater

	substitute teachers.		Supervisor			
5. Action Step	Implement the use of“walk-through” forms to provide data to teachers and principals on teaching strategies being utilized and classroom management skills	August 2007-May 2008	Principals, District Supervisors	Walk-through forms, \$200.00	General Purpose	Data collected from forms
6. Action Step	Provide staff development opportunities that are researched based and focus on differentiated instruction; best practices, and classroom management techniques in order to meet the diverse needs of all students in an inclusive environment.	July 2007-May 2008	Central Office Supervisors, Principals	\$50,000	Title I Title II, Part A General Purpose, Carl Perkins Title II, Part D	System Report Card Test Data Graduation Rates Effective Schools Survey Professional Development Survey
7. Action Step	Organize the instructional day to provide uninterrupted blocks instructional time utilizing inclusionary practices and providing common planning time for teachers.	July 2007	Principals, Special Ed Supervisor	Salaries	General Purpose IDEA-B Title I	System Report Card Test Data Graduation Rates
8. Action Step	Provide supplies and materials in an equitable fashion to all teachers which enhance the learning environment and actively engage students in the learning process through the use of technology	July 2007-March 2008	Principals, Central Office Supervisors	Active Boards, Manipulatives, Calculators \$30,000.00	BEP Title I IDEA-B Title V Carl Perkins AT Grant	System Report Card Test Data Graduation Rates Walk-through data
9. Action Step	Utilize advanced technology to improve student academic achievement through the use of computer labs and software as well as access to distance learning opportunities for the high school level.	August 2007-May 2008	Technology Supervisor	Computer Lab Software, update computers	Title I, Title II, Part A Title II, Part D General Purpose Carl Perkins	System Report Card and Test Data STAR reports AM reports.

TCSPP TEMPLATE 5.1

10. Action Step	Provide training to demonstrate how to disaggregate and use test data for more focused and individualized instruction.	June 2007	Central Office Supervisors, Technology Supervisor	\$1000.00	Title I, Title II, Part A, Title II, Part D	System report card Test Data Graduation Rates
11. Action Step	Utilize SPARK, SMART, and Boost-up programs within gym class to supplement and support the academics.	August 2007- May 2008	Curriculum Supervisor	SPARK and SMART Curriculums \$1000.00	Coordinated Health Programs	Physical Fitness Awards Test Data
12. Action Step	Implement system-wide mentoring program for 1 st year and struggling teachers.	Monthly meetings August 2007- April 2008	Curriculum Supervisor	\$6000.00	Title II, Part D	Mentor Program Study

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Revised DATE: 2007-2008

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 student will demonstrate appropriate behavior.**

Which need(s) does this Goal address? **Inappropriate behaviors will decrease with the implementation of a district wide positive behavior support system implemented in all schools to increase academic achievement and prepare students for both traditional and nontraditional work force success following graduation**

How is this Goal linked to the system’s Five-Year Plan? To provide a safe learning community for all students

ACTION STEPS

IMPLEMENTATION PLAN

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

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
1. Action Step	District Wide PBS leadership team will be established to support each school in implementing a positive behavior support system. The leadership team will foster community involvement with PR activities, magnets, and brochures distributed throughout the community indicating and emphasizing school rules.	Monthly meetings September 2007-May 2008	Director of Schools, District Supervisors	LRE Technical Asst. \$4000.00	General Purpose Title IV Title V Title I	Effective Schools Survey, EBS Survey, Web site hits, SAT results, Special Ed End of the Year Report, SWIS data
2. Action Step	Each school will establish a PBS team to meet monthly to gather and study behavioral data. Each team will have representatives from the teachers, paraprofessionals, parents and central office staff.	Monthly meetings September 2007-May 2008	PBS Coach	LRE Technical Asst. SWIS Program \$200.00	Title I Title IV	SWIS, Suspension/Expulsion Rates, ISS Data, Office Referral Forms
3. Action Step	Staff Development opportunities will be provided to address safety, bullying, CPI training, bust safety and how to work with students with behavioral challenges.	July 2007, August 2007	Central Office Supervisors, Transportation Director	\$2000.00	GP Title I Safety Grant Title IV	SWIS, Effective Schools Survey, Test data,

					Title II, Part A	Staff Development Survey
4. Action Step	Vocational students will be assigned vocational advisor to encourage enrollment and completion of nontraditional courses as concentrators	Meet monthly beginning August 2007	Vocational Director	TN Teens 2 Work Web Site	Carl Perkins	Class Enrollment KUDER assessment
5. Action Step	DES, NSE, and SCMS will receive training to implement SAT (Student Assistance Teams) to provide strategies for struggling learners. Weekly SAT meetings will be held at each school to discuss student referrals and strategies to use in the classroom prior to referral for special education.	Meet weekly beginning in August 2007- April 2008	Special Education Director	\$2500.00	General Purpose, Title	SAT referral data, Special Education referrals

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: 2007-2008

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

Goal Family and Community involvement in school-related activities will increase.

Which need(s) does this Goal address? **An increase in participation of family and community involvement will be evident. The increased involvement will support the educational environment and promote the success of all students.**

How is this Goal linked to the system’s Five-Year Plan? To encourage active partnerships with families and the entire community.

ACTION STEPS

IMPLEMENTATION PLAN

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

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

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
1. Action Step	Meet monthly with the family engagement committee and update the Family Engagement Policy. The family engagement committee will plan and organize family involvement activities for each of the schools such as Family Reading Night, Family Math Night, the Math-a-thon, the Book Boogie, Grandparents Day and Petals and Pearls as well as encourage the use of The Center for Teaching and Learning.	Monthly activities	Central Office Supervisors Family Resource Staff	\$2000.00	Title I Title V	Effective Schools Survey, Sign in system at The Center
2. Action Step	Host Career Day and college night emphasizing nontraditional enrollment, and support CTSO activities.	Spring 2008	Family Resource Staff Coordinated Health Staff	\$1000.00	GP Title I Coordinated Health Carl Perkins	Class Enrollment, Sign-in sheets
3. Action Step	Update and promote the usage of web based programs such as Study Island (K-12) skills tutor (9-12), Think Wave and the system web site to encourage parent participation and accessibility.	August 2007- May 2008	Technology Coordinator	\$3000.00	Title I GP Title V	Effective Schools Survey, Web site hits
4. Action Step	Utilize community resources to supplement	August 2007- May 2008	Central Office Supervisors	\$5000.00	GP Title I Title IV	Effective Schools Survey

	and support activities such as Read Across America, Just Say No, DARE, Red Ribbon Day and the Health Fair.				Title V Carl Perkins	
5. Action Step	Provide staff development for teachers to create their own web site to communicate with parents.	July 2007	Technology Coordinator	\$600.00	Title I, Title II, Part A General Purpose	Web site hits
6. Action Step	Host "Open Houses" at DES, NSE , SCMS and "Freshman Orientation" at SCHS to allow parents an opportunity to visit each school and meet the school staff.	August 2007, September 2007	District Supervisors	\$800.00	General Purpose	Sign-in sheets
7. Action Step	Create and distribute student handbooks providing a yearly calendar of activities planned, school rules and contact information. Each handbook will be posted on the district web site.	August 2007	District Supervisors	\$2000.00	General Purpose, Title I	Web site hits
8. Action Step	Host monthly PTO meetings at DES, NSE and SCMS to organize and plan festivals at each school to promote community involvement	Monthly meetings with festivals planned for October 2007, February 2008, March 2008	District Supervisors	\$600.00	Title I, General Purpose	Sign in sheets

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	X						F S
	Component 4, page 8,10,15,19,26,44 Component 5, Goal 1							
Include a description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+					+		F T
	Component 4, page 21,22,26,31,45 Component 5, Goal 1 Technology Improvement Plan							
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+							F
	Component 5, Goal 1							
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+							F
	Component 3 Component 4, page 21,22,26,31,45							
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+					+		F T
	Component 3 Component 4, page 6,11,34,41 Component 5, Goal 1 Technology Improvement Plan							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	Component 4, page 21,22,26,31,45 Component 5, Goal 1							
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	+							F
	Component 5, Goal 1							
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+							F
	Component 3 Component 4, page 34,37,41,43,45,49 Component 5, Goal 3							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+							F
	Component 4, page 8 Component 5, Goal 3							
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+							F
	Component 4, page 21,22,26,31,45 Component 5, Goal 3							
	X	X			X			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 actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.	Stewart County has no high priority schools.							S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+							F
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+							F S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+							F
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+	+						F
	Special Education Comprehensive Application Component 4, page 5,8 Component 5, Goal 1							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	X	X					F S C
	Component 4, Page 8,10,15,19,26,44 Component 5, Goal 1							
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
	Component 5, Goal 3							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+							F
	Component 3 Component 4, page 34,37,41,43,45,49 Component 5, Goal 3							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+							F
	Component 4, page 6,11,34,41 Component 5, Goal 1							
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+							F
	Component 4, page 5,11,23							
	+							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 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)								
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+							F
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+							F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+							F
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+							F
Describe how the LEA will provide training to enable	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	Component 4, page 26, 28, 35, 44, 51, 53 Component 5, Goal 2							
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)	+							F
	Component 5, Goal 3							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+							F
	Component 4, page 20							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+							F
	Component 3 TSIP / SACS process Special Education Monitoring Process / CIMP							
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+							F
	Component 1							
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)	+							F
	Component 3 Consolidated Application, Title IV							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+							F
	Component 3 Consolidated Application, Title IV							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	+							F
Consolidated Application, Title IV								
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+							F
Component 3								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+							F
Component 4, page 24, 26, 35, 44, 50								
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+							F
Component 1 Consolidated Application, Title IV								
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+							F
Component 4, page 24, 26, 35, 44, 50 Consolidated Application, Title IV								
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)	+					+		F
Component 3 Technology Improvement Plan								T
Provide for a sufficient budget to acquire and support the	+					+		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.)								
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)	Component 5, Goal 1 and 3 Technology Improvement Plan							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)								T
	Technology Improvement Plan							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
	Extended Learning Program							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
	Extended Learning Program							
Describe the process for evaluating the work you have done?								E
	Extended Learning Program							
Include an extended contracts employment summary?								E
	Extended Learning Program							
Define your leadership team?	+	+	+		+			F S C A
	Component 1 Special Education Monitoring Process / CIMP TSIP / SACS Vocational Plan							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+		+			F S C A
	Component 1 Special Education Monitoring Process / CIMP TSIP / SACS Vocational Plan							
Define your subcommittees?	+	+	+	+	+			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.)								
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?								F S
	Component 4, page 42, 46							E A
Analyze disaggregated high school graduation rates and define what was determined?								F S C
	Component 3 Component 4, page 28, 32							A
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F S
	Component 3							A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C
	Federal Monitoring Process Component 4, page 34,37,41,43,45,49							
Define the current reality of student learning?								E A
Analyze faculty perception of your system?								S
	Component 3							E A
Analyze parent perception of your system?								S
	Component 3							E A
Analyze community perception of your system?								S
	Component 3							E A
Analyze student perception of your system? (if applicable)								S
	Component 3							E 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 your Component 3 priorities of need?								F S C A
	Component 3							
Identify the strengths and weaknesses of your decision-making process?								S C E
	Component 1 Component 4, page 24, 26, 35, 44, 50							
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
	Component 4, page 24, 26							
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
	Component 4, page 42, 44, 46							
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
	Component 4, page 42, 44, 46							
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C
	End of Year Report Special Education Comprehensive Application							
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+						S E
	Special Education Monitoring Process / CIMP							
		+						

	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.)								
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.	Component 4, page 33 Extended Learning Program							SE
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?								F S C A
Determine to what degree you meet SACS standards?								A
Determine to what degree the stakeholder perception matches your current reality?								S A
Identify your Component 4 priority of needs?								F S C A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C A T
Define your implementation plans?								S C E 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.)								
Address in your action plan the required clusters for your program area?								C
	Component 5							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
	Vocational Plan							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)								S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?								C
	Component 4, page 24, 25, 26, 28 Component 5							
Define what summative assessment will be used?								S A
Describe how you will evaluate the SIP process?								S A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S C
	Special Education Program Improvement Plans / PIP							
Address in the action plan the evaluation process required for each question within each cluster area?								S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA’s revised TCSP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSP includes a determination of why the district’s previous plan did not bring about increased student academic achievement.								F S
Define your plans for implementation and evaluation of your action plan?								F S C A
	Component 5 Special Education Monitoring Process / CIMP							

	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))								S C
	Special Education End of Year Report Component 3							
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? 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))								S
	Special Education End of Year Report Component 3							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percent of children with IEPs ages 6 through 21:</p> <ul style="list-style-type: none"> A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>	<p>Special Education Easy IEP Program Special Education End of Year Report</p>							S
<p>The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))</p>		+						
	Special Education End of Year Report							S
<p>The percentage of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> 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? <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))</p>		+						
	Special Education EasyIEP program							S
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TCSPP.	Special Education Monitoring Process / CIMP							S
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))		+						S
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))		+						S

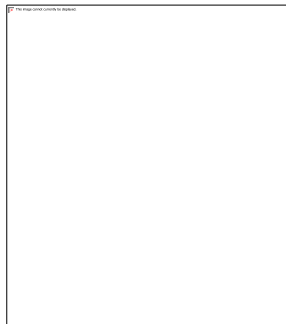
	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percentage of youth with disabilities age 16 and above with an IEP that includes 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>		+						S
	Special Education Easy IEP Program							
<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>		+						S
	Special Education Monitoring Process / CIMP							

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:
STEWART COUNTY**

For Submission After May 15, 2006



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

Evidence of Collaborative Process - Narrative Response Required

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

Our TCSPP planning process began during the 2005-2006 school year. District supervisors were assigned to the various components based on their areas of expertise. Family resource staff and parents were also a part of the planning process through the family engagement committee, advisory councils, positive behavior support teams, CTE advisories and parent-teacher organizations. Decisions, through the process of consensus, were data driven. Agendas, sign-in sheets, calendar planners and minutes of meetings showed evidence of the collaborative process. Newsletters, email correspondence, information posted on the system's web site, availability of meeting minutes and presentations to the local Board kept all stakeholders informed of the planning process and encouraged their input. Beginning in September 2006, additional stakeholders were added to each component to include teachers, paraprofessionals, and student representation. Monthly meetings of the administrative council, family engagement committee, advisory councils and the district-wide positive behavior support leadership team continued and involved the members of each component of the TCSPP. Each meeting had the TCSPP as an agenda item which allowed for the review and update of the TCSPP planning process and action steps being implemented throughout the school year. Data, both quantitative and qualitative, was collected and studied throughout the year. The data indicated weaknesses that needed to be addressed with additional action strategies, but also showed areas to celebrate and maintain our strengths.

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 2006 report card indicates A's in all subject areas K-8 in TVAAS. A's and B's were indicated in achievement for K-8 and our system exceeded all NCLB proficiency levels; however, data did show only 84% of students with disabilities in K-8 scoring proficient and advanced in math, 71% of students with disabilities in K-8 scoring proficient and advanced in Language Arts. The percentage of economically disadvantaged students was slightly higher at 91% proficient and advanced in math and 88% proficient and advanced in Language Arts. At the secondary level, 8% of the students with disabilities scored below proficient on Gateway Math and 21% of the students with disabilities performed below proficient on Gateway English.

Economically disadvantaged students scored 95% proficient and advanced on Gateway Math and 93% proficient and advanced on Gateway English. The data indicated that we need to continue to work on increasing academic achievement for all students with emphasis on students with disabilities as well as high achievers who are working below their potential. Increasing our family and community involvement as well as implementing a positive behavior support system in all schools will cultivate and promote increased academic achievement and foster support for the educational environment and success of all students. The results of the Effective Schools Survey, the EBS, and the SET indicate the level of family and community involvement as well as the overall behavioral environment of the schools.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Component members meet monthly to engage in dialogue to discuss the needs as well as the strengths of the district. Minutes of the meetings are compiled in a notebook to keep all stakeholders apprised of the ongoing process. Advisory councils at each school as well as parent-teacher organizations meet monthly and are encouraged to provide input to the TCSPP component members. The local newspaper and county circulars are utilized to provide articles pertaining to school initiatives. Also, the district web site can be accessed by all stakeholders and is continually updates with school activities and initiatives.

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

The planning and dialogue among the leadership team has been a tremendous benefit in analyzing the data and updating our action plan based on the data in a collaborative effort. Monthly meetings of the administrative council, family engagement committee, district-wide positive behavior support team, school advisory councils, parent-teacher organizations and positive behavior support teams in each of the schools must continue with a TCSPP as an agenda item. Task lists and time limits will continue to be utilized to ensure an equitable distribution of tasks to be completed in a timely fashion. Information will be disseminated and made available to all stakeholders through email, newsletters, and the system web site. Additional data through the use of benchmarking gathered on students three times throughout the year will be utilized to monitor and adjust the action plan. Professional development activities will be directly linked to our identified needs. District supervisors will continue to provide financial, physical and organizational support to the individual schools and celebrate our successes with all stakeholders.

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?

<p>The TCSPP turned into the state department in May 2006 is being implemented in a collaborative manner under the direction of the Director of Schools and the district supervisors. Action steps began immediately and have been monitored and updated throughout the 2006-2007 school year during the monthly administrative council meetings which involves the school principals. The TCSPP process is ongoing and continually promotes dialogue among the stakeholders identifying strengths and needs of the system which is data driven. District supervisors monitor and support the implementation of the action plan and celebrate successes and strengths found within the schools.</p>

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

<p>Both qualitative and quantitative data will continue to be collected, analyzed and updated throughout the year. Formative assessments such as ThinkLink, STAR, AM, Study Island and Plato will be analyzed in October, January and April. Gateway and End of the Course exams will be analyzed in December and May. TVAAS and TCAP results will be analyzed as soon as the results are returned to the district. Data collected throughout the year will drive the action plan in the TCSPP. The district will continue to administer the Effective Schools Survey, the EBS and the SET to analyze family and community involvement as well as the behavioral environments in the schools.</p>

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 Systemwide Leadership Team will meet on the 3rd Tuesday of each month to monitor the progress of the TCSPP action plan. The Director of Schools, along with the district supervisors will facilitate the meeting with input from individual school principals and stakeholders.

Date	Member	Position	Role
8/21/2007	Dr. Phillip Wallace	Director of Schools	facilitator
9/18/2007	Leta Joiner	Curriculum Super.	facilitator
10/16/2007	Tracy Watson	SpEd/Title Super.	facilitator
11/20/2007	Francis Carson	Finance/Trans Super.	facilitator
12/18/2007	Dr. Phillip Wallace	Director of Schools	facilitator
1/15/2008	Leta Joiner	Curriculum Super.	facilitator
2/19/2008	Tracy Watson	SpEd/Title Super.	facilitator
3/18/2008	Francis Carson	Finance/Trans Super.	facilitator
4/15/2008	Dr. Phillip Wallace	Director of Schools	facilitator
3/20/2008	Leta Joiner	Curriculum Super.	facilitator

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?

District supervisors will make changes in community demographics, achievement profiles, service delivery and instructional effectiveness based on data collected and input from school principals and stakeholders. The TCSPP will be reviewed monthly at the administrative council meetings.

TCSPP TEMPLATE 6.3

(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

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

The systemwide leadership team will make adjustments to the component members during the August meeting due to any personnel changes. Adjustments to the budget will be made during the September meeting prior to final budget approval by the local county commission and action steps and implementation schedules will be amended based on final allocation approvals. Monthly administrative council meetings with a TCSPP agenda item will provide an opportunity for district supervisors to make adjustments to the plan throughout the school year based on data collected through the positive behavior support leadership team, advisory councils, benchmark assessments and the Effective Schools Survey. Adjustments can be made to the person responsible, the timeline and/or the evaluation strategies if analyzed data indicates the need for an adjustment.

Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required

How will the Systemwide Leadership Team communicate success/adjustments of the plan to stakeholders?

Updated results and adjustments to the TCSPP as well as celebrations must continue to be shared with all stakeholders. The system web site, email, copies of meeting minutes, advisory groups, parent-teacher organizations and local board meetings will be utilized to disseminate the information. Bulletin boards house in the central office, newspaper articles and planned celebrations will showcase our successes.

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence

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

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

