

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

SCHOOL SYSTEM:

Dickson County

April 15, 2008



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

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

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

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

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

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

TCSPP TEMPLATE 1.1

Evaluation of Our Process for

Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below. A review of research based systemwide improvement approaches was explored and analyzed to guide our process. All programs in the system support and stanchion the results of this system wide process. Annual needs assessments are completed by staff to determine program needs to increase student achievement.

Composition of the Core Leadership Teams –Listing required	
Member	Role
Charles Daniel	Director of Schools
Dr. Vivian McCord	Federal programs
Gail Mosley	Principal
Cindy Gilliland	Student Information System
Ernestine Adams	Elementary Instructional Supervisor
Devin Sisco	Secondary Instructional Supervisor
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Dr. John Gunn	Attendance & Security
Pat Semore	Technology & Career and Technical Education
Devin Sisco	Extended Contracts
Brooks Duke	Supervisor of Testing
Evonne Dunn	Literacy Coordinator
Madonna Walker	Professional Development
Tom Thomas	School Board Member

TCSPP TEMPLATE 1.1

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

The collaboration process was used as evidenced by including the stakeholders listed below.

Component 1 Member	Role
Tommy Lee, Chairperson	Elementary Special Education Supervisor
Charles Daniel	Director of Schools
Ernestine Adams	Elementary Instructional Supervisor
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Dr. Vivian McCord	Federal Programs
Linda Koellein	Secondary Special Education Supervisor
Matthew Burns	General Education Teacher
Teresa Chandler	Special Education Teacher
Anthony McCord	Student
Jan Ford	General Education Teacher
Linda Schmittou	Paraprofessional
Bernice Lee	Community Member
James Martin	Community Member
Rosie Potts	Paraprofessional
Madonna Walker	Professional Development
Gail Mosley	Principal
Renee Vestal	Career and Technical Teacher
Paul Brown, Ph. D., ABPP	Health Service Provider
Janet Tenry, PT455	Registered Physical Therapist
Charles Vaughn	Maintenance Department
Melissa Garton	Transportation
Cindy Gilliland	Student Information System
Michelle Zirnis	Food Services
Linda Frazier	Financial
Brooks Duke	Supervisor of Testing

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below.

Component 2 Member	Role
Dr. Vivian McCord, Chairperson	Federal Programs
Charles Daniel	Director of Schools
Ernestine Adams	Elementary Instructional Supervisor
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Angie Owen	General Education Teacher
Emily McCollum	Special Education Teacher
Sydney Sisco	Student
Linda McKinley	Paraprofessionals
Dr. Lori Weiss	Business/Community Member
Tammy Spicer	Parent of Special Education Student (Speech)
Laurie Parker	Paraprofessional
Madonna Walker	Professional Development
Gail Mosley	Principal
Pat Semore	Career and Technical Teacher
Gary Kimmons	Maintenance Department
Melissa Garton	Transportation
Cindy Gilliland	Student Information System
Michelle Zirnis	Food Services
Linda Frazier	Financial
Cora Smith	Parent
Brooks Duke	Supervisor of Testing

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below.

Component 3 Member	Role
Brooks Duke, Chairperson	Supervisor of Testing
Charles Daniel	Director of Schools
Ernestine Adams	Elementary Instructional Supervisor
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Kimberly Lambert	Special Education Teacher
Anthony McCord	Student
Kristie Gilbow	General Education Teacher
Debbie Jarman	Paraprofessionals
Madonna Walker	Professional Development
Gail Mosley	Principal
George Duffy	Career and Technical Teacher
Cindy Gilliland	Student Information System
Connie Chandler	Parent
Vivian McCord	Federal Programs
Evonne Dunn	Literacy Coordinator

TCSPP TEMPLATE 1.1
Evaluation of Our Process for
Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below.

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Ernestine Adams, Chairperson	Elementary Instructional Supervisor,
Charles Daniel	Director of Schools
Dr. Vivian McCord	Federal Programs
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Kristie Gilbow	General Education Teacher
Linda McKinley	Paraprofessional
Madonna Walker	Professional Development Coordinator
Gail Mosley	Principal
Cindy Gilliland	Student Information System
Linda Frazier	Financial
Connie Sullivan	Parent
Brooks Duke	Supervisor of Testing
Evonne Dunn	Literacy Coordinator

TCSPP TEMPLATE 1.1
Evaluation of Our Process for
Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below.

Component 5 Member	Role
Linda Koellein, Chairperson	Secondary Special Education Supervisor
Charles Daniel	Director of Schools
Ernestine Adams	Elementary Instructional Supervisor,
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Tommy Lee	Elementary Special Education Supervisor
Dr. Vivian McCord	Federal Programs
Madonna Walker	Professional Development
Gail Mosley	Principal
Cindy Gilliland	Student Information System
Michelle Zirniss	Food Services
Linda Frazier	Financial
Brooks Duke	Supervisor of Testing
Evonne Dunn	Literacy Coordinator

TCSPP TEMPLATE 1.1
Evaluation of Our Process for
Developing Priorities for Improving Schools

The collaboration process was used as evidenced by including the stakeholders listed below.

Component 6 Member	Role
Dr. Vivian McCord, Chairperson	Federal Programs
Charles Daniel	Director of Schools
Ernestine Adams	Elementary Instructional Supervisor,
Devin Sisco	Extended Contracts, Secondary Instructional Supervisor
Dr. John Gunn	Attendance, Security
Pat Semore	Technology, Career and Technical Education
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Madonna Walker	Professional Development
Gail Mosley	Principal
Kimberly Hale	Career and Technical Teacher
Brooks Duke	Supervisor of Testing
Evonne Dunn	Literacy Coordinator

**TCSPP TEMPLATE 1.1
(Continued)**

Evaluation of Our Process for Developing Priorities for Improving Schools

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

Data have been collected and organized from the following areas:

- Student characteristics
- Staff characteristics
- School characteristics
- Parent/guardian demographics
- Community characteristics
- Student performance
- Financial Data
- Perceptual Data
- Equity & Adequacy in resources, support & personnel to our schools
- Delivery of services to our schools

Data collections for the system profile will be distributed by programs from different supervisors. The following sources of data will be collected in Dickson County Schools to assess information about students: 2007 – 08 Report Card, Student population profile, Star Student, Demographic Data, Brigance results, DRA results, Early Success results, Easy IEP information, Special Education Tables, Competency profiles, Clarity, Cyclical Performance Review (CPR), Educational Needs Index, Census Scope, System demographic, system financial data, each SIP, school Safe and Drug Free needs assessment survey, SIP perceptual data, staff characteristics, and community information. The Data Sources work guide will be reviewed and each person will be responsible for obtaining the necessary data.

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 will be used to determine the mission, vision, and beliefs of the system. Data from the Leadership team of Dickson County School's panel discussion, School level SIP, CPR parent surveys, teacher's surveys, and school Safe and Drug Free needs assessment surveys will be analyzed to determine system perceptions, family and community beliefs, and goals for the school system. All information will be analyzed to develop a system level focus for Dickson County Schools.

TCSPP TEMPLATE 1.1 (Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Collection of Student Performance Data - Narrative Response Required

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

Student performance data will include the 2006 – 07 Report Card, 2006 – 07 TVAAS, Turnleaf reports, Star Student, Easy IEP, AYP results, Brigance Test, Early Success, DRA, Think Link, Portfolio assessments, Cyclical Performance Review (CPR), ASA, Perkins Report Card, and Objective Performance Index report. Student performance will be analyzed at the school and district level by objective, subject areas, and student population areas.

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?

System supervisory personnel have provided equity based on guidelines as required from individual programs. BEP guidelines have been followed in determining classroom sizes and school staffing needs. Title 1 services are based on per-pupil expenditure. Special education services are equally distributed from school to school. Course and curricula offerings are equally maintained to meet the student needs and interest at all middle and high school levels. Schools provide equitable services for all students in Dickson County. Procedures for schools have become uniform across the district. Comparability reports are done annually to ensure equity among all K – 5 schools.

CTE supports research-based improvement in all areas. Community collaboration is evident with the CTE program as evidenced with the use of Education Edge Steering committee. CTE supports teacher professionalism as evidenced by industry credentials and high qualified status for teachers of core academic subjects for staff. The instructional program is driven by results of core indicators of performance. Any score of a "B" on the Perkins Report Card is addressed with funding and staff development. Articulation agreements between CTE and Nashville State Community College and the TTC's at Dickson and Nashville provide articulation credit for concentrators. Dual credit is provided to seniors in selected programs at the TTC of Dickson. An annual needs assessment is completed by all instructors to determine program needs to increase student achievement. Student requests determine course offerings for both high schools.

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Delivery of Services - Narrative Response Required

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

Frequent meetings of the leadership team have provided professional learning for all members and discovery of differences in programs. Services provided to schools focus on student needs to meet state and federal guidelines. Teachers need to be aware of the need for professional growth in order to meet educational needs of students. Staff development needs to become uniform throughout the system. Schools need to increase their family engagement within the county. Schools continue to pursue using technology in the instructional program. A primary focus of using the objectives as the driving force for all classroom instruction continues to guide the decisions and programs.

Evaluation of the Collaborative Process- Narrative Response Required

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

Our strengths for our system are the collaborative process used across the leadership team in working as a group for a shared vision. Very little or no territorial issues have arisen from the different programs of the leadership team.

Our weakness for our system is the lack of procedures to evaluate the programs instituted in the system. A systematic mechanism is not in place to evaluate the action plan activities to determine their effectiveness and appropriateness for meeting student needs. Perceptual data is the driving force for program effectiveness. While scores continue to increase, the specific identification of effective programs is not available.

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

MOTTO: Dickson County Schools: Shaping Students for Success

BELIEFS: We believe

- ★ Education is the key to progress.
- ★ Success is possible when those responsible for education communicate clear expectations that each student can learn.
- ★ All children, no matter their place of residence, race, religion or family income, are entitled to a quality education in a safe learning environment. **We embrace diversity.**
- ★ All students should be taught a challenging, standards-based curriculum and be exposed to high expectations.
- ★ Responsibility for education is shared by students, family, teachers, administrators, and community, and on going communication between these stakeholders is essential to build more effective schools.
- ★ Learning is a lifelong process.
- ★ Good role models are important to the development of our children.
- ★ All people have intrinsic worth, untapped learning potential and **deserve to be treated with dignity and respect.**

MISSION STATEMENT:

**In partnership with parents, community and students,
the mission of the Dickson County School District
is for students to master state and national education standards
and to achieve their “personal best” socially, physically and emotionally.**

SHARED VISION STATEMENT: The vision of the stakeholders of Dickson County Schools

- ★ By the end of third grade, all students meet or exceed state grade level expectations in reading.
- ★ All students receive quality, research based, data driven instruction.
- ★ All students successfully complete their program of studies.
- ★ All students are on grade level and remain in school until graduation.
- ★ All students graduate from the school district with the technological skills to compete successfully in the workplace or later in higher education.
- ★ All students graduate with the knowledge and skills that will allow them to exercise their civic rights, attain a high standard of living, interact effectively with others in society and compete in a culturally diverse global society.

As administrators of Dickson County we will:

- Utilize research-based information and data to drive decisions.
- Hold high expectation for all students.
- Provide a clear purpose and direction for teachers.
- Align policies and procedures to maintain a focus on achieving the systems’ goals for student learning.
- Engage in adequate and appropriate internal and external communication.
- Foster collaboration among staff and stakeholders.
- **Develop an aspiring administrators’ academy to identify and recruit teacher candidates for future positions.**
- **Use our resources in a cost effective manner without compromising quality.**
- **Expect competency and effectiveness from classroom teachers as well as all staff members.**

COMPONENT 3

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

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Aggregated Data - Narrative Response Required

A thorough data collection and consistent analysis are included with assessment methods described.

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

Strengths –

System-wide

- The percentage of students scoring proficient and advanced on mathematics and language arts tests continues to increase, continues to meet or exceed state annual measurable standards, and continues to well exceed state averages.
- Sixty-two percent of students in Dickson County take CTE courses compared to the state average of 58.66%.
- A review of the Perkins 3 Report Card indicates the core indicators of academic attainment, completion and participation of non-traditional students is above the negotiated performance level and above state performance level.
- A review of the Perkins 3 Report Card indicates the core indicators of placement and completion of non-traditional students is above the negotiated performance level but below the state performance level.
- A review of the Perkins 4 Report Card indicates all three core indicators are above the negotiated performance level and above the state performance level.

K-8

- Student achievement NCE 3 year average scores have consistently increased in all subjects since 2004 for grades 3 - 8 and exceeds the state average in all content areas.
- TVAAS scores for the system were straight A's as measured by the state grading scale.
- TVAAS 3-year mean NCE gains exceeds the state average in all content areas and increased at a higher rate than the state in Math, Reading/Language Arts, and Science.
- An analysis of the three-year K-8 TVAAS gains reveals no significant problems across all grade spans with all grades exceeding state averages in Reading/Language Arts and Science and most grades exceeding state averages in Math and Social Studies.
- An analysis of curriculum reporting categories across grade levels indicates specific needs vary according to grade. No specific curriculum objective could be identified as needing improvement throughout grades 3-8.

High School

- High School observed scores are above or equal to the projected scores in English I, English II, Writing Assessment, ACT Math, and ACT English.
- Mean scores for Biology, U. S. History, Writing Assessment, ACT Composite, ACT English, ACT Reading and ACT Math have increased from previous years.
- The percent of students passing most Gateway Language Arts and Science and EOC English I,

Physical Science and US History exams remains above 96%.

Needs –

System-wide

- TVAAS gains for 2007 in math are below state average.

K – 8

- The percent of student proficient or advanced in social studies is significantly lower than the other three content areas.
- After high TVAAS gains in social studies in 2005, gains in grades 5, 6, and 8 have consistently decreased.
- Although above the state average in grades 3-5, the category of computation is significantly lower than other reporting categories.
- Brigrance data indicate Dickson Elem School and Oakmont Elem schools entering kindergarten students score notably lower than other district elementary schools.
- DRA data indicate 26% of entering 1st grade students are not reading on grade level. This percent varies significantly between different elementary schools.

High School

- High School observed scores are below the projected scores in Math Foundations, Biology, Algebra I, Physical Science, ACT Composite, ACT Science Reasoning and ACT Reading. The gap between predicted and observed has steadily increased in Algebra I since 2005.
- Dickson County was rated "Below" in the State Report Card in Algebra I, Biology, Foundations II, ACT Reading, and Writing.
- Although graduation rates continue to meet state assigned county benchmarks, the state's 90% goal has not been met.
- Three-year mean ACT scores remain slightly below state averages.

There is evidence provided that the data examined includes all of the following non-academic and academic assessment data: (e.g., TCAP, Gateways, dropout rates, attendance rates, graduation rates, E-Tiger Report data, and Special Ed federal tables).

What evidence/sources support your response?

The committee reviewed the results from the 2006 – 07 Report Card, Think Link data, DRA results report, Special Education federal tables, Perkins Report Cards, TSBA financial reports, TVAAS reports, Summary Diagnostic TVAAS reports, CRT reports, and ACT reports in determining the strengths and needs for Dickson County Schools.

TCSPS TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Disaggregated Data - Narrative Response Required

A thorough data collection and consistent analysis are included with assessment methods described.

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

Strengths –

System-wide

- When comparing the economically disadvantaged subgroup to the total population, there is no significant difference in the percentage of student's proficient or above, except in Algebra I.
- An analysis of all subjects' achievement levels and all grade levels reveals no or very little difference between male and female students.

K-8

- The percentage of students with disabilities scoring proficient on achievement test is increasing in both Mathematics and Reading/Language Arts and exceeds the state average.
- Analysis of the system TVAAS Diagnostic Report indicates significant progress in closing the achievement gap between low, middle, and high achievers in Reading/Language Arts.
- The percent of economically disadvantaged students proficient or advanced at each grade level does not differ significantly from the percent for all students in both Math and Reading/Language Arts.
- Most grades showed significant increase in the percent of students with disabilities scoring proficient or advanced in Mathematics and Reading/Language Arts. Several grades showed increase over 10%. The level of special education student expectation has risen to higher levels, therefore, increasing student achievement.
- The percent of African American students scoring proficient or advanced increased or remained constant from the previous year in all grades in Math, Reading/Language Arts, and Science.
- The percent of students proficient or advanced in Math and Reading/Language Arts continues to increase for the students with disabilities, economically disadvantaged, Limited English Proficient, African American and Hispanic subgroups.
- All subgroups with an N count of 45 or more, except SWD, made AYP by the status method. SWD made AYP by safe harbor.

High School

- When comparing economically disadvantaged subgroup to total population, the only significant difference in the percent of students scoring proficient or advanced on any Gateway or EOC test was in Algebra I.
- The percent of students with disabilities proficient or advanced in math continues to increase and now exceeds the state average.

Needs –

System-wide

- LEP and SWD subgroups, while improving, continue to score below our general population.
- A review of Perkins 3 Report card indicates that all disaggregated groups of students scored below the negotiated performance level in the core indicator of skill proficiencies but this was above the state level and a 2.34% increase over the prior year score.
- A review of the subgroups from the Perkins 3 Report card indicates that African Americans score below the negotiated performance level in core indicators of academic attainment and placement.
- A review of the subgroups from the Perkins 3 Report card indicates that Hispanics score below the negotiated performance level in core indicator of placement.
- A review of the subgroups from the Perkins 3 Report card indicates that males score below the negotiated performance level in core indicators of academic attainment, skill proficiency and placement while females score below the negotiated performance level in academic attainment.
- A review of the subgroups from the Perkins 3 Report card indicates that students with disabilities score below the negotiated performance level in the core indicator of placement.
- A review of the subgroups from the Perkins 3 Report card indicates that economically disadvantaged students score below the negotiated performance level in all core indicators.
- A review of the subgroups from the Perkins 4 Report card indicates that students with disabilities score below the negotiated performance level in all core indicators.

K – 8

- In mathematics the students with disabilities subgroup failed to make AYP by the status method.
- In reading/language arts the students with disabilities and limited English proficient subgroups failed to make AYP by the status method.
- The percent of students proficient or advanced in social studies decreased as cohorts of students move from 4th to 5th and from 6th to 7th grades for the African American, economically disadvantaged, and students with disabilities subgroups.

High School

- The out of course Gateway test takers continue to score below desired goals in achievement.
- When comparing the subgroups to total population, there are significant differences in students proficient or advanced for the African American subgroup for mathematics for Algebra I, Biology, and Physical Science.

- When comparing subgroups to total population, there are significant differences in student's proficient or advanced for the students with disabilities subgroup in English II, Algebra I, Biology, and US History assessments. These differences range from 15 percent to 39 percent, the largest difference being in Algebra I.
- When comparing the subgroups to total population, there is significant difference in students proficient or advanced for the Hispanic subgroup for English II, Biology, Foundations II, and US History.

There is evidence provided that the data examined includes all of the following non-academic and academic assessment data: (e.g., TCAP, Gateways, dropout rates, attendance rates, graduation rates, E-Tiger Report data, and Special Ed federal tables).

What evidence/sources support your response?

The following sources of data were examined to determine academic strengths and needs of disaggregated data: 2006 – 07 Report Card results, TCAP scores, Gateways, dropout rates, attendance rates, Perkins Report Card, special education federal tables and AYP reports.

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

A narrative synthesis of data/information is included that specifically states critical areas of strength and need based on the data/information presented.

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

Strengths –

- The average attendance rate for the subgroup all students is above the state goals and requirements.
- All schools in Dickson County are considered safe schools as measured in the NCLB criteria.
- Teachers of core academic subjects continue to meet the requirements for obtaining the highly qualified status and meet NCLB guidelines for increasing the percent annually.
- Promotion rates continue to be above state goals in Dickson County Schools.
- Parents feel the schools in Dickson County are safe places for their children.
- The Code of Conduct is communicated to all students and parents annually.
- Total student suspension numbers are down from the prior year.
- Students, teachers, staff and administrators feel safe on school campus, at school sponsored events, and on school transportation according to Title IV surveys.
- Positive behaviors are reinforced by administrators and staff according to Title IV surveys.
- Drills of emergency procedures are conducted on a regular bases.
- Programs are in place to support students with special needs such as academic problems or health problems.
- Character education is in place for all students in grades K – 12.
- The Dickson County Schools web page is kept up to date.
- Translations for parents of English Language Learners are available as needed with the assistance of a parent-home liaison.

Needs –

- Per pupil expenditures are \$716.00 below the state average which is \$47 per student higher than the prior year. This money would provide 5.8 million dollars to the annual budget.
- The number of supervisory personnel is operating at 69% below BEP funding formula guidelines which is 4% higher than the prior year.
- A fulltime testing coordinator, fulltime technology coordinator and human resources supervisor are needed to provide better services and support to schools and staff.
- Parental surveys indicate a need for increased communication concerning safety plans and specifics of crisis procedures in Dickson County.
- Community and parental survey responses indicate a perceived lack of involvement in the development of programs, services, and policies of the school.
- The need for teaching permits and waivers continues to be a problem in the areas of mathematics, and

English Language Learners teachers.

- Principal perceptions indicate the need to improve safety and security safeguards for staff and students.

There is evidence provided that the data examined includes all of the following non-academic and academic assessment data: (e.g., TCAP, Gateways, dropout rates, attendance rates, graduation rates, E-Tiger Report data, and Special Ed federal tables).

What evidence/sources support your response?

The committee reviewed the results from the Title IV Surveys, safe and drug free annual report, system profile from the state, Special Education federal tables, 2006 – 07 Report Card data, E-Tiger reported data, and BEP funding formula guidelines in determining the strengths and needs for Dickson County Schools.

TCSPS TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of the Prioritized Goals - Narrative Response Required

The list of data driven prioritized goals matches data priorities and references the NCLB benchmarks.

What are your data driven prioritized goals?

Prioritized Data Driven goals for Dickson County Schools are as follows:

1. Increase the percent of English Language Learner students scoring proficient on the ELDA test at the K – 12 levels as required by the NCLB benchmark.
2. Increase students with disabilities performance in all subject areas across all grade spans to meet the NCLB benchmarks.
3. Increase math and Reading achievement across all grade levels for all students.
4. Increase TVAAS scores for high school students to meet predicted scores in all three gateways, foundations II, writing and ACT.
5. Increase the percentage of exiting first grade students who are reading on grade level as measured by the DRA.
6. Decrease the number of teachers on permits and wavers.
7. Improve safety and security safeguards for staff and students.
8. Increase district-wide personnel to more effectively manage testing, technology and human resources.
9. Increase graduation rate to 90 percent goal.
10. Meet or exceed all negotiated performance levels for CTE core indicators.

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

A narrative synthesis of data/information is included that specifically states critical areas of strength and need based on the data/information presented.

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

Strengths –

- Students in Dickson County Schools are provided multiple programs for meeting individual student needs.
- The current s-team process used in the identification of students with disabilities and their program needs provides an adequate screening process for students needing academic assistance.
- Learning labs, occupational therapy, physical therapy, speech therapy, computer-aided devices, inclusion, special needs classes, differentiated instruction, staff development and curriculum mapping have contributed to the increased achievement for students with disabilities.
- Response to Intervention(RTI) plans are being developed for implementation during the next school year.
- The extended contract remediation program, credit recovery program, adult high school and summit high school program appeared to provide support and alternative avenues to ensure students complete course

requirements for graduation.

- A Literacy Coordinator is working with teachers by providing additional training in the teaching of reading.
- A Staff Development Coordinator is working with principals to align staff development opportunities to student achievement needs.
- Eight Early Learning classes are available for students ages 3 through 5.

Needs –

- While the Think Link assessment provided a formative assessment at the elementary and middle levels, a comparable assessment tool is needed at the secondary level for determining student readiness for Gateway and end-of-course test.
- Parent surveys indicated a need for additional communication initiatives at the middle and secondary levels.
- Based on high school TVAAS scores, the instructional delivery is not well aligned to the state curriculum.
- The strategies utilized in the classroom have not enabled students with disabilities and LEP students to reach NCLB benchmarks yet.

What evidence/sources support your response?

- Increased test scores for students with disabilities substantiated the success for current strategies.
- Other than students with disabilities and LEP students, a report card analysis of the subgroups reveals no significant difference in the scores between subgroups and the total population in meeting state annual measurable objectives.
- The report card also revealed an annual increase in the graduation rate.
- Principal perceptions of the Literacy Coordinator have been extremely positive and supportive of this position and the need for additional coaches.

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Nine week objectives sent home	Mission and Vision printed in handbook	Instructional program uses Blue Print for Learning as guide	Literacy instruction is aligned to state standards with research based activities used.	Math instruction is aligned to state standards with research based activities used.
Evidence of Practice	Objectives sent home	Student Handbook County Letterhead Vision kept in publications and revisited annually	Teacher lesson plans In-service for using blueprints.	Textbook alignment Lesson Plans	Textbook alignment Lesson Plans
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)	Parental surveys Parent meetings	Letters to parents Handbook	TVAAS scores AYP report Report card	Textbook provided to all students Analysis of textbook Classroom observation Teacher training of textbook	Textbook provided to all students & teachers Analysis of textbook Classroom observation Teacher training of textbook
Evidence of effectiveness or ineffectiveness	Student TVAAS levels increased for all student subgroups	Student TVAAS levels increased for all student subgroups Parent surveys indicate awareness of Mission and Vision	Improved report card grades scores IEP goals mastered	Reading scores increased Think Link scores increased	Math scores increased Think Link scores increased
Evidence of equitable system support for this practice	All elementary schools send objectives home across the county or the high schools post them on the web page.	Letterhead TVAAS scores increased	All grade levels use state standards to guide program including SWD Principal's require in lesson plans	All students are provided textbooks and classrooms are provided instructional manipulatives to use in presentation for lessons.	All students are provided textbooks and teachers are provided manipulatives to use in the lessons.
Next Step (changes or continuations)	Continue to send the objectives home.	Revisit vision annually	Continuation of using state standards at all grade levels.	Staff development for maximum use in the textbook and resources.	Staff development for maximum use of the textbook and manipulatives.

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Grade Level curriculum mapping	New Academic Standards Staff Development	All adopted textbooks are aligned to state standards	Think Link test given three times a year	Support for Curriculum and Instruction	Vision and Mission Statement
Evidence of Practice	Curriculum guide for grades K – 12.	Staff Development coordinator	Textbooks for all students in Reading, Language Arts, Mathematics, Science, and Social Studies	Think Link results for grades 2 – 8.	Seven Days of Staff Development Early Success provided for all second grade students for literacy intervention	The county vision and mission is communicated through a variety of media sources.
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)	Teacher responses of transfer student abilities from school to school	Staff Development annual survey results show improvement Alignment of curriculum in classes to new standards	Report Card results for student achievement	Teacher survey responses	Report Card results Low retention rate of students	Student handbook Web page Letter head
Evidence of effectiveness or ineffectiveness	Achievement increases for all SWD have same objectives in IEP	Positive survey results Lesson Plans reflect new standards	District has straight A's in TVAAS achievement for the past two years.	TVAAS scores improvement Report Card scores increase	Classroom instructional practices Report Card results	Mission and vision reflected in SIP
Evidence of equitable system support for this practice	Supervisory support across grades Principal's require in lesson plans	All teachers' completion of survey.	All classrooms have textbooks for all students and mapping and alignment documents	Grades 3 – 8 use the results to re-teach objectives	All schools participation Student achievement across district	Mission and vision reflected in SIP
Next Step (changes or continuations)	Encourage subject matter mapping at high school level Develop courses that reflect the TN Diploma Project requirements.	Continuation of staff development	Staff Development on textbook use.	Explore assessment tool for readiness in grades 9 – 12 from Think Link and Plato.	Continue training Staff Development coordinator working with teachers Intervention for first graders needing interventions in literacy.	Continually communication of mission and vision of school system.

TCSPP TEMPLATE 4.1b
CURRICULUM GAP ANALYSIS

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 has a total of two curriculum and instruction directors in the central office reporting directly to the Director of Schools, as well as 14 principals. Due to public relations, state mandated responsibilities, and human resource responsibilities, little time is available for initiating curriculum and instructional practices. **A re-alignment of job responsibilities will help instructional leaders have time to work directly with the schools.**

In analyzing our curriculum practices, our system has established Systemwide student achievement benchmarks.

- The system has developed student achievement benchmarks for elementary and middle schools. The curriculum mapping has ensured consistency across schools. **Additional curriculum mapping will be done for all subjects in all grade levels to ensure the new standards are taught.**

In analyzing our curriculum practices, our system ensure the curriculum is prioritized and mapped.

- **Curriculum maps in English, Reading, Math, Science and writing have been developed at the all K – 12 grades with periodic evaluation of the mappings. Horizontal and vertical alignment is conducted across the grade levels.**

In analyzing our curriculum practices, our system uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards.

- Seven days of professional development are required for all staff. School staff development plans are coordinated and approved by curriculum and instructional directors to ensure alignment to school improvement plans and state standards. Principals approve and coordinate individual teacher staff development plans.
- A process of evaluating weekly instructional lesson plans is conducted by principals to ensure correlation to state standards and provide cohesive standards-based model for mathematics and reading.

In analyzing our curriculum practices, our system has implemented formative assessment aligned with the system benchmarks.

- A formative, state-aligned assessment is given three times a year for students in grades 3 – 8.

System has implemented a K-12 cohesive standards based model for literacy.
System has implemented a K-12 cohesive standards based model for mathematics.

TCSPS TEMPLATE 4.1b
(continued)
CURRICULUM GAP ANALYSIS

- A Systemwide K - 12 cohesive standards based model for literacy and mathematics is provided for all schools through the purchase of textbooks aligned to standards and used across the system. All schools are required to follow the differentiated model of instruction for all students. A three tier model of response to intervention is being developed to meet the needs of all student subgroups.

In analyzing our curriculum practices, our 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.

- Ours vision and mission are distributed to all staff through letterheads, signs, web sites, and printing in the local paper. The county mission is distributed through the student handbook and district communications.

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

- Increase staffing in the central office to provide additional opportunities for collaboration, evaluation, and professional growth of principals, teachers, and staff.
- Complete the development of curriculum maps to ensure alignment of the curriculum with performance standards at all levels.
- Educators work collaboratively to improve teaching, learning and assessments. Teachers meet in grade-level teams or teams across grade levels to align curriculum and instruction.
- Additional resources are needed to make other school duties such as lunch duty, fundraising time, bus duty, and recess duty more efficient, freeing administrators and teachers time for collaboration to focus on instruction and student achievement.
- Provide increased support for innovative scheduling practices to assist students in meeting academic requirements.

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 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. Curriculum support is provided and collaborated across all programs.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

- Title I coordinates all Title I programs with the McKinney-Vento Homeless Education Act to provide the best educational program for students.
- Title III, English Language Acquisition, provides a parent liaison for schools to help with the communication with ELL students, their parents, and monitor the progress being made for these students.

In analyzing our curriculum practices, our system provides a support system for enhancing the quality of curriculum and instruction.

- Title IIA, Teacher Quality, provides staff development for curriculum alignment, training in the use of the curriculum blueprints, and provides content specific staff development for teacher needs.
- Title IV, Safe and Drug-Free Schools and Communities, supports the Strengthening Families programs. Dickson County Schools receives \$32,614 in Title IV funds for the 2007 – 08 year. Partial funding for a School Resource Officer is employed for the Alternative School with Title IV funds.
- Title V, Innovative Programs, supports the use of instruction for all grades. The district receives \$12,671 in Title V funds for 2007-08. Classroom needs determined the expenditures for this program. During the 2008 – 09 school year, there will be no Title V money available. Performance indicators are addressed with the goals stated in the TCSPP and monitored based on student needs and achievements.
- Dickson County Schools coordinates with Head Start while providing services to meet student's needs and reimburse the cost of a certified teacher for the Head Start facilities. The program is funded through state and federal money. Pre-school programs are provided at four elementary schools through state and federal money.
- The Dickson County Schools Special Education department demonstrates exemplary compliance with state and federal special education regulations and promotes exemplary special education services, including Child Find and alternative education.
- The Career and Technical programs provides students of both high schools with exemplary technical training. Programs are coordinated with the Tennessee Technology Center at Dickson and Nashville State Community College to provide the best training for all students.
- Dickson County Schools provides a transition program for students with special needs in moving to the work force. This program is funded with local and federal money.
- Dickson County Schools has 658 certified employees to oversee and implement the curriculum. Of all classroom teachers teaching the core academic subjects, 99% are designated as being highly qualified and 100% of Title I paraprofessionals are highly qualified.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

- Special Education funds provide materials for classrooms curriculums to ensure hands-on approaches to learning are available for students.
- CTE course offerings are increased to meet the Tennessee Diploma Project.

In analyzing our curriculum practices, our system ensures teaching and learning materials are correlated to the State standards and distributed to the instructional staff.

- Local money provides newly adopted textbooks on rotating bases for all students and for all subjects to ensure a consistent curriculum throughout the county while being aligned with state standards.
- Additional resources are needed to make other school and system processes such as transportation, maintenance, and human resources more efficient while freeing administrators and teachers to focus on instruction. Many of our teachers are bus drivers and are unable to stay after school for faculty and team meetings.

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

- Planning and budgeting must center on the curriculum development and instructional delivery for all schools.
- The expansion of the Summit Program and purchasing software for use in credit recovery will lead to increased graduation rates of students who are at risk of school failure or dropping out of school.
- Continue to provide literacy support at the elementary schools outside the regular classroom program. Continue to support and expand the reading program to include both high schools and middle schools.
- Develop and modify instructional practices for all high school teachers to include reading strategies.
- Continuation of math programs at elementary and middle schools. Continue to support and expand math programs at high school levels.
- Provide increased technology support for math instruction.

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?)

- The Dickson County Schools curriculum delivery system begins with the Board of Education and moves through the central office and school administration. Teachers, counselors, librarians, nurses, technology specialists, and other support staff are integral contributors to the delivery of quality instruction to students throughout the county. Curriculum management systems include instructional materials, curriculum maps, instructional blueprints, supporting observation documents, and modifications and accommodations for students with diverse learning needs.
- Dickson County Schools exceeds the benchmark for the percentage of highly qualified teachers teaching core academic subjects; 99% of core academic teachers are highly qualified. At the end of the 2007-08 school year, all teachers of core academic subjects will be highly qualified. Hiring procedures for all teachers includes being highly qualified prior to employment to the extent possible.
- Summer, spring and fall programs are available for students in elementary and middle school students funded through extended contract. An extended school year is available for special education students funded through IDEA money.
- Federal staff development money and a special education grant provide a coordinator to work with principals and special education teachers on student achievement.

In analyzing our curriculum practices, our system ensure teaching and learning materials are correlated to the State standards and distributed to the instructional staff.

- All staff has been provided training in the use of blueprints and new state standards to guide the curriculum.
- Lead teachers for all grades and departments have been established to facilitate collaboration in the curriculum being taught. Textbook adoption committee members ensure the alignment of state standards during the textbook adoption process.
- Certified personnel have been trained in varying methods of instructional strategies to meet the needs of the diverse learners. These include Saxon Training, Wilson Reading, Linda Mood Bell, SRA, Reading Recovery, Early Success, Guided Reading, Dyslexia Training, Autism, and Gateway Initiatives Training.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

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

- School administrators will be held accountable as instructional leaders to improve student performance consistent with academic gains of one year’s growth. Staff development should include initiatives to train and support principals as instructional leaders.
- The Director of Schools should work with staff to ensure ongoing training and support to all school administrators, particularly at the secondary level, as they transition from school managers to instructional leaders.
- Curriculum mapping will expand at the high school level to ensure consistent delivery of state standards.
- A full-time testing coordinator is needed to provide assistance to schools with the interpretation of data, coordinate the testing programs, and help teachers understand the data.

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 *Blueprint for Learning: A Teacher’s Guide to the Tennessee Curriculum* is a companion document for the Tennessee Curriculum Standards that makes the curriculum more accessible to classroom teachers.
- Textbook companion websites are provided to teachers for curriculum resources correlated to the standards and the text.

TCSPP TEMPLATE 4.1b

(continued)

CURRICULUM GAP ANALYSIS

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

- All administrators should be held accountable for ensuring the use of blueprints and state standards in guiding the curriculum that is being taught.
- Curriculum mapping guide for math and language arts needs to be posted on the county web site to ensure teachers have access at any location.
- A grade-level or countywide pre-assessment tool is needed to determine student mastery of curriculum standards and readiness for CRT test.

TCSPP TEMPLATE 4.1c
CURRICULUM REFLECTIVE QUESTIONS

Curriculum Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- Early Success programs are provided to all elementary schools for second graders needing remediation in reading.
- Literacy collaboration is provided for all elementary schools through textbook training and district in-service.
- The Dickson County Schools Special Education department complies with all state and federal special education regulations and promotes exemplary special education services, including Child Find and alternative education, [for ages 3 years – 22 years].
- The Career and Technical program provides a technical training and academic program for students utilizing vocational programs of study.
- Remedial program allocations funded through extended contract is based on student membership.
- Money allocations for materials and supplies needed in the curriculum are based on student membership.
- Federal Title I funds are based on economically disadvantaged numbers for each eligible Title I school.
- Special Education funds and services are based on student individual needs.

Curriculum Reflective Questions - Narrative Response Required

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

- A supplemental curriculum is provided to address significant skill deficiencies and individualize instruction through the use of credit recovery. This will lead to increased graduation rates of students who are at risk of school failure or dropping out of school.
- All principals participate in Administrative Day Camp. This provides staff development in instructional leadership and research-based instructional strategies.
- Five countywide teachers work with students needing English Language Learner services. Students are provided services based on student individual needs and results of ELDA testing.

TCSPP TEMPLATE 4.1c

(continued)

CURRICULUM REFLECTIVE QUESTIONS

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

- Think Link Assessment is provided for grades 2 - 8 to determine areas of need and strengths in the instructional program.
- Annual collaboration is done in mathematics, reading and science to evaluate successful strategies, programs, strengths, and needs for each school.
- Extended Contract money is distributed and based on per pupil allocations.
- Local money supplements programs being cut to maintain the current educational programs.
- All schools meet or exceed state BEP guidelines for the instructional program staffing and class size.
- Twelve of the fourteen schools meet SAC's standards and are SAC's accredited schools.
- The maintenance department demonstrates exemplary performance in upkeep of the school buildings and repair time.
- A district-wide networking system is provided for all teachers with internet access for all classrooms and training provided to integrate technology in the instructional program.
- An e-mail address is provided to all staff to expand communication and allow for district-wide distribution of messages and information.

Curriculum Reflective Questions - Narrative Response Required

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

- We are *not* meeting the needs of special education students in our schools in the Gateway areas of high school:
 - High schools are scoring below the state predicted score in TVAAS for Gateway test of Algebra I, English II, and Biology I and for Math Foundations and writing.

TCSPP TEMPLATE 4.1c

(continued)

CURRICULUM REFLECTIVE QUESTIONS

Curriculum Reflective Questions - Narrative Response Required

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

- We are *not* meeting the needs of English language learner students in our schools in the area of language proficiency as measured by the federal guidelines:
 - When looking at the AYP proficiency results of TCAP achievement tests, ELL students are not meeting the same standards at the same mastery level as other students. This needs to continually be evaluated to ensure student mastery of standards and objectives.
- We are *not* meeting the needs of special education students in our schools in the area of reading/language arts:
 - Although students identified as students with disabilities did meet AYP requirements for the 2007 school year, this was accomplished through the safe harbor provision. This method of measuring student needs is only minimal when compared to other students. This needs to continually be evaluated to ensure student mastery of standards and objectives.
- We are *not* meeting the needs of students in our schools in as measured by federal graduation rate requirements:
 - The graduation rate of Dickson County Schools has changed over the past 3 years from 76% in 2003 to 72.75% in 2004 to 80% in 2005 to 82% in 2006 and to 84.4% in 2007. Although we continue to make the AYP benchmarks in graduation rate, we have not reached the state goal of 90 percent.

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Dickson County Schools provides research-based instructional practices and programs, including Reading Recovery, Service Learning, Credit Recovery, Early Success, Odyssey, and differentiated instruction.
- Dickson County Schools uses the state issued instructional blueprints at all levels in the schools. Textbook alignment to the new curriculum standards are being developed to ensure student success and the instructional program meets state requirements.

TCSPP TEMPLATE 4.1d

(continued)

CURRICULUM SUMMARY QUESTIONS

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- The coordination with the Head Start Programs between the schools and Dickson County Schools reimbursing Head start for the cost of a certified teacher demonstrates exemplary progress in meeting student needs.
- Students in the Career and Technical programs score above the state average in vocational skill attainment as determined by the Perkins Report card.
- Additional opportunities for students needing modified schedules are offered through the Summit Program, Adult High School and the GED programs.
- Ninety-eight percent of the instructional staff in core academic programs meets the highly qualified standards.
- Dickson County Schools student's have made straight A's on TVAAS scores in grades 4 – 8 for the past three years which indicates county student growth is well above the state expected gains.
- All schools and the district met adequate yearly progress for all students and subgroups as determined by the AYP report.
- The special education programs offer diverse programs to meet the needs of all students.

Curriculum Summary Questions- Narrative Response Required

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

1. Graduation rate continues to not meet the state benchmark of 90%.
2. Increasing the number of students with disabilities at the high school level who are proficient in mathematics. Meeting the AYP requirements in mathematics at the high school level to meet state and federal standards.
3. Teacher expectations must increase to appropriate levels of proficiency.
4. The high schools' student TVAAS scores need significant improvement. Teacher analysis of student prior learning, and focusing on state standards to guide the instructional programs are needed.

TCSPP TEMPLATE 4.1d

(continued)

CURRICULUM SUMMARY QUESTIONS

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.

5. English Language Learners continue to need certified ELL teachers. The proficiency levels for ELL students needs to increase to meet AYP requirements. Additional staff development is needed for all teachers with ELL students.
6. The local portion of funding for school system support is decreasing with little hope for increase revenues.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- Train and support all principals as instructional leaders.
- Develop curriculum maps with vertical alignment to make sure that teachers are teaching the grade level objectives consistent with Tennessee performance standards and with criterion-referenced test items.
- Ongoing staff development for teachers in the use of curriculum maps, formative assessment, differentiated instruction, research-based instructional strategies, and English Language Learner needs.
- Alignment of IEP goals to curricular state standards.
- Expand alternative programs for credit recovery leading to increased graduation rates of students who are at risk of school failure or dropping out of school.
- Develop assessment practices for all grade levels to guide the instructional program.
- Provide additional support for students not performing in the regular instructional program.

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	Textbook is aligned to state standards	After Think Link teachers adjust instructional program	Review of TCAP results, Think Link results, and PAMS results
Evidence of Practice	Standards in textbook	Teacher lesson plans and team meetings	Staff Development schedules
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Test Results	Teacher comments Test scores	Lesson Plan adjustment Test results
Evidence of effectiveness or ineffectiveness	Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's. Mastery of IEP goals increase Improved student performance on teacher made assessments SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average. SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average. All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal. All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.	Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's. Lesson Plans reflect adjustments SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average. SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average. All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal. All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.	Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's. All schools meeting AYP requirements SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average. SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average. All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal. All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.
Evidence of equitable system support for this practice	Teachers use across the system Increased depth of instruction as a result of text/standards alignment	Grades 3 – 8 adjust to meet AYP goals	Grade level meetings for K – 12.
Next Step (changes or continuations)	Continuation across grade levels.	Explore assessment for grades 9 – 12.	Explore High school readiness assessment

Current Instructional Practices	Plato Learning, Tutoring, Compass Learning, Title I, Early Success, Reading Recovery, Gifted program	Differentiated Instruction used throughout the county, What works in Schools book, Classroom Instruction that Works	Differentiated Instruction, ELL program and in-service, Dr. Marcia Tate staff development, Textbook instructional strategies
Evidence of Practice	School schedules Student placement	Staff Development plans Lesson Plans Books purchased	Staff Development ELL program Lesson Plans
Is the current practice research-based?	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Student success IEP goals	Lesson Plans Instructional strategies used in classrooms	Lesson Plans Staff Development program IEP goals
Evidence of effectiveness or ineffectiveness	<p>Increase in student scores on CRT Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's.</p> <p>SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average.</p> <p>SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average.</p> <p>Student increase in credits received Increase in IEP goals being met</p> <p>All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal.</p> <p>All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.</p>	<p>Achievement level increase Student promotion rates increase Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's.</p> <p>SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average.</p> <p>SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average.</p> <p>All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal.</p> <p>All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.</p>	<p>Student CRT score increase Achievement in R/LA & Science increased from B to A. TVAAS scores for the past three years have been straight A's.</p> <p>SWD in the area of math grades 3-8 proficiency levels rose from 64 to 73 percent and exceeded the state average.</p> <p>SWD in the area of R/LA grades 3-8 proficiency levels rose from 69 to 80 percent and exceeded the state average.</p> <p>Mastery of IEP goals increased All students in the area of math grades 3-8 proficiency levels rose from 92 to 95 percent which exceeded the state average and exceeded the target goal.</p> <p>All students in the area of R/LA grades 3-8 proficiency levels rose from 91 to 95 percent which exceeded the state average and exceeded the target goal.</p>
Evidence of equitable system support for this practice	All students are provided extra help	Staff Development for all teachers Principal observations	Parent/school liaison tracks at -risk students Student success for all
Next Step (changes or continuations)	Additional license needed at high school level	Continuation across all grade spans.	Additional time for programs Continuation of staff development.

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

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?)

- Central office personnel currently coordinate the adoption, purchase, and training for the use of textbooks and supplementary materials.

In analyzing our instructional practices our system ensures teachers incorporate a wide range of research based, student centered teaching strategies

- Central office personnel provide direction to teachers to assist them in implementing research-based strategies in their instruction.
- A literacy coordinator was hired in June 2007 to assist teachers in grades K – 5 in developing research – based instructional strategies in the area of reading.
- A high school assistant principal was hired in June 2007 to allow the principal to become the instructional leader free from paperwork required in meeting student needs and services.
- Teachers and staff receive training in relating to homeless students and providing the best instructional program for their individual needs.
- Principals effectively align and develop additional time for teacher collaboration and staff development for improving the quality of instruction and the effective use of research-based strategies (i.e., differentiated instruction, formative assessments, remediation and re-teaching, etc.).

In analyzing our instructional practices our system ensures teaching process is data-driven

- Testing Supervisor and Instructional Supervisors assist teachers in interpreting the numerous sources of data to aid in identifying instructional needs and in implementing appropriate instructional changes.

In analyzing our instructional practices our system ensures students are actively engaged in high quality learning environments as supported by higher order thinking skills.

- Supervisors support principals in the making sure that students are engaged in high quality learning environments through the use of higher order thinking skills.

In analyzing our instructional practices our system ensures classroom organization and management techniques support the learning process.

- Principals ensure that classroom organization and management techniques support the learning process through regular observation and monitoring.

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

In analyzing our instructional practices our system ensures students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.

- Additional assistance is provided to students outside the regular program through the use of Early Success, Title I Reading Recovery, Soar to Success, and remediation pullout classes as well as extended contract activities to include homework assistance, TCAP tutoring, remediation, credit recovery and summer school for middle school students.

In analyzing our instructional practices our system ensures classroom instruction supports the learning of students with diverse cultural and language backgrounds and with different learning needs and learning styles.

- Students from diverse cultural and language backgrounds, special needs, and different learning styles receive instruction modified to their level of understanding and their ability level. This is accomplished through ELL programs, Special Education programs, and staff development in multiple intelligences.

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

- Central office staff should implement, train, and support principals as instructional leaders and establish standards of accountability for improved student performance.
- Central office should be more effectively aligned or developed to provide additional time to principals and teachers for improving the quality of instruction and the effective use of research-based strategies (i.e., differentiated instruction, formative assessments, remediation and re-teaching, etc.)

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?)

- Dickson County Schools has one director over 5 instructional supervisors, 14 principals, and 8,500 students. We currently allocate school personnel to meet BEP guidelines. A staff development coordinator helps implement research-based strategies. Allocation of Special Ed staff, guidance counselors, vocational instructors, and other programs are based on student need.
- Additional money needs to be allocated for instructional classroom equipment and supplies such as Smart Boards, graphing calculators, leveled reading books, etc.

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?)

In analyzing our instructional practices our system ensures classroom instruction is aligned with the assessments.

- Two instructional supervisors and the testing supervisor provide assistance to teachers concerning formative assessment programs, balanced literacy, and brain-based instructional strategies.
- A coordinator works with teachers to ensure the instructional program is aligned to state standards and formative assessments.

In analyzing our instructional practices our system ensures teaching process is data-driven

- Supervisors with the assistance from the testing supervisor continually help teachers use data to guide the instructional program through differentiated instruction and the results of the think link assessment data.
- Federal funds provide a staff development coordinator to assist schools in implementing differentiated instruction in the classrooms.

In analyzing our instructional practices our system ensures classroom instruction is aligned with the standards based curriculum.

- Two Special Education Supervisors provide support to special education teachers in implementing the state requirements such as easy IEP, state standards, and differentiated instruction.
- One half-time technology coordinator supports the instructional program by ensuring a networking system is working.
- Additional staff development and computer repair services are provided with federal funds through technology coaches and additional computer training.

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

- Dickson County Schools has over 1,000 employees without a personnel/human resource person. Much of the instructional supervisor’s time is consumed by licensing, tenure, leave, and other personnel issues. A full-time person to oversee these problems would free the instructional leaders to lead. Central office staff should be realigned so that there are central office persons who have only instructional duties. Their primary duty should be for improvement in student achievement.

TCSPP TEMPLATE 4.2b

(continued)

INSTRUCTIONAL GAP ANALYSIS

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?)

- Extended contract money should be increased to provide additional tutoring, remediation, and summer programs. This program directly serves students in helping increase student achievement.
- Additional support and funding from Education Edge should be sought to continue with incentive programs
- An increase is needed in Vocational, Federal and Special Education money to continue to support the instructional program
- Grants such as the E4TN Grant, will continue to be explored and provided to support the incorporation of technology in the regular instructional program.

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

- Additional personnel are needed to increase the capacity for using the county website, thus increase communication between parents, schools and community. Although we have a person assisting with the county website, personnel is still needed to assist schools with maintenance of their school webpage.
- Full-time certified teachers are needed in all school computer labs to instruct students in technology standards.

TCSPP TEMPLATE 4.2c

INSTRUCTIONAL REFLECTIVE QUESTIONS

Instructional Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- Textbooks, instructional supplies, and personnel are provided to all students and schools in a equitable manner.
- Certified staff met BEP guidelines.
- All federally funded programs stay within the requirements for staffing, training and materials as required by federal and state laws.
- Despite our best efforts, funding has left us with imbalances in the level of technology resources available at each school.
- Although the Special Education department supports equity across schools, this department plays a major role in providing adequacy for our children by identifying and supporting the individual needs of our students.

Instructional Reflective Questions - Narrative Response Required

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

- An examination of funding reveals that, to date, almost all Title I and Title II funds have been invested in the researched-based initiatives such as differentiated instruction, Reading Recovery, and TCAP Math Workshop.
- Vocational funding is allocated to the middle and high schools levels.
- Instructional Technology is funded and used across all schools. Such programs include Odyssey, Plato, and technology support for textbooks. \$100,000 was used in 2007/08 to purchase an updated web based instructional software program. This software will be used as an extension of classroom instruction, remediation and enrichment to help meet student needs.

TCSPP TEMPLATE 4.2c

(continued)

INSTRUCTIONAL REFLECTIVE QUESTIONS

Instructional Reflective Questions - Narrative Response Required

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

- Four Special Education preschool and four governor's pre-K classes assist in meeting the needs of pre-K students.
- In 2006 – 07, special education students increased achievement in reading and math according to report card results.
- All first grade students are assessed in reading achievement twice a year with the DRA to determine student needs and areas need remediation.
- Second grade students scoring below grade level in reading are provided remediation through the Early Success program.
- In 2006 – 07, the percent of students scoring proficient and advanced increased in Math and Reading/Language Arts for grades 3 – 8.
- English Language Learner teachers have improved strategies to enhance knowledge of Dolch words to improve reading instruction, have aligned the ELL objectives to the regular instructional program in Reading/Language Arts.
- Two additional ELL teachers have been hired to meet the diverse needs of the ELL students.

TCSPP TEMPLATE 4.2d

INSTRUCTIONAL SUMMARY QUESTIONS

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- TVAAS scores show growth of achievement gains among students of the lower quintile in reading and math.
- Ninety-eight percent of certified staff and 100% of Title I paraprofessionals have met requirements to demonstrate they are highly qualified.
- The composite performance of Dickson County School’s students on the ACT college entrance exam has shown a rising trend in recent years.
- The high percentage of students passing Gateway English was sustained in '06-'07, while Algebra and Biology scores showed improvement.

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 inability to access supervisors for instructional assistance is evident and indicated the need for additional staff.
- High school TVAAS gains in all subjects need to be increased.
- The hiring of highly qualified licensed teachers in areas of mathematics, ELL, and speech language pathology.
- Continue improved movement in achievement and TVAAS gains in all areas for students with disabilities
- Increased local funding to supplement state and federal monies for instructional supplies and staffing is needed.
- New ways to provide and refresh technology in all areas and across grades is needed.
- Continue to search for support and funding at the local level and through grant applications to increase instructional supervisory staffing.
- Continue staff development for high school curriculum and instructional alignment to state standards.

TCSPP TEMPLATE 4.2d

(continued)

INSTRUCTIONAL SUMMARY QUESTIONS

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? (continued)

- Continue to follow the technology study proposals to improve school equity and meet technology needs.

How will we address our challenges?

- Continue to search for support and funding at the local level and through grant applications to increase instructional supervisory staffing.
- Continue staff development for high school curriculum and instructional alignment to state standards.
- Continue to follow the technology study proposals to improve school equity and meet technology needs.

TCSPS TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	Remediation for students based on assessment result	Differentiated Instruction Staff Development	Scheduling of blocks for literacy and/or mathematics	Instructional practices based on assessment results	TVAAS and CRT Staff Development	Sending home results of CRT test, Gateways, and Report Card
Evidence of Practice	Psychological test Early success Title I & Reading Recovery Credit Recovery results Think Link Results	Staff Development Participation	Elementary schedules Student scheduled in year long classes as they need.	Lesson Plans Grade level meetings Staff Development Portfolios	Staff Development plans are on-going	Handout to students Newspaper clippings Copy of results given to parents
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)	Extended contract Student IEP Credit Recovery results Reading Recovery success Early Success results Think Link results Explore results Survey sampling of staff	Lesson Plans using different learning styles activities Survey sampling of staff IEP Modifications	Student progress in Reading and Math AYP results TVAAS scores Survey sampling of staff	Lesson Plans Meeting agenda Remediation programs Portfolio scores	Agenda from staff development Survey results	Handout Newspaper clippings
Evidence of effectiveness or ineffectiveness	CRT scores Increase in IEP goals met Increase in DRA scores Survey results determine the effectiveness or ineffectiveness of current assessment tools Difference in test results between the Dec. test and the March test.	CRT scores Meeting IEP goals Principals review lesson plans show increase in use Classroom observations reveal increase in the use of different learning styles activities.	Report Card grades TVAAS scores IEP goals met has increased	CRT results Lesson Plans reflect remediation IEP goals adjusted to reflect assessment Classroom observation reveals regrouping for instruction	Student test results of CRT & TVAAS Portfolio scores increased	Surveys from community and parental support increase
Evidence of equitable system support for this practice	Students assigned to remedial courses Teacher lesson plans reflect changes Credit Recovery enrollment increase	Countywide staff development	SWD and ELL classroom lesson plans Classroom schedules reflect blocks	SWD increase in scores and meeting goals	SWD and ELL students scores increased Observation of teacher grade level meetings	Principals give to all students results
Next Step (changes or continuations)	Assessment at high school level	Continuation of staff development	Continuation of programs	Continuation at all levels	Continuation	Continuation

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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?)

- Dickson County Schools made adequate yearly progress and is in Good Standing status. This accomplishment is the product of systemic and sustained work on the part of everyone involved with schools.

Assesses all categories of students.

- All students are assessed throughout the school year to determine needs and progress. TCAP tests are administered to all students unless the portfolio assessment would best measure their progress.

- ELL students complete all state mandated tests and take additional classroom tests to measure their progress.

- ELDA assessments are used annually for ELL students to determine language acquisition and progress of language skills. Results are used to make student placements in the ELL program.

- Special Education students are assessed annually to determine student progress and identify program placement as well as academic needs for the next school year.

Uses a wide range of assessments, CRT, NRT, portfolio, curriculum-based assessments, etc.

- Adequate yearly progress (AYP) during the past year was determined based upon TCAP achievement scores for grades 3 through 8 in math, reading/language arts, and Writing Assessment scores (grades 5 and 8). Portfolio assessments are used document student progress.

- Curriculum based assessments are used across the grade spans to monitor student achievement.

- All state mandated assessments are used for the high school.

- Explore test was used for 8th grade students to measure high school readiness and to make appropriate high school course placements.

- Brigance test is administered to Kindergarten students.

- First grade teachers administer the DRA twice a year.

- Early Success assessments are given to identified students in second grade to determine student needs and progress.

TCSPP TEMPLATE 4.3b

(Continued)

ASSESSMENT GAP ANALYSIS

Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum

- Dickson County elementary and middle schools have used the Think Link assessment program for the past five years. The district has spent a total of \$50,000 of local funds on this program. Training was provided to all teachers in grades 3 – 8. The test is administered three times a year. The test results are used by the teachers and administrators to make instructional decisions. This assessment is aligned to state standards and results are correlated to AYP requirements.
- Odyssey assessments are used in K – 8 at a cost of \$100,000 to identify student needs and progress.

Provides professional development in the appropriate use of assessment

- Professional development opportunities on the understanding and use of assessment results are provided to schools annually. Principals receive additional training annually to help teachers interpret the test results.
- Specific grade level professional development activities are provided concerning test results.

Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.

- Teachers annually report to parents the results of assessments. Conferences are held to discuss possible remediation needed to ensure mastery of skills.
- Report Card results are published annually to communicate with all stakeholders the results of standards-based assessments.
- Explore results are communicated to students and parents.

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

- We will continue to monitor AYP and use Think link results to determine instructional needs and monitor student academic progress.
- Continue to offer staff development that emphasizes assessment aligned with curriculum objectives.
- Common assessments should be developed for all high school courses in order to ensure continuity, course content, and alignment to state standards.

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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?)

Ensures that the appropriate assessments are used to guide decisions relative to student achievement

Uses a variety of data points for decision making relative to student achievement

- Dickson County Schools allocated \$50,000 during 2007-2008 to purchase the Think Link program for all elementary and middle schools.
- Dickson County Schools allocated \$2,000 in 2007 to purchase Developmental Reading Assessment (DRA) kits for first grade teachers and replacement needs. This assessment is administered twice a year to monitor first grade students' reading progress.
- The Special Education Department provides psychological assessments conducted by school system employees and/or contracted personnel. This is to assist the IEP teams in the development of an appropriate program for the student and to assist the school staff in understanding the child's needs as well as how to implement the accommodations and modifications outlined in the student's IEP to ensure he/she receives a free, appropriate public education (FAPE) in the least restrictive environment (LRE). These monies are also used to contract with experts in various fields of knowledge to visit classrooms and assist teachers and students. This is done to provide the best and most appropriate educational program to meet the individual needs of the student.
- Dickson County Schools allocates \$2500 a year to purchase Brigance tests for kindergarten students.
- Dickson County Schools offers one voucher to each senior to take the ACT test.
- Dickson County Schools allocated \$100,000 during 2007-2008 to purchase the Odyssey program for all elementary and middle schools.
- An integrated counselor portal in conjunction with the student management system is provided to assist counselors in identifying at risk students.

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

- Dickson County Schools should continue to purchase Think Link & Odyssey for all elementary and middle schools.
- Dickson County Schools should designate an assessment tool to assist secondary schools in monitoring academic progress in all students before they take the End of Course exams.

TCSPP TEMPLATE 4.3b
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?)

- Dickson County Schools employs a half-time countywide testing coordinator.

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

- Dickson County School central office staff should schedule meetings to allow principals to compare their assessment data to other school and district averages.
- Dickson County Schools should employ a full-time countywide testing coordinator to assist with interpretation of test scores.

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?)

- Federal funds were used from 2007-2008 to employ a full-time staff development coordinator to assist with training teachers in differentiated instruction.
- Stipends will be given to teachers to align new State Curriculum Standards to textbooks and develop a pacing guide for all grades.

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

- Continue to employ a staff development coordinator and expand services to special education and vocational teachers.

TCSPP TEMPLATE 4.3c

ASSESSMENT REFLECTIVE QUESTIONS

Assessment Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- All Dickson County schools made adequate yearly progress (AYP) in 2007 and are in Good Standing status.
- Limited staff development is offered to all Dickson County Schools staff to interpret test data and improve test scores.

Assessment Reflective Questions - Narrative Response Required

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

- Dickson County Schools purchases the Developmental Reading Assessment for all county first grade teachers.
- Dickson County Schools purchases the Grade 2 level of the TCAP testing program to measure student progress and needs before state mandates require testing.

Assessment Reflective Questions - Narrative Response Required

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

- The Dickson County Schools school system made AYP.
- Special Education test scores have improved each year.
- District 2007 TVAAS scores are straight A's in grades 4-8.
- Graduation rates continue to increase.

TCSPP TEMPLATE 4.3d

ASSESSMENT SUMMARY QUESTIONS

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- In 2007-2008, Dickson County Schools received straight A's in value-added scores for grades 4-8 for the third straight year.
- All Dickson County Schools made Adequate Yearly Progress (AYP) for 2007-2008 and are in Good Standing.

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.

- To improve math assessment scores of high school Special Education students
- To improve ELL students language acquisition to perform at their ability level.
- To improve high school TVAAS scores
- To continued to improve graduation rate for high school students

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- Although the county has average to above average TCAP scores, the system will continue to provide staff development in order to maintain assessment scores, and to improve the scores of high school Special Education students in the area of math.
- The system will investigate the development of an assessment to monitor achievement progress of high school students needing to take the Gateway test. Information from this assessment will assist in raising TVAAS scores, increase student proficiency rates, and increase high school graduation.

TCSPS TEMPLATE 4.4a

ORGANIZATIONAL PRACTICES

Current Organizational Practices	TCSPS Plan	ELL, Sp. Ed., 504, Alt. Sch., Adult H.S., Gifted, Advanced Placement	Protected learning time emphasized in meeting and scheduling	Audioed Online, Administrative Day Camp, NAESP, NAMSP	Review Team, S- Team, Guidance, ELL, Pre-K, T1 classes
Evidence of Practice	Plan development	Available programs Student schedules	Principal Meetings Teacher staff development	Staff development books Audioed On-line participation	Documents of meeting Student placements Enrollment in classes
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)	Focused programs on student needs Survey responses from staff of process	Student success Meeting student needs Schedules in schools	Agenda Interruptions during school schedules Survey responses from staff samples of process	Evaluation of staff development Report from Audioed online.	Programs in schools Principal surveys
Evidence of effectiveness or ineffectiveness	Increase collaboration of programs to meet student needs Increase SWD CRT scores Survey responses indicate positive organizational processes.	Improvement in student achievement scores, graduation rates, TVAAS scores, fewer discipline referrals for all students. Portfolio scores improvement	Time on task in teacher observations increased Fewer classroom disruptions observed by principals Positive survey responses on instructional time disruptions.	Increase in research-based instructional program changes Increase use in teacher implementation of Innovative ideas	Increase in student program placement Increase in schedules adjusted for student needs Successful IEPs goals met
Evidence of equitable system support for this practice	Countywide participation School level SIP alignment to TCSPS	AYP and Report card indicate increased scores Subgroups making improvements	Discussed at day camp with principals monitoring schedules Decrease in classroom disruptions	Staff development evaluation by principals and teachers are positive	Dual program assignment of students
Next Step (changes or continuations)	Continuation	Continuation	Continuation	Continuation	Continuation

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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?)

School system beliefs, mission and shared vision define the purpose and direction for the school system and the schools.

- Dickson County School central office staff focuses on implementing effectively the county’s strategic plan. The mission, vision and belief statements provide direction for the school system.

- Dickson County Schools currently employees approximately 69% of the BEP recommended number of supervisor’s.

School system is organized to be proactive in addressing issues that might impede teaching and learning.

School system provides continuous professional development for school leaders.

- Within this scope, central office staff focuses on providing general program direction and supervision to principals and staff at the school level. Included in this supervision is the careful planning of in-service and staff development as well as working with school level planning committees to effectively implement the curriculum.
- Central office personnel responsible for implementation of the system’s instructional plan are also spending a significant amount of time on non-instructional issues, including supervision of all school technology, teacher licensure and extended contract, as well as student day-care and discipline.
- Dickson County coordinates all professional development activities with all programs throughout the county with other state, local, and federal programs.
- The district personnel assure that all schools have established effective disciplinary policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students as evident by all policies and procedures.
- A limited amount of time is available for supervisory personnel to monitor, assist, and make visits to schools.

Organizational processes increases the opportunity for success in teaching and learning at all schools

Organizational practices and processes promote the effective time-on-task for all students.

- Organizational planning is annually reviewed to ensure instructional time is protected in the classroom with student time-on-task protected in the schools from non-instructional activities.

**TCSPP TEMPLATE 4.4b
(continued)**

ORGANIZATIONAL GAP ANALYSIS

- School system is organized to support a diverse learning community through its programs and practices.
- All schools offer programs designed to support the educational learning needs of diverse students as well as provide a parent liaison for ELL students.
- A survey sampling of staff is conducted to determine the effectiveness of organizational practices.

School system is organized to be proactive in addressing issues that might impede teaching and learning

- Teaching and learning time is protected to ensure student academic progress is the primary focus for schools.

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

- Dickson County School’s strategic plan could be more effectively addressed if more time was available to implement guided hands-on teacher development addressing our system’s strategic goals.
- Enhanced implementation of Dickson County School’s strategic plan would additionally benefit from focused reevaluation of current strategies and prompt changes to promote enhanced learning practices.
- A human resources person is needed to coordinate licensure, highly qualified status, tenure, and in-service data for all certified and non-certified personnel.
- A director of student services is needed to coordinate programs and services to students.
- Weekly or bi-weekly visits to each school by supervisory personnel should occur to enhance, encourage, and monitor programs.

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?)

- During the past ten years, Dickson County Schools has made a significant investment in the building of additional classroom space to meet BEP requirements. The current level of debt this created has made adequate funding of the system’s operational budget very difficult.
- The increased cost of insurance and utilities has required Dickson County Schools to either reduce the level of implementation or not implement programs effectively.

TCSPP TEMPLATE 4.4b

(continued)

ORGANIZATIONAL GAP ANALYSIS

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

- Improve the amount of instructional supply money available to the classroom.
- Improve the district support to the individual school to reduce the need for fund-raising.
- Provide additional teacher training personnel to more effectively implement curriculum changes identified through the planning process.
- Improve salaries for certified and non-certified staff to reduce turnover due to higher paying surrounding counties.
- Provide support for extra-curricular activities such as band, forensics, choir, and club activities.
- Provide additional funds for salaries needed to extend the length of the workday or school year for certified and non-certified personnel.

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?)

- Curriculum directors work with principals and staff reporting assessment scores. Teachers are instructed on “how” to use the numbers. Principals receive basic training on how to interpret the data for their schools.
- Individual improvement plans reflect the data. These plans are reviewed by the Curriculum Directors in the principal’s evaluation process.
- Federal and state funds provide a staff development coordinator to assist schools in training staff in effective strategies to meet student individual needs.

**TCSPS TEMPLATE 4.4b
(continued)**

ORGANIZATIONAL GAP ANALYSIS

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

- Directors determine the allocation of instructional staff based on enrollment of students.
- Create a Human Resources Office, employing a full-time Director of Human Resources.
- Design a system-wide recruitment strategy with goals, objectives, and a plan of action to increase recruitment efforts.
- Develop written procedures for the interview and selection process.
- Develop an automated system for personnel records, including the tracking of teacher certifications.
- Develop a consistent employee orientation including a training schedule for technology, instruction, and “how to” organizational skills.
- Develop a staff development assessment and delivery system for all employees.

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?)

- Technology
 - 1) A dependable and high-level network is available in all schools.
 - 2) E-mail is offered to each teacher and staff.
 - 3) Curriculum and administrative software is provided by the system.
 - 4) A web site is in operation for the system and each school.
 - 5) A web based reference manual is available for all needing assistance in the student management system.
 - 6) A share folder and message board is available for all staff.
 - 7) A technology training center is now available to all staff.

**TCSPP TEMPLATE 4.4b
(continued)**

ORGANIZATIONAL GAP ANALYSIS

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?)

- In-service
 - 1) Research-based practices are the foundation of staff development activities.
 - 2) Grants and other opportunities are used to fund and support activities that are reflected in student data.
 - 3) A Staff Development Coordinator has been in place for four years organizing and providing development activities based on data.
- Other – Activities such as an ongoing Education Edge Committee, business support, and parent and community support demonstrate strength within the system.

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

- Publish an annual report and develop a centralized media relations effort.
- Develop and strategic plan that would be used as a roadmap, that all leaders in the organization know, understand, support, and use to guide their everyday decisions.
- Continue development of partnerships and communication with community and stakeholders.
 - a. Continue development of web site resources that teachers and parents will use for communication.
 - b. Provide assess to school resources for local business/industry and build partnerships around this process.
 - c. Communicate with the community, parents and business, on what the schools should be. Use groups such as the Career and Technical Advisory Committee, Chamber of Commerce, and others to provide input to the system.

TCSPP TEMPLATE 4.4c

ORGANIZATIONAL REFLECTIVE QUESTIONS

Organizational Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

- A wide-area broadband network is in place at all schools including VOIP.
- All students and teachers in schools have increased access to educational technology, especially students in high poverty, high need, or high priority schools.
- All schools have access to instructional support software, including Odyssey, Accelerated Reader, Plato, and Think-link.
- Identified research-based instructional strategies are implemented at all schools.
- The State adopted student management system continues to be implemented.
- Blue prints are available for all teachers to guide the instruction.
- Teachers, principals, administrators, and school library media personnel serving the local educational agency, are provided ongoing, sustained professional development to further the effective use of technology in the classroom or library media center.
- Development of RTI plans are being initiated.
- Gender Equity training will be given during in-service or staff development on an annual bases to ensure compliance of classroom equity.

Organizational Reflective Questions - Narrative Response Required

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

- Dickson County Schools has adopted a cost-efficient way to improve bus security and student safety.
- Dickson County Schools has adopted budgeting formulas to annually address funding for library books, classroom supplies, student health, and elementary art and music education.
- Dickson County Schools has made efficient use of existing technology to reduce the amount of money spent on phone service.
- Dickson County Schools has many programs to support and identify student needs.

TCSPP TEMPLATE 4.4c

(continued)

ORGANIZATIONAL REFLECTIVE QUESTIONS

Organizational Reflective Questions - Narrative Response Required

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

- Additional supervisory positions could help new teachers develop skills appropriate for our instructional programs and provide assistance to principals.
- Student achievement requirements are being met as indicated on the state report card and AYP report for this year.
- A variety of specialized programs are offered to students through special education, career and technical education, federal title programs, and state funding.
- Literacy and numeracy coaches will be provided at all grade levels to enhance teacher competency to meet student needs.

TCSPP TEMPLATE 4.4d

ORGANIZATIONAL SUMMARY QUESTIONS

<p>Organizational Summary Questions- Narrative Response Required</p> <p>What are our major strengths and how do we know?</p> <ul style="list-style-type: none"> • Dickson County Schools in conjunction with the Dickson County Chamber of Commerce has an outstanding, active Education Edge program. • Dickson County Schools has maintained an alternative school that is SACS accredited. • Dickson County Schools has consistently maintained attendance levels above the State standard. • Dickson County School’s teachers maintain a high ratio of advanced college degrees. • Dickson County Schools has established a nurse practitioner’s program available free to all employees. • Dickson County Schools has established an aspiring leaders academy to promote school based leadership.

<p>Organizational Summary Questions- Narrative Response Required</p> <p>What are our major challenges and how do we know?</p> <ol style="list-style-type: none"> 1. To provide sufficient resources to effectively implement instructional change. This includes ongoing teacher training and staff development as well as the disaggregation of test data in a timely manner to support student specific instruction. 2. To provide sufficient resources to effectively implement curriculum changes. This includes continual evaluation of the curriculum and its organization. The identified changes need to be supported directly in the classroom to ensure effective change. 3. To provide additional supervisory staff to assist schools in meeting the challenges of state and federal mandates.

<p>Organizational Summary Questions- Narrative Response Required</p> <p>How will we address our challenges?</p> <ul style="list-style-type: none"> • With limited available resources careful scrutiny and identification of school and system-wide priorities will have to be made. The addition of resources to one area may require the cutting of resources and support in other areas. • “Thinking out of the box” and a willingness to do things in a new way will be required if Dickson County Schools is to adequately address the educational needs of students. • Additional funding requested to extend the work day or school year for support and certified personnel.

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – (Improved Graduation Rate) - Action Plan Development

Revised DATE: _____

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

Goal	For the next five years, Dickson County Schools will increase the graduation rate by 2% each year.
Which need(s) does this Goal address?	Dickson County Schools are below the NCLB 90% graduation rate target.
How is this Goal linked to the system’s Five-Year Plan?	The TCSPP and the Five-Year Plan are one and the same plan.

ACTION STEPS

IMPLEMENTATION PLAN

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

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

	Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step TECHNOLOGY Explore the expansion of the adult high school including the Summit Program.	May 1, 2008 to June 30, 2009	Dr. John Gunn Phyllis Bradley	\$45,000	Local	See if there is an increased number of students that graduate from the adult high school. Enrollment will be checked to determine a need for additional staff.
Action Step TECHNOLOGY Use technology to provide additional course completion alternatives through Credit Recovery and/or Grade Recovery.	July 30, 2008 to May 30, 2009	Devin Sisco Pat Semore	\$35,000	Local, Federal, Vocational, State, Extended Contract	Monitor credits earned by students through using grade recovery.
Action Step COMMUNICATION Communicate the dual enrollment provided for students in the high school and adult high school program with the goal of increasing student credits.	March 10, 2008 to July 1, 2009	Devin Sisco Pat Semore Phyllis Bradley	\$10,000	Local and BEP 2.0 funds	Increase the credits earned by students through using the adult high school.
Action Step COMMUNICATION Remedial classes offered and aligned to Gateway SPI’s which include a year long Algebra I course. Additional courses will be evaluated for meeting the student needs.	March 10, 2008 to July 1, 2009	Devin Sisco Pat Semore Linda Koellein	\$45,000	Local, Special Education	Monitor students scoring proficient on the Gateway exams.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	TECHNOLOGY Evaluate alternative electronic curriculums to replace present program .	March 10, 2008 to July 1, 2009	Dr. John Gunn Pat Semore Devin Sisco	\$100,000	BEP 2.0 funding	Monitor credits students earn in alternative electronic program.
Action Step	COMMUNICATION Explore career guidance counselor for increasing CTE offerings and meeting new state requirements under the programs of study as initiated from the TN Diploma Project.	March 10, 2008 to July 1, 2009	Dr. John Gunn Pat Semore Devin Sisco	\$50,000	BEP 2.0 funding	Monitor student courses and program completions.
Action Step	COMMUNICATION Dual enrollment provided for students in the high school and Tennessee Technology Center/Higher Education Center and local colleges.	March 10, 2008 to July 1, 2009	Pat Semore Devin Sisco	\$5,000 – busing to technology center	Local	Monitor credits earned by students from the technology center/ Higher Education Center and local colleges.
Action Step	COMMUNICATION Guidance counselors annually perform an academic review.	March 10, 2008 to July 1, 2009	Devin Sisco Principals	No additional funding	N/A	Students are aware of courses needed and alternative means of acquiring.
Action Step	PROFESSIONAL DEVELOPMENT Development of a Ninth Grade Academy program.	March 10, 2008 to July 1, 2009	Devin Sisco Linda Koellein	\$50,000	BEP 2.0	Percent of students in the ninth grade receiving all credits for courses.
Action Step	PROFESSIONAL DEVELOPMENT Staff development training for staff working in the Ninth Grade transition program.	March 10, 2008 to July 1, 2009	Devin Sisco Linda Koellein Dr. Vivian McCord	\$10,000	Federal, Special Education, Local	Conversation with staff members involved in the ninth grade transition program.
Action Step	PARENT & COMMUNITY INVOLVEMENT Provide after school tutoring through the extended contract program.	March 10, 2008 to July 1, 2009	Devin Sisco	\$180,000	State Funds	Program evaluated annually by principals and staff in plan.
Action Step	PARENT & COMMUNITY INVOLVEMENT Parents annually approve student assigned academic courses.	March 10, 2008 to July 1, 2009	Devin Sisco	No additional funding	N/A	Parent signatures on student course request and student progress.
Action Step	PROFESSIONAL DEVELOPMENT Align principal evaluations to meet state and federal requirements.	March 10, 2008 to July 1, 2009	Devin Sisco Ernestine Adams	No additional funding	N/A	Evaluations reviewed annually by supervisor and principal.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP TEMPLATE 5.1

GOAL 2 – (Improved Reading) - Action Plan Development						
Revised DATE: _____						
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	The percent of students proficient in reading for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD and ELL will be reduced by 5% each year.					
Which need(s) does this Goal address?	NCLB subgroups of students with disabilities and ELL did not meet AYP standards.					
How is this Goal linked to the system's Five-Year Plan?	The TCSPP and the Five-Year Plan are one and the same plan.					
ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	PROFESSIONAL DEVELOPMENT Teacher staff development for the new curriculum standards from the state so that alignment is in the instructional program.	May 20, 2008 to July 1, 2009	Devin Sisco Ernestine Adams Vivian McCord	\$78,000	Federal	Evaluation of lesson plans and increased achievement of students on state test.
Action Step	PARENT AND COMMUNITY INVOLVEMENT Adding Pre-K classes as state funding and classroom space are available.	July 1, 2008 to July 1, 2009	Ernestine Adams	\$75,000	State and Local funds	Monitoring the number of students being retained and needing remediation.
Action Step	TECHNOLOGY A balanced reading approach adopted by all schools and supported with technology.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Pat Semore	\$600,000	Local, State	Review of reading textbook adopted when compared to state standards and technology support available.
Action Step	PROFESSIONAL DEVELOPMENT Provide highly qualified teachers in all core academic classes.	July 1, 2008 to July 1, 2009	Vivian McCord	\$20,000	Federal	Monitor percent of teachers meeting highly qualified status.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	TECHNOLOGY Remediation offered through technology with Plato and Odyssey.	May 30, 2008 to July 1, 2009	Pat Semore Devin Sisco Ernestine Adams	\$40,000	Local, State, Vocational, Special Education	Evaluation of student participation in remedial classes and students retention rate.
Action Step	TECHNOLOGY Continue to offer Accelerated Reading for K – 8 grades to supplement the adopted reading program.	May 30, 2008 to July 1, 2009	Ernestine Adams Devin Sisco	No additional cost required	N/A	Monitor principal opinions on the value of continuing to provide AR in the schools.
Action Step	COMMUNICATION Free after school tutoring in reading provided through extended contract.	March 10, 2008 to July 1, 2009	Devin Sisco Ernestine Adams	\$180,000	State funding	Evaluation of remedial programs provided through extended contract.
Action Step	Purchasing reading materials for CTE classes.	March 10, 2008 to July 1, 2009	Pat Semore	No additional cost required – materials purchased as requested	Vocational	Classroom observation of materials purchased and student achievement.
Action Step	STAFF DEVELOPMENT Using formative assessment for K – 12 reading programs through Think Link, DRA, Early Success, and Plato.	March 10, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Vivian McCord Pat Semore	\$60,000	Federal, Local, State	Evaluation of student progress and observation of classroom adjustments in meeting student's needs.
Action Step	STAFF DEVELOPMENT Provide remedial programs in reading through the review of course offerings at all grade levels.	March 10, 2008 to July 1, 2009	Brooks Duke Ernestine Adams	\$90,000	State and Local funding	Changes made in course offerings for students needing remedial help.
Action Step	STAFF DEVELOPMENT Provide staff development in a balanced literacy approach for all staff.	March 10, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Vivian McCord	\$20,000	Federal and Local funds	Increase in instructional strategies used in the reading programs.
Action Step	STAFF DEVELOPMENT Provide staff development for high school teachers in meeting the needs of students.	March 10, 2008 to July 1, 2009	Devin Sisco Vivian McCord	\$5,000	Federal and Local funds	Development of course for high school students of reading in the content area.
Action Step	STAFF DEVELOPMENT Provide staff development in the use of differentiated instruction to meet the needs of all learners.	March 10, 2008 to July 1, 2009	Madonna Walker	\$20,000	Federal and Special Education funds	Evaluation of classrooms meeting the needs of all diverse learning needs.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	ACADEMIC ACHIEVEMENT Provide literacy assistants for first grade teachers so students get help in learning to read.	July 1, 2008 to July 1, 2009	Ernestine Adams Evonne Dunn	\$350,000	BEP 2.0	Evaluation of spring DRA scores and student participation in remedial classes and student retention rate.
Action Step	STAFF DEVELOPMENT Provide a reading coach for working with teachers needing additional training in meeting the needs of students and to monitor the TRI mandate.	March 10, 2008 to July 1, 2009	Evonne Dunn Ernestine Adams Devin Sisco	\$60,000	BEP 2.0	Evaluate teaching strategies used in the classroom for meeting the diverse needs of all students.
Action Step	STAFF DEVELOPMENT Provide staff development for meeting the needs of students with special needs.	March 10, 2008 to July 1, 2009	Devin Sisco Ernestine Adams Madonna Walker Linda Koellein Tommy Lee	\$50,000	Federal	Evaluation of strategies used in the classroom for teaching reading.
Action Step	Provide additional assistant principals to focus on the instructional program.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco	\$60,000	BEP 2.0	Evaluate teaching strategies used in the classroom for meeting the diverse needs of all students.
Action Step	Provide additional music teacher to allow planning time for teacher collaboration.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco	\$50,000	BEP 2.0	Teacher collaborative planning allows for better classroom instruction for all new teachers.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP TEMPLATE 5.1

GOAL 3 – (Improved Mathematics) - Action Plan Development						
Revised DATE: _____						
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	The percent of students proficient in mathematics for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, African American, and ELL will be reduced by 5% each year					
Which need(s) does this Goal address?	NCLB subgroups of students with disabilities, African American, and ELL did not meet AYP standards.					
How is this Goal linked to the system’s Five-Year Plan?	The TCSPP and the Five-Year Plan are one and the same plan.					
ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	PROFESSIONAL DEVELOPMENT Alignment of mathematics curriculum to new state standards.	July 1, 2008 to July 1, 2009	Devin Sisco Ernestine Adams	No additional funds \$78,000.	Federal	Pacing guide produced for all classes and followed by all teachers.
Action Step	PROFESSIONAL DEVELOPMENT Provide high quality staff development for teachers implementing instruction and curricular programs aligned to state standards.	May 20, 2008 to July 1, 2009	Devin Sisco Ernestine Adams Vivian McCord	\$50,000	Federal	Evaluation of lesson plans and increased achievement of students on state test.
Action Step	PARENT & COMMUNITY INVOLVEMENT Adding Pre-K classes as state funding and space availability are provided.	July 1, 2008 to July 1, 2009	Ernestine Adams	\$75,000	State and Local funds	Monitoring the number of students being retained and needing remediation.
Action Step	STAFF DEVELOPMENT Providing textbooks aligned to state standards for all students.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Pat Semore	\$400,000	Local, State	Review of mathematics textbook adopted when compared to state standards and technology support available.
Action Step	TECHNOLOGY Remediation offered through technology with Plato and Odyssey.	March 1, 2008 to July 1, 2009	Pat Semore Devin Sisco	\$180,000	State, Local	Percent of students meeting course requirements and obtaining credits.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	COMMUNICATION Free after school tutoring in mathematics provided through extended contract.	July 1, 2008 to July 1, 2009	Devin Sisco	\$180,000	State and Local	Annual evaluation of programs at each school site.
Action Step	PROFESSIONAL DEVELOPMENT Provide high quality staff development for teachers on using the data for instruction.	July 1, 2008 to July 1, 2009	Vivian McCord Brooks Duke	\$5,000	Federal	Teacher conversations and curriculum adjustments based on student needs.
Action Step	TECHNOLOGY Purchasing multi-media equipment for CTE classes.	July 1, 2008 to July 1, 2009	Pat Semore	No additional funding required – materials purchased as requested	Vocational	Classroom observation of use and student achievement scores.
Action Step	STAFF DEVELOPMENT Using formative assessment for K–12 math programs through Think Link, and Plato.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Vivian McCord	\$20,000	Federal and Local funds	Classroom observation and evaluation of lesson plans adjusted to meet student needs.
Action Step	ACADEMIC ACHIEVEMENT Provide remedial programs in mathematics through the review of course offerings at all grade levels.	July 1, 2008 to July 1, 2009	Devin Sisco	No additional revenue	N/A	Class offerings adjusted to meet the diverse student needs.
Action Step	PROFESSIONAL DEVELOPMENT Provide high quality staff development in a balanced mathematics approach for all staff.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Vivian McCord	\$5,000	Federal and Local funds	Classroom observations of teachers using math instructional strategies.
Action Step	PROFESSIONAL DEVELOPMENT Align IEP goals to state standards.	July 1, 2008 to July 1, 2009	Linda Koellein Tommy Lee	\$2,000	Special Education	Evaluation of students scoring proficient on state test and review of IEP's.
Action Step	PROFESSIONAL DEVELOPMENT Provide high quality staff development in the use of differentiated instruction to meet the needs of all learners.	July 1, 2008 to July 1, 2009	Madonna Walker	\$5,000	Federal Funds	Classroom observation in the instructional program while meeting the needs of diverse learners.
Action Step	TECHNOLOGY Post course offerings on the web pages and send home standards at all grade levels.	July 1, 2008 to July 1, 2009	Pat Semore	\$15,000	Local and State	Observation of web page updates.
Action Step	Provide highly qualified teachers in all core academic classes.	July 1, 2008 to July 1, 2009	Vivian McCord	\$10,000	Federal Funds	Monitor percent of highly qualified teachers.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	PROFESSIONAL DEVELOPMENT Provide Response to Intervention program to meet the needs of all learners.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Tommy Lee Linda Koellein	\$50,000	State and Local Funds	Classroom observation in the instructional program while meeting the needs of diverse learners.
Action Step	ACADEMIC ACHIEVEMENT Continue a year long Algebra I course to meet the needs of struggling students.	July 1, 2008 to July 1, 2009	Devin Sisco Linda Koellein	\$50,000	Local and State	Monitor the percent of students passing Gateway Algebra I test and making appropriate gains as measured by TVAAS.
Action Step	PROFESSIONAL DEVELOPMENT Hiring a math coordinator to work with teachers so that the math instructional programs meet the needs of all students.	July 1, 2008 to July 1, 2009	Vivian McCord Ernestine Adams Devin Sisco	\$60,000	Local and State Funds	Monitor teacher instructional programs and observe student scores in mathematics on the TCAP test.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP TEMPLATE 5.1

GOAL 4 – (Improved Organization and Operation) - Action Plan Development						
Revised DATE: _____						
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)						
Goal	Increase support for system goals through improved district level organization and operation.					
Which need(s) does this Goal address?	To provide additional support for schools to continue to meet student needs.					
How is this Goal linked to the system's Five-Year Plan?	The TCSPP and the Five-Year Plan are one and the same plan.					
ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	COMMUNICATION The School Nutrition Program integrates the student wellness policy with the food service plan.	July 1, 2008 to July 1, 2009	Michelle Zirniss Jackie Womack	No additional cost required	N/A	Nurses will evaluate eating habits at schools during the health lessons.
Action Step	PROFESSIONAL DEVELOPMENT Staff development will be conducted to encourage consistency across schools in using the policy manual and procedures manual to guide decisions.	July 1, 2008 to July 1, 2009	Charles Daniel Dr. John Gunn	\$500	Federal, Local	All decisions of the Dickson County board of Education will be guided by the policy and procedures manuals as measured by documented, valid complaints.
Action Step	COMMUNICATION Explore the establishment of a Human Resources department to promote consistency for all personnel.	July 1, 2008 to July 1, 2009	Charles Daniel Linda Frazier	\$70,000	Local, State funds	Issues dealing with human resources will be handled consistently across the system with appropriate recordkeeping documents readily available.
Action Step	COMMUNICATION Increase capital expenditures budget to support adequate maintenance and replacement of facilities and equipment.	July 1, 2008 to July 1, 2009	Charles Daniel Linda Frazier	\$300,000	State, Local funds	Maintenance and replacement of equipment is conducted on a schedule.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	PARENT AND COMMUNITY Annually evaluate the current bus routes for cost efficiency.	July 1, 2008 to July 1, 2009	Charles Daniel Melissa Garton	No additional cost required.	N/A	Evaluation of bus savings in budget documents.
Action Step	Continue to seek innovative solutions to promote operation efficiency.	July 1, 2008 to July 1, 2009	Linda Frazier Charles Daniel	Cost will be based on changes made.	Local, State funds	Evaluation of line item savings in budget documents.
Action Step	TECHNOLOGY Develop a comprehensive backup program for all mission critical documents.	July 1, 2008 to July 1, 2009	Pat Semore	No additional cost required	N/A	Documents available from at least 10 years ago.
Action Step	PARENT & COMMUNITY INVOLVEMENT Hire elementary school office assistants to help with the checking of student in and out of school and help with parents entering the building.	July 1, 2008 to July 1, 2009	Ernestine Adams	\$200,000	Local and State Funds	Safety procedures for students entering and exiting the school building.
Action Step	TECHNOLOGY Explore and develop technology staff development plan for principals and teachers.	July 1, 2008 to July 1, 2009	Vivian McCord Pat Semore	\$110,000	Federal funds	Staff development surveys show an increase in technology proficiency and availability.
Action Step	TECHNOLOGY Establish a replacement cycle for computers.	July 1, 2008 to July 1, 2009	Pat Semore Linda Frazier	\$200,000	Local, State funds	Technology surveys indicate an increase in computers that are up to date.
Action Step	Continue to increase staff and support materials while meeting the needs of all subgroups.	July 1, 2008 to July 1, 2009	Ernestine Adams Devin Sisco Linda Koellein Tommy Lee	\$300,000	State, Local funds	Evaluation of staffing needs meet classroom and student needs.
Action Step	PROFESSIONAL DEVELOPMENT Develop strategies for recruitment of highly qualified teachers to meet the needs of the diverse population.	July 1, 2008 to July 1, 2009	Vivian McCord Ernestine Adams Devin Sisco	\$50,000 for perks or stipends if needed.	State, Federal funds	Evaluation of highly qualified teachers in core academic courses meeting NCLB requirements for subgroups.
Action Step	Increase staff for testing mandates to meet state and federal requirements.	July 1, 2008 to July 1, 2009	Charles Daniel Linda Frazier	\$35,000	State, Local funds	Evaluation of supervisory personnel having time for instructional duties and working directly with principals and teachers.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

ACTION STEPS		IMPLEMENTATION PLAN				
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	TECHNOLOGY Develop a plan to archive emails for up to 1 year.	July 1, 2008 to July 1, 2009	Pat Semore	\$10,000	State, Local funds	Emails documents available for at least 1 year.
Action Step	TECHNOLOGY Restructure the school attendance zones to maximize the usage of classroom space available in the county schools.	July 1, 2008 to July 1, 2009	Charles Daniel Dr. John Gunn Melissa Garton	\$25,000	State, Local funds	Classroom usage filled without the lack of space in schools.
Action Step	TECHNOLOGY Continue to evaluate and monitor child find practices and evaluate identification of children with special needs.	March 1, 2008 to July 1, 2009	Tommy Lee Linda Koellein	\$20,000	State, Local, Special Education funds	Evaluation of all children identified for school with special needs.
Action Step	Continue to develop hiring practices of highly qualified teachers in core academic subjects.	March 1, 2008 to July 1, 2009	Vivian McCord Ernestine Adams Devin Sisco	\$50,000 for perks or stipends if needed.	State, Federal funds	Evaluation of highly qualified teachers in core academic courses meeting NCLB requirements.
Action Step	Continue to use e-rate funds to support internet access for all classrooms.	May 1, 2008 to July 1, 2009	Pat Semore	No additional funds required	N/A	Evaluation of internet access for all computers and classrooms.
Action Step	PROFESSIONAL DEVELOPMENT Provide staff development for teachers to ensure a safe and disciplined learning environment is provided for all students.	July 1, 2008 to July 1, 2009	Vivian McCord	\$20,000	Federal Funding	Evaluation of student discipline infractions compared to prior year.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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?	+	+	N/A	N/A	N/A	N/A	+	F S
	Component <u>#4</u> pages 33 & 35 Compliance Narrative Document page <u>#1</u> .							
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)	+	N/A	N/A	N/A	N/A	+	+	F T
	Component <u>#4 & #5</u> pages 69 - 78 Compliance Narrative Document page <u>#1</u> .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page <u>#2</u> .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component <u>#4</u> page 47 Compliance Narrative Document page <u>#2</u> .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will 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)	+	N/A	N/A	N/A	N/A	+	+	F
	Component <u>#4</u> page 48 Compliance Narrative Document page <u>#3</u> .							T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component <u>#4</u> page 48 Compliance Narrative Document page <u>#3</u> .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component <u>#4</u> page 47 Compliance Narrative Document page <u>#4</u> .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component <u>#5</u> page 63 Compliance Narrative Document page <u>#4</u> .							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page <u>#5</u> .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #5 page 77 Compliance Narrative Document page #5 .							
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.	+	+	N/A	N/A	+	N/A	+	F S A
	Compliance Narrative Document page #6 .							
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page #6 .							
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)	+	+	N/A	N/A	N/A	N/A	+	F S
	Compliance Narrative Document page #7 .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page # 7 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page # 8 . Title I school wide school improvement plans and spring meeting documents.							
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.	+	+	+	N/A	N/A	N/A	+	F S C
	Compliance Narrative Document page # 8 .							
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Board Policy # 6.5030 Compliance Narrative Document page # 9 .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the 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.	+	N/A	N/A	N/A	N/A	N/A	+	F
Compliance Narrative Document page <u># 9</u> .								
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.)	+	N/A	N/A	N/A	N/A	N/A	+	F
Component <u>#5</u> pages 70 - 75 Compliance Narrative Document page <u># 10</u> .								
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.	+	N/A	N/A	N/A	N/A	N/A	+	F
Component <u>#5</u> pages 70 - 75 Compliance Narrative Document page <u># 10</u> .								

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Title I spring meetings Compliance Narrative Document page # 11 .							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #5 page 29 Compliance Narrative Document page # 11 .							
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.	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #4 pages 53 & 59, 112 Compliance Narrative Document page # 12 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #5 pages 70 & 74 Compliance Narrative Document page # 12 .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the 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)	+	N/A	N/A	N/A	N/A	N/A	+	F
Component <u>#4 & #5</u> pages 112 Compliance Narrative Document page <u>#13</u> .								
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	+	N/A	N/A	N/A	N/A	N/A	+	F
Component <u>#4</u> pages 112 Compliance Narrative Document page <u>#13</u> .								
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)	+	N/A	N/A	N/A	N/A	N/A	+	F
Component <u>#4 & #5</u> pages 42, 58 & 69 Compliance Narrative Document page <u>#14</u> .								
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 <u>#4 & #5</u> pages 53 & 55 Compliance Narrative Document page <u>#14</u> .								
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
Compliance Narrative Document page <u>#15</u> .								

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #3 pages 7,8,9,10,11 & 12 Compliance Narrative Document page #15 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #3 page 24 Compliance Narrative Document page #16 .							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Component #3 page 16 Compliance Narrative Document page #16 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Title IV planning meeting. Compliance Narrative Document page #17 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Compliance Narrative Document page #17 .							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Title IV planning meeting. Compliance Narrative Document page # 18 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Title IV planning meeting. Compliance Narrative Document page # 18 .							
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)	+	N/A	N/A	N/A	N/A	N/A	+	F
	Title IV planning meeting. Compliance Narrative Document page # 19 .							
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)	+	N/A	N/A	N/A	N/A	+	+	F
	Component # 5 page 77 Compliance Narrative Document page # 19 .							T
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)	+	N/A	N/A	N/A	N/A	+	+	F
	Local Consolidated Application for NCLB Funding Compliance Narrative Document page # 20 .							T

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include 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)	N/A	N/A	N/A	N/A	N/A	+	+	T
	Compliance Narrative Document page #20							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?	N/A	N/A	N/A	+	N/A	N/A	+	E
	Extended Contract Plan							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?	N/A	N/A	N/A	+	N/A	N/A	+	E
	Extended Contract Plan							
Describe the process for evaluating the work you have done?	N/A	N/A	N/A	+	N/A	N/A	+	E
	Extended Contract Plan							
Include an extended contracts employment summary?	N/A	N/A	N/A	+	N/A	N/A	+	E
	Extended Contract Plan							
Define your leadership team?	+	+	+	N/A	+	N/A	+	F S C A
	Component #1 page 5 Steering Committee for CIMP							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	N/A	+	N/A	+	F S C A
	Component # 1 page 6 Perkins Plan Steering Committee for CIMP							
Define your subcommittees?	+	+	+	+	+	N/A	+	F S E A
	Component # 1 pages 6, 7, 8, 9 & 10 Steering Committee for CIMP							
Define significant system and common factors?	N/A	+	N/A	N/A	+	N/A	+	S A
	Compliance Narrative Document page # 21 .							
Profile your system and community?	+	+	N/A	+	+	N/A	+	F S E A
	Component # 3 page 24 Compliance Narrative Document page # 21 .							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
	Component # 1 page 14 CIMP							
Define your beliefs?	+	+	+	N/A	+	N/A	+	F S C A
	Component # 2 page 16							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your mission?	+	+	+	+	+	N/A	+	F S C E A
	Component #2 page 16							
Define your vision?	+	+	+	+	+	N/A	+	F S C E A
	Component #2 page 16							
Identify academic and non-academic assessment measures?	+	+	+	+	+	N/A	+	F S C E A
	Component #1 & #3 pages 13 - 25							
Define data collection and analysis processes?	+	+	+	+	+	N/A	+	F S C E A
	Component #1 & #3 pages 13 - 25							
Include report card results?	+	+	+	+	+	N/A	+	F S C E A
	Component #3 pages 13 - 25							
Explain what you learned from all of the data?	+	+	+	N/A	+	N/A	+	F S C A
	Component #3 pages 13 - 25							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Prioritize your goals?	+	+	+	+	+	+	+	F S C E A T
	Component <u>#3 & #4</u> page 25, 40 - 42 Extended Contract Plan							
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	+	N/A	N/A	N/A	+	F S C
	CIMP							
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+	N/A	+	N/A	+	F S C A
	Board Policy Manual CIMP – Indicator #26, #27, & #32. Title I handbook							
Identify strengths and weaknesses based on the data?	+	+	+	N/A	+	N/A	+	F S C A
	Component <u>#4</u> Pages 24 - 39 CIMP and Program Improvement Plans (PIPS)							
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component <u>#3</u> page 23 Perkins Report Card							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Perkins Report Card							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Perkins Report Card							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Perkins Report Card							
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Follow-up survey							
Determine the percentage of non-traditional students enrolled in a career-technical program?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Perkins Report Card							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component # 3 page 23 Perkins Report Card							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+	N/A	+	N/A	+	F S C A
	Component # 3 page 23 Report Card CIMP							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+	N/A	+	+	N/A	+	F S E A
	Component # 4 page 51							
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+	N/A	+	N/A	+	F S C A
	Component # 3 page 23							
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+	N/A	N/A	+	N/A	+	F S A
	Component # 3 page 23							
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?	+	+	+	N/A	N/A	N/A	+	F S C
	Component # 4 page 51 IEP team meetings Individual Student Profile			Gateway results sent home EOC sent home during course				
Define the current reality of student learning?	N/A	N/A	N/A	+	+	N/A	+	E A
	Extended Contract Plan Report Card							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze faculty perception of your system?	N/A	+	N/A	+	+	N/A	+	S
	Special Education Needs Assessment SIP at each school level			Extended Contract Plan				E A
Analyze parent perception of your system?	N/A	+	N/A	+	+	N/A	+	S
	Family Friendly School Surveys SIP at each school level CIMP Parent Involvement Indicator #19 & #20			Extended Contract Plan				E A
Analyze community perception of your system?	N/A	+	N/A	+	+	N/A	+	S
	Special Education Parent Surveys Component #3 Page 22							E A
Analyze student perception of your system? (if applicable)	N/A	N/A	N/A	+	+	N/A	+	S
	SIP at each school level Extended Contract Plan							E A
Identify your Component 3 priorities of need?	+	+	+	N/A	+	N/A	+	F S C
	Component # 3 page 25							A
Identify the strengths and weaknesses of your decision-making process?	N/A	+	+	+	N/A	N/A	+	S C E
	Component # 1 page 14							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+	N/A	+	F S C E A
Component # 4 of TCSPP								
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+	N/A	+	F S C E A
Component # 4 pages 28 - 41								
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+	N/A	+	F S C E A
Component # 4 pages 42 – 50								
Indicate that the system reviews data to determine if significant disproportional 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?	N/A	+	+	N/A	N/A	N/A	+	S C
CIMP – Other Requirements – Indicator #48 & #49.								
Determine the needs of children with disabilities based on information from an appropriate evaluation?	N/A	+	N/A	+	N/A	N/A	+	S E
CIMP – FAPE in the LRE – Indicator #25 Component # 4 page 44 Board Policy 4.2020								
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?	N/A	+	N/A	N/A	N/A	N/A	+	S
CIMP – Parent Involvement – Indicator #19, #21, #22, #23, #24 General Supervision – Indicator #1 Student Handbook – Parental Rights in Special Education								

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component <u>#5</u> Pages 68 & 69							
Define how you will assist career-technical students in mastering occupational skill competencies?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Compliance Narrative Document Page 22							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?	N/A	+	+	N/A	N/A	N/A	+	S C
	CIMP – Secondary Transition – Indicator #47 Special Education Compliance Narrative Document Page 22							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?	N/A	+	+	N/A	N/A	N/A	+	S C
	CIMP – Secondary Transition – Indicator #45, #46, & #47 Special Education Compliance Narrative Document Page 23							
Determine how you will promote non-traditional enrollment in career-technical programs?	N/A	N/A	+	N/A	N/A	N/A	+	C
	CIMP – Secondary Transition – Indicator #46 Component <u>#5</u> Pages 68 & 69							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)	N/A	+	+	N/A	N/A	N/A	+	S C
	CIMP – Secondary Transition – Indicator #46 Meet high school policy requirements							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA’s revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+	N/A	+	F S C E A
	Component # 5 pages 70 - 73 Compliance Narrative Document page # 24 .							
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	+	+	N/A	+	+	N/A	+	F S E A
	Component # 5 pages 70 - 73 Compliance Narrative Document page # 24 .							
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	+	+	N/A	N/A	N/A	N/A	+	F S
	Compliance Narrative Document page # 24 .							
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+	N/A	N/A	N/A	N/A	+	F S
	Title I files for TA schools							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+	N/A	N/A	N/A	N/A	+	F S
	Title I files for Title I schools Spring meeting Parent Involvement Plan for Title I Schools CIMP – FAPE in the LRE – Indicator #13, #14, & #16							
If applicable, describe the activities funded by the system which support preschool programs?	N/A	+	N/A	N/A	N/A	N/A	+	F S E
	CIMP – FAPE in the LRE – Indicator #13, #14, & #17							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+	N/A	N/A	+	N/A	N/A	+	F
	District Policy 4.6020 Component #4 Pages 55 Extended Contract Plan							
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	N/A	+	N/A	+	N/A	N/A	+	F
	CIMP – FAPE in the LRE – Indicator #29 Extended Contract Plan							
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+	N/A	+	N/A	+	F
	Component #4 Pages 29, 42, 51, & 58							
Determine to what degree you meet SACS standards?	N/A	N/A	N/A	N/A	+	N/A	+	
	SIP Plans for SACS schools							
Determine to what degree the stakeholder perception matches your current reality?	N/A	+	N/A	N/A	+	N/A	+	S
	Special Education Parent and Teacher Surveys SIP Plans for SACS schools							
Identify your Component 4 priority of needs?	+	+	+	N/A	+	N/A	+	F
	Component #4 Pages 49 & 56							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	N/A	+	+	+	+	+	+	S C E A T
	Component #5 of TCSPP Extended Contract Plan							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	N/A	+	+	N/A	+	+	+	S C A T
	Component #5 of TCSPP							
Define your implementation plans?	N/A	+	+	+	+	N/A	+	S C E A
	Component #5 of TCSPP							
Address in your action plan the required clusters for your program area?	N/A	N/A	+	N/A	N/A	N/A	+	C
	CTE does not require clusters in Tennessee.							
Based on data, determine how the system goals include and address continuous career-technical program improvement?	N/A	N/A	+	N/A	N/A	N/A	+	C
	Component #5 of TCSPP							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)	N/A	+	+	N/A	N/A	N/A	+	S C
	Compliance Narrative Document Page 23							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?	N/A	N/A	+	N/A	N/A	N/A	+	C
	CTE Staff Development Plans							
Define what summative assessment will be used?	N/A	+	+	N/A	+	N/A	+	S A
	Psychological for Special Education Achievement Tests DRA for first Grade			Gateway Test Portfolios Component #4 Pages 51 - 57				
Describe how you will evaluate the SIP process?	N/A	N/A	+	N/A	+	N/A	+	S A
	SACS review team visits							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?	N/A	+	+	N/A	N/A	N/A	+	S C
	CIMP – Program Improvement Plans (PIPS) Perkins Plan							
Address in the action plan the evaluation process required for each question within each cluster area?	N/A	+	+	N/A	N/A	N/A	+	S C
	Component #5 of TCSPP							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?	N/A	N/A	+	N/A	N/A	N/A	+	C
	CTE Needs Assessment							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive Systemwide plan? High Priority LEA Requirements — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.	+	+	N/A	N/A	N/A	N/A	N/A	F S
	Component <u>#1</u> Page 15 CIMP – Steering Committee Reunion Meeting							
Define your plans for implementation and evaluation of your action plan?	+	+	+	N/A	+	N/A	+	F S C A
	Component <u>#5</u> of TCSPP CIMP – Program Improvement Plan (PIPS)							
Do your Most Current Data used in the CURRENT Year's TCSPP 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))	N/A	+	+	N/A	N/A	N/A	+	S C
	Component <u>#3</u> of TCSPP CIMP – FAPE in the LRE – Indicator #28 Secondary Transition – Indicator #42							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP – FAPE in the LRE – Indicator # 30							
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State’s AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? D. SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP – General Supervision – Indicator #4							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22)	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP – FAPE in the LRE – Indicator #36							
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP – General Supervision – Indicator #8							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP – Early Childhood Transition – Indicator #18 FAPE in the LRE – Indicator #32							
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - FAPE in the LRE – Indicator #32							
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - Parent Involvement – Indicator #23							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - Other Requirements – Indicators #48 & #49							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - Other Requirements – Indicators #48 & #49							
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - FAPE in the LRE – Indicator #26							
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - FAPE in the LRE – Indicator #32							

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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))	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - Secondary Transition – Indicator #46							
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	N/A	+	N/A	N/A	N/A	N/A	+	S
	CIMP - Secondary Transition – Indicator #44							

COMPONENT 6

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

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

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?

A cross-section of all stakeholders participated in the 2007-08 planning process. Team members of each Component in the TCSPP were represented which included the following members: BOE members; Supervisors of Instruction; Administrators; Teachers; School Psychologists; Federal Programs Director; Attendance Director and Coordinator; Staff Development Coordinator; Support Staff; Parent; Student; Community Representatives; Supervisor of Assessment and Testing and Director of Schools.

All participants were active during the completion of each Component. Consensus was reached before submitting recommendations to the Core Leadership Team. Committee meetings were scheduled on an as needed basis. The Core Leadership Team met every two weeks to review and update meeting plans and recommendations. Agendas, sign-in sheets, and minutes show evidence that the Core Leadership Team and Committee meetings occurred, were valued and used.

Collaboration was used throughout the meeting process to reach consensus. The plan was presented at Board meetings, and other opportunities throughout the process to communicate with the public. The plan became available on the county web page for all of the community to review. The plan was presented to schools during regular scheduled meetings.

School Improvement Plans were aligned to goals and action steps from the TCSPP. Beginning in October of 2007 the Core Leadership Team had meetings every two weeks to review and update the previous plan. The actions steps and goals were evaluated and updated as the data indicated needs were found.

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Goal One – For the next five years, Dickson County Schools will increase the graduation rate by 2% each year with the goal of 90% for our students.

Data Sources:

Results reported on State Report Card (Revised 2007).

Goal Two – The percent of students proficient in reading for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.

Data Sources:

Results reported on State Report Card (Revised 2007).

Goal Three – The percent of students proficient in mathematics for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.

Data Sources:

Results reported on State Report Card (Revised 2007).

Goal Four – To increase parental and teacher perception of communication effectiveness by 2% between all stakeholders as measured by the survey responses.

Data Sources:

Results reported on parental and teacher survey (revised 2007) responses.

Goal Five – Increase support for system goals through improved district level organization and operation.

Data Sources:

Results of district level organization and operation workloads. Supervisors and staff will evaluate job requirements and duties and determine their level of efficiency.

Evidence of Practice to Ensure Alignment of data with goals and Belief, Mission, and Vision Statements:

In partnership with parents, community and students, the mission of the Dickson County School District is for students to master state and national education standards and to achieve their “personal best” socially, physically and emotionally. This statement along with the shared vision to create schools that prepare students to become productive citizens and the beliefs developed by the committee became the driving focus in the development of the School System's system-wide improvement plan and provides direction for school level school improvement plans. The district mission and vision and belief statements are continually communicated to stakeholders via handbooks, plaques, letterhead, and in oral and written presentations.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Stakeholders are encouraged to engage in dialogue relevant to strengths and needs of the District during annual meetings and board meetings. During the last year group meetings occurred to ensure that all stakeholder voices are being heard prior to reporting to the Board the findings and recommendations. A two way process-involving messages sent and received from stakeholders via email remain important to the process. School Improvement Plan committees include a wide variety of stakeholders interested in the school. Community meetings on the new Tennessee Diploma Project occurred to keep stakeholders up to date on changes in graduation requirements. Issues concerning changes were disseminated to key stakeholder groups and audiences attending - school board meetings, principal meetings, teacher meetings, parent groups, Chamber of Commerce meetings, and newspaper articles. School Improvement Plans will be analyzed annually to determine the effectiveness of communication.

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

The planning process is vitally important to the total school program for our district. This process will be improved by the Core Leadership Team meeting monthly to review the goals, action steps, and progress. Areas of need will be re-defined and information shared to solve problems with the action steps. Through this planning process, and the focus on continuous improvement, the Core Leadership Team will align new accountability measures to the TCSPP. To improve our planning process, we will continue to communicate with all stakeholders the district's mission, vision and beliefs, current levels of student achievement, present curriculum, instruction, assessment and organizational practices; and the action plans for district improvement.

The final improvement strategy for our system is the alignment of the budget processes to the TCSPP. Due to lack of additional funding, many of the strategies have been postponed in the hope additional revenues will be provided. The BEP 2.0 monies provided funding for several action steps identified in the plan. Additional areas will be addressed as funding is available either through BEP 2.0 money or local revenues.

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

Evidence of Implementation - Narrative Response Required

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

The May 2008 TCSPP is being implemented in a collaborative manner under the direction of the district’s – director of schools. Supervisors work together in a combined effort to ensure compliance of action steps by all schools. The action steps will be implemented immediately following the state’s approval of the plan on June 1st of 2008. The Core Leadership Team and all school principals will met on July 15th to discuss implementation of action steps and the documentation needed from each school. The staff development coordinator is providing on-going staff development programs for principals and their instructional leaders. Topics for staff development include differentiated instruction, effective use of inclusion, identifying disabilities in our classrooms, the roles of regular education and special education teachers in the classroom, transition grades and collaboration between the feeder grades, using technology to increase achievement, effective use of pacing guides and countywide formative assessments, and effective use of spiraling. **The new standards will be introduced and discussed to determine possible instructional changes necessary to meet student needs.**

The revised TCSPP will be provided to principals in April for use in school improvement planning. **Formative assessments from district initiatives are required for grades 2 – 8 for all students through the use of ThinkLink.** Progress on action plans are reported at regular Core Leadership Team meetings and results of formative assessments are discussed. Initiatives are reviewed and updated as needed. Communication of timelines, requirements, and changes are evident in minutes and agendas of meetings with principals, staff meetings, and Board of Education meetings. Supervisors have the role of assuring the implementation of action plans with the assistance of administrators who empower teachers to meet district expectations. The Leadership Team members will meet monthly to review the implementation of action steps, state test results, formative assessment results, and overall progress toward meeting TCSPP goals.

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

To develop goals for our school system, the committee did an in-depth analysis of instructional, curriculum, assessment, and organizational practices and procedures. The results of this analysis combined with all information from test data helped the Core Leadership Team develop beliefs, vision, and mission for the system. Summative data will be used to determine results of overall program effectiveness. Formative assessments will continue to be used to adjust instruction, professional development, and curricular practices. The data will promote relevance and a rigorous curriculum across all grade levels and content areas through:

- Vertical and horizontal alignment
- Differentiated instruction staff development
- Staff Development:
 - Effective use of inclusion
 - Identifying disabilities in our classrooms
 - Roles of regular education and special education teachers in the classroom
 - Transition grades and collaboration between the feeder grades

- Using technology to increase achievement
- Effective use of pacing guides
- Countywide formative and summative assessments disaggregation
- The effective use of spiraling

-Development of higher order thinking and problem solving skills

-Active involvement of students in classroom lessons

-**Mathematics Instructional Strategies for the classroom teacher**

The Board will be given opportunities to review the data and revisit the Board's Five Year Strategic Plan. Data will continue to be collected and maintained in a way that will provide longitudinal information as well as making instructional decisions on a daily basis. Our data analysis will be constant and ongoing as mandated by best practices in the area of school improvement. Knowledge of and use of the data at the point of instruction will continue to be the focus for improving student achievement in the School System.

Summative and Formative assessment will be given on the following projected dates:

DRA - Fall, and spring in grade1

Think Link - Fall, winter, and spring in grades 2-8 (3rd testing prior to TCAP)

TCAP Achievement Test Assessments – April

End of Course Assessments – December and May

Gateway Assessments – December and May

Plato Assessments – as needed

Running Records – as needed

ELDA Testing - March

Process for gathering data and analyzing:

Lead Teacher – school level data

Think Link - Supervisor of Assessment and Testing

TVAAS and TCAP – Supervisor of Assessment and Testing

Gateway and End of Course - Supervisor of Assessment and Testing

Plan adjustment:

Core Leadership team meetings and principals' meetings

Annual review of summative data:

Core Leadership Team will review summative data annually, as the data is made available.

Celebrating successes:

District overview presentations to local schools, principals' meetings, Board of Education meetings and community organizations provide celebrations for staff. Newspaper coverage of celebrations communicates successes to community members and businesses.

Communication plan:

The Communication Plan continues to be evaluated as stated above.

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

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.

Date: The Core Leadership Team will meet monthly, or more often as needed, to monitor the TCSPP plan.

Composition of the Core Leadership Teams –Listing required

Member	Role
Charles Daniel	Director of Schools
Dr. Vivian McCord	Federal programs
Gail Mosley	Principal
Cindy Gilliland	Student Information System
Ernestine Adams	Elementary Instructional Supervisor
Devin Sisco	Secondary Instructional Supervisor
Tommy Lee	Elementary Special Education Supervisor
Linda Koellein	Secondary Special Education Supervisor
Dr. John Gunn	Attendance & Security
Pat Semore	Technology & Career and Technical Education
Phyllis Bradley	Adult Education
Devin Sisco	Extended Contracts
Madonna Walker	Professional Development
Linda Frazier	Finance
Michelle Zirniss	Food Services
Jessie Roberts	Transportation
Gary Kimmons	Maintenance and Operations
Brooks Duke	Supervisor of Assessment and Testing
Evonne Dunn	Literacy Coordinator

Each Component Chair and committee is responsible for re-examining data from the 2007-08 TCSPP. Changes in community demographics, the district's mission and vision statements, achievement profiles, service delivery and instructional effectiveness, and progress of action plan implementation are reviewed by Component Chairs and shared with the Core Leadership Team. The Core Leadership Team will aggregate all data and make recommendations from Components 1-5 to suggest revisions to the TCSPP. Amendments are adopted at the monthly status meetings.

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?

The Core Leadership Team will review, analyze, and summarize the data as soon as the data arrives. The Core Leadership Team will present a summarized version of the data to the Component 3 committee. This will occur at least three times so discussion of state test results can cover all areas of data available. Additional meetings will occur to review formative assessment data. Additional meetings will occur depending on the amount of time needed to review data. The Systemwide Leadership Team will recommend the re-visiting of goals and actions steps by the Component 5 committee as the data indicates the need. Adjustments to goals and action steps will then be formulated by the Component 5 committee and submitted to the Core Leadership Team for final approval.

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 entire TCSPP has been reviewed and revised as indicated. This component was developed by a committee representing a broad base of both staff and stakeholders during the 2007-08 school year. Component 2 was developed prior to the identification of prioritized goals in Component 3 and the gap analysis summaries presented in Component 4. The goals in Component 5 are based on the prioritized needs found in Component 3, and the action steps in Component 5 are based on the findings relative to curriculum, instruction, assessment, and organization found in Component 4. A strong correlation exists among the mission, vision, and beliefs outlined in Component 2 and the goals and actions steps delineated in Component 5. The final committee review was Component 6, which was completed and included in the March 2008 TCSPP.

During the November TCSPP meeting for status-review, the Core Leadership Team will adjust the action plan according to the results of data review and progress reports from persons responsible for action plans and from data analyses in appropriate Components. Recent changes in personnel will be reviewed to ensure all action steps are led by district office staff. Action steps and implementation schedules will be amended to coordinate with budgetary feasibility. Evaluation strategies and data submitted by each Component Chair from each action plan will be reviewed by the Core Leadership Team to ensure procedures are in place to collect data on effectiveness of action plans and to ensure completion of implementation of initiatives. New initiatives will be adopted at the November meeting if indicated by the data. Plans for summative evaluation of action steps and a review of the practicality of timelines will also be adjusted at the November Core Leadership Team 2008 meeting.

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?

All board members, administrators, staff, and faculties are provided information pertaining to significant amendments to the TCSPP via board meetings and district staff meetings. Principals apprise staff at the school level of changes and pertinent information. Each school then aligns their individual school improvement plan with the changes in the district plan. Information that might generate inquiries or further explanation is fielded through the Central Office and directed to the Core team for review. Pending release of statements to the media, the Director of Schools and the team comprised of the Attendance Supervisor, Director of Assessment and Testing, Director of Federal Projects and the Directors of Secondary and Elementary Education along with the Technology Director, review the content for accuracy. Board members are apprised of media statements prior to their release. The local website is a significant venue for publishing district plans. All information is reviewed by the Core Team

prior to being released to the district webmaster. School board meetings are conducted increasing the number of stakeholders who hear of successes and amendments to district initiatives.

While it is the district's task to research and implement initiatives to improve student achievement, it is the daily dedication of the classroom teacher and building principal that ensures success. The district's plan of celebrating successes includes frequent recognition ceremonies for teachers and students at monthly board meetings and at the school level. Supervisors are recognized during monthly TCSP meetings as well as Directors' and Principals' meetings when they report an action plan has been implemented.

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

TCSPP TEMPLATE 6.5

EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1 - For the next five years, Dickson County Schools will increase the graduation rate by 2% each year with the goal of 90% for our students.	No	Yes	Yes	2007 Report Card Data	Complete Implementation of Plan as funding becomes available and training of staff increases classroom skills. Ninth Grade Transition will continue to be implemented.
Goal 2 - The percent of students proficient in reading for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.	No	Yes	Yes	2007 Report Card Data	Complete Implementation of Plan as funding becomes available and training of staff increases classroom skills
Goal 3 - The percent of students proficient in mathematics for all subgroups will meet or exceed national and state standards. The percent of students scoring below proficient in SWD, AA, and ELL will be reduced by 10% each year.	No	Yes	Yes	2007 Report Card Data	Complete Implementation of Plan as funding becomes available and training of staff increases classroom skills.
Goal 4 - To increase parental and teacher perception of communication effectiveness by 2% between all stakeholders as measured by the survey responses.	No	Yes	Yes	2007 Survey Results	Complete Implementation of Plan as funding becomes available. Ensure communication continues to include all stakeholders and continues to be a two-way process.
Goal 5 - Increase support for system goals through improved district level organization and operation.	No	Yes	No		Complete Implementation of Plan as funding becomes available and teaching and learning priorities are evaluated.

Dickson County Schools

Highly Qualified Teachers

Why does Dickson County not meet the 100% highly qualified goal?

Presently the following teachers have not demonstrated highly qualified status for their teaching assignments for the 2007 – 08 school year. The steps to correct these deficiencies have been implemented at this time.

High School teachers:

We have three permits in the area of mathematics that are not eligible for highly qualified status unless they can pass the Praxis test. Next year we will consider these as hard to staff positions. A stipend will be given for new appropriately licensed mathematics teachers that are teaching in the area of mathematics as well as a retention bonus for exiting math teachers currently licensed and teaching mathematics for Dickson County.

Middle School and Special Education teachers:

Principals and teachers will work to rectify each teacher's specific needs for demonstrating highly qualified status in his or her area of instruction as quickly as possible.

ESL teachers:

All ESL teachers will have completed their highly qualified status by August of 2008 and will have taken the Praxis to meet all requirements.

What plan of action does Dickson County have to correct this problem?

Dickson County Schools will only hire teachers that have a demonstrated highly qualified status for the 2008 – 2009 school year. A stipend will be given to those in hard to fill positions, and all teachers currently in that position to help meet the requirements. All hires will be monitored prior to employment. Teaching positions with no highly qualified applicants will follow state guidelines for teachers teaching outside their areas of endorsement or license.