



STATE OF TENNESSEE
Department of Education
Division of Teaching and Learning
Lana Seivers
Commissioner

Local Consolidated District Plan

To receive No Child Left Behind funds, Tennessee requires that districts complete a consolidated planning process that comprehensively reviews district level data and prioritizes needs. This consolidated planning process requires input from key stakeholders including educators, parents, members of the public, and others. All districts must complete the consolidated planning process and post their consolidated plans on their websites.

The Consolidated Plan, Process Checklist, Action Plans and Evaluation Plans are completed by the local school districts and posted on the local school district website.

Julie P. McCargar
Executive Director, Federal Programs

**Tennessee Consolidated Planning
& Needs Assessment Process**

2003-04

System Number 560 System Name Macon County Date 4/30/04

Component 1

CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

Please check the tasks accomplished to the Team's satisfaction:

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

**Team Composition
Subcommittee Formation & Operation**

Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.

Consolidated Planning Chair* (Identify by Name with Title and/or Position)

Name: J.L. Watson Title or Position: Title I Director

*Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) *Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6*

Component 1 Chair*
Name: J.L. Watson Title or Position: Title I Director

Component 2 Chair*
Name: Debby Prock Title or Position: Supervisor of Instruction

Component 3 Chair
Name: Carl Gregory Title or Position: Principal, Lafayette Elementary School

Component 4 Chair
Name: Debby Prock Title or Position: Supervisor of Instruction

Component 5 Chair*Name: J.L. WatsonTitle or Position: Title I Director**Component 6 Chair***Name: J.L. WatsonTitle or Position: Title I Director**Component 7 Chair**Name: Debby ProckTitle or Position: Supervisor of Instruction

Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)

Component 2 Members

Name:	Title or Position:	Representation:
Debby Prock	Supervisor of Instruction	Macon County Board of Education
Shawn Carter	Elementary Principal	Red Boiling Springs School
Mike Prock	Superintendent	Macon County Schools
David Flynn	Principal	Westside Elementary School
Rita Meador	Supervisor of Special Education	Macon County Board of Education
Angela Marshall	Kindergarten Teacher	Macon County Schools
Ronald Birdwell	Chairman	Macon County Board of Education
J.L. Watson	Title I Director	Macon County Board of Education

Component 3 Members

Name:	Title or Position:	Representation:
Carl Gregory	Principal	Lafayette Elementary School
David Flynn	Principal	Westside Elementary School
Terry Marsh	Principal	Macon County Jr. High School
Charles Biles	Supervisor of Attendance	Macon County Board of Education
Shawn Carter	Elementary Principal	Red Boiling Springs School
Don Jones	High School Principal	Red Boiling Springs School
Rhonda Shrum	Parent of Special Education Student	Community
Linda Smith	Principal	Fairlane Elementary School
Monica Wilkerson	Jr. High School Teacher	Macon County Jr. High School

J.L. Watson	Title I Director	Macon County Board of Education
Debby Prock	Supervisor of Instruction	Macon County Board of Education
Shawn Carter	Elementary Principal	Red Boiling Springs School
Karen Tuck	Bank Teller	Local Business
Matthew Swoner	Student	Red Boiling Springs School
Whitney Thomas	Student	Macon County High School

Component 7 Members

Name:	Title or Position:	Representation:
Mike Prock	Superintendent	Macon County Schools
J.L. Watson	Title I Director	Macon County Board of Education
Debby Prock	Supervisor of Instruction	Macon County Board of Education
Shawn Carter	Elementary Principal	Red Boiling Springs School
Esther Langford	Parent	Community
Regena Copas	Kindergarten Teacher	Macon County Schools

Our names indicate that each of these committees have met and minutes are on file.

Component 1 Chair: J.L. Watson

CP Chair: Debby Prock

Component 2

BELIEFS & MISSION

Please check the tasks accomplished to the Team's satisfaction:

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

Our School System's Beliefs are:

Education, which is an on-going process that begins at birth and continues through the adult years, is the responsibility of educators, parents, businesses and community populations.

All students have the right for educational opportunities that will provide them with the skills, knowledge and resources which enable them to become healthy, successful, productive citizens and/or post-secondary students

The overall indicators of above average student achievement are directly related, but not limited to, a high degree of parental and community involvement through meaningful communication in planning and implementing educational programs and opportunities.

Our School System's Mission is:

The Macon County School System will plan and provide educational opportunities that meet the identified academic and non-academic needs of students, teachers, support staff, administrators and the adult community. The instructional process will include programs that remediate, educate and challenge all populations as needed. All students will be provided educational opportunities to meet and exceed state benchmarks resulting in high school graduation and a successful transition into the society in which they live.

Names indicate completion of this component of our Consolidated Planning Process:

Component 2 Chair: Debby Prock

CP Chair: J.L. Watson

Component 3

NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT

Please check the tasks accomplished to the Team's satisfaction:

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (*e.g., 5-Year Plans*).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. [*Data are on File*]
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. [*Data are on File*]
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. [*Data are on File*]
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. [*Data are on File*]
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (*i.e., more than one group, more that two student groups*). [*Data are on File*]
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. [*Listings are presented.*]
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. [*Description of process used is provided.*]
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. [*Description of process used is provided.*]

Check Data Sources Used:

Non-Academic Data --Student Demographics

- Enrollment
- Attendance
- Graduation Rate
- Mobility
- Socioeconomic Statue (SES)
- LEP (Limited English Proficiency)
- Student Behavior
 - Discipline Referrals or Incidents—by Offense
 - Suspensions and Expulsions
- Student Attitudes (Perception Data)
- Preschool Experience
- Extracurricular Participation
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or
Next Education Level Achievement
- Other—identify _____
- Other—identify _____
- Other—identify _____

Non-Academic Data --Educator Demographics

Teacher Qualifications

- Numbers teaching Core Academic areas who are Highly-Qualified
- Degree Attainment (by Student Groups Taught)
- Experience
- Certification (alternative certification, wavers, permits)
- Gender
- Ethnicity
- Attendance Rate
- Mobility or Longevity
- Trained and Qualified as Mentors
- Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
- Trained Substitute Teachers
- Involved in School or District Leadership, Extracurricular, or Committee Work
- Projected to Retire in 1-3 years
- Other—identify _____
- Other—identify _____

Paraprofessionals

- Highly-Qualified
- Experience
- Gender
- Race or Ethnicity
- Projected to Retire in 1-3 years
- Other—identify _____
- Other—identify _____

- Building Administrators**
 - Credentialed
 - Degree Attainment
 - Experience
 - Gender
 - Race or Ethnicity
 - Number of years in the same school
 - Projected to Retire in 1-3 years
 - Other—identify _____
 - Other—identify _____

Non-Academic Data --School Demographics

- Historical Background
- Facilities
- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify _____
- Other—identify _____

Non-Academic Data --Community Demographics

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify _____
- Other—identify _____

Academic Data –Student Achievement

- | | |
|--|---|
| <input checked="" type="checkbox"/> TCAP grades 3-8 | <input checked="" type="checkbox"/> Promotion/Retention |
| <input checked="" type="checkbox"/> TCAP-Alternative | <input checked="" type="checkbox"/> Teacher Grades |
| <input checked="" type="checkbox"/> TVAAS | <input type="checkbox"/> Other—identify _____ |
| <input checked="" type="checkbox"/> Writing Assessments | <input type="checkbox"/> Other—identify _____ |
| <input checked="" type="checkbox"/> End of Course Assessments | |
| <input checked="" type="checkbox"/> Gateway Tests | |
| <input checked="" type="checkbox"/> SAT/ACT | |
| <input checked="" type="checkbox"/> Local District PreK-2 Assessments—identify <u>TCAP</u> | |
| <input type="checkbox"/> District-required Assessments –identify _____ | |
| <input type="checkbox"/> Additional assessments—identify _____ | |

Identify Non-Academic Needs in Priority Order

Provide a safe, healthy school environment for students and school personnel

Increase the number of highly qualified staff

Improve graduation rate

Identify Academic Needs in Priority Order

Increase the percentage of students proficient on state mandated reading tests, focusing on identified subgroups

In the area of Language Arts, vocabulary has been identified as a priority in all schools and grade levels

Improve writing assessment scores with emphasis on the male population in grades five (5) and eleven (11)

Describe the Prioritizing Process Used

Needs were prioritized based on information submitted by the various committees to the core team. The core team made the final decision.

Names indicate completion of this component of our Consolidated Planning Process:

Component 3 Chair: Carl Gregory

CP Chair: J.L. Watson

Component 4

CURRICULUM, INSTRUCTION, ASSESSMENT, and ORGANIZATIONAL ANALYSIS

Please check the tasks accomplished to the Team's satisfaction:

4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.

Description of instrument used:

Surveys, Test Results, Evaluations, School and District Plans

Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)

Large and small group school personnel, community and parent meetings, with numbers ranging from eight (8) to forty (40) participants

Systematic analysis of contributing causes

CURRICULUM

Strengths:

All teachers have input into the selection process of curriculum materials. Parents are also given the opportunity to review possible curriculum selections.

Teachers and administrators are highly supportive of the math and reading curriculum for grades kindergarten through eight (8).

All students are provided adequate opportunity to learn based on state standards.

Needs/Challenges:

Improve academic outcomes for students through individualized curriculum programming.

Implement a credit recovery program in grades nine (9) through twelve (12).

Even though it is offered, parent participation in reviewing curriculum material is low.

INSTRUCTION

Strengths:

Participation in system-wide year long grade level meetings which focus on grades kindergarten through two (2).

Through professional development activities, teachers are given numerous opportunities to provide instruction supported by and based on state curriculum standards.

Classroom environment and instructional time are protected by various behavioral intervention programs.

Needs/Challenges:

As a result of the success of the system-wide kindergarten through second (2nd) grade meetings, teachers and administrators of higher grades should be given the same opportunity.

The lack of participation of some teachers in research based professional development activities that support the teaching of state curriculum standards.

Provide more academically challenging instruction to all subgroups.

ASSESSMENT

Strengths:

Professional development is provided annually to allow teachers and administrators time to analyze local and state test scores to identify strengths and needs.

Through the use of the Internet, parents and the community are given the opportunity to view and compare local, state mandated test results with those of other systems across the state.

Assessment results are used to gear instruction to student needs and to provide timely remediation and tutoring.

The system has recently begun testing students in grades one (1) and two (2) using the state test. This allows school personnel to recognize, at an early age, areas of strength and areas of need in our curriculum and instruction.

Needs/Challenges:

The kindergarten end-of-year assessment does not reflect the recent additions to the kindergarten curriculum.

Local assessments often are not aligned with state curriculum standards.

Recent federal regulations when testing special needs students have made test administration difficult due to additional time and manpower requirements.

ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES

Strengths:

High quality school improvement plans are implemented consistently.

As a result of a grant, our Coordinated School Health Program continually strives to make our school system a safer, healthier environment for both personnel and students.

Our local board of education, which is a member of the Tennessee School Boards Association, annually reviews, revises and updates system-wide policies.

Needs/Challenges:

Administrative and supervisory positions should be realigned to better meet the demand of state and federal requirements

Community leaders need to become more aware of the financial challenges facing education in order to meet state and federal mandates.

Low parental and community involvement in various policy making issues and practices.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4 Chair: Debby Prock

CP Chair: J.L. Watson

Component 4a

CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

Please check the tasks accomplished to the Team's satisfaction:

- 4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.
- 4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.
- 4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4a Chair: Debby Prock

CP Chair: J.L. Watson

Component 4b

IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

Please check the tasks accomplished to the Team's satisfaction:

- 4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.
- 4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.
- 4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.
- 4b.4 We made decisions about the most useful ways to continue the effective programs.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4b Chair: Debby Prock

CP Chair: J.L. Watson

Component 4c

IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

Please check the tasks accomplished to the Team's satisfaction:

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.**
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.**
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.**
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.**
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.**
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.**

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4c Chair: Debby Prock

CP Chair: J.L. Watson

Component 5

ACTION PLAN DEVELOPMENT

Please check the tasks accomplished to the Team's satisfaction:

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:

Component 5 Chair: Debby Prock

CP Chair: J.L. Watson

Component 6

EVALUATION

Please check the tasks accomplished to the Team's satisfaction:

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:

Component 6 Chair: Debby Prock

CP Chair: J.L. Watson

Component 7

CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT TO THE FUNDING APPLICATION

Please check the tasks accomplished to the Team's satisfaction:

Completed Consolidated Funding Application
[Application submitted]

Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:

Component 7 Chair: Debby Prock

CP Chair: J.L. Watson

ACTION PLAN # 1

Priority Addressed: Safe and healthy school environment				
Goal: To reduce the number of disciplinary referrals and health related absences by 10% by the end of the 2004-05 school year				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Coordinated School Health Program (CHSP)	Ongoing	CHSP Coordinator; School Nurses; Guidance Counselors; Safe Schools Coordinator	School Personnel; Research Based Instructional Materials	Coordinated School Health Grant; Title IV, Part A
Provide research based instructional programs and materials that teach non-violent behaviors and ATOD information for students	Ongoing	Title IV, Part A Administrator; Coordinator of School Health Programs	Research Based Materials and Programs and Professional Development Activities	Coordinated School Health Grant; Title IV, Part A
School air quality will be tested and evaluated	Annually	School Health Personnel; System Maintenance Personnel	Air Quality Kits	Coordinated School Health Grant; Local
Health screenings of selected grade levels and interested school personnel	Annually	Coordinated School Health Personnel; School Nurses	School Health Personnel	Coordinated School Health Grant; Local
Security measures in all schools will provide a safe learning environment	Ongoing	School and System Administrators; Law Enforcement Officials	School Resource Officers; Security Systems	Coordinated School Health Grant; State; Local
Guidance and Alternative School Programs; Drug Free Coordinator and Educational Programs	Ongoing	School and System Administrators	Train Certified Employees; Research Based Materials	State; Local; Federal; Coordinated School Health Grant

ACTION PLAN # 2

Priority Addressed: Highly Qualified Teachers and Paraprofessionals				
Goal: To increase by 25%, the number of highly qualified teachers and paraprofessionals in each school by the end of the 2004-05 school year				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Provide opportunities for core subject area teachers to enroll in university courses to become highly qualified for area taught	Ongoing	Federal Programs; Administrators	University Courses on Campus or On-line; - \$12,000	Title I; Title II, Part A
Core subject area teachers and paraprofessionals will take required tests to become highly qualified	Ongoing	Federal Programs; Administrators	Online Tests and Praxis Tests; - \$4,000	Title I; Title II, Part A
Local and State professional development opportunities that will allow teachers to receive points for the matrix in order to get highly qualified	Ongoing	School and System Administrators	Research Based Professional Development; Teacher Center; - \$50,000	Title I; Title II, Part A; Title V, Part A; Vocational; Special Education; Local
Employ teachers and paraprofessional that meet highly qualified standards	Ongoing	Director of Schools; School and System Administrators	Highly Qualified Applicants	Title I; Title II, Part A; Special Education; Vocational; Local; State

ACTION PLAN # 3

Priority Addressed: Graduation Rate				
Goal: Increase the graduation rate 10% for the Macon County School System by the end of the 2004 – 05 school year with the expectation on meeting or exceeding state requirements by the end of the 2006 – 07 school year.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Implement the Credit Recovery Program in both high schools	2004 – 05 to pilot the program at MCHS; 2005 – 06 to begin program county wide in grades 9 – 12	School and System Administrators; Vocational Administrators; Guidance Counselors	Extended Contract Teachers; Software Programs; - \$35,000	Extended Contract; Title V, Part A; Title I; Special Education; Vocational; Local; State
Provide remediation/tutorial programs and services for students identified	Ongoing	School Administrators	Extended Contract Teachers; Classroom Teachers; Software Programs and Materials	Extended Contract; Title V, Part A; Local; Vocational; Special Education
Provide software programs and/or instructional materials to help with intervention and remediation of students	Ongoing	Teachers; Librarians; School and System Administrators	Technology, Software Programs; Instructional Materials	Title V, Part A; Special Education; Vocational; Technology; Local
Employ highly qualified teachers	Ongoing	Director; School and System Administrators	Highly Qualified Applicants	Special Education; Local; State
Special Needs / ELL programs will identify and assist with students that are identified and qualify	Ongoing	Teachers; Counselors; School and System Administrators	Special Education and ELL Personnel and Materials	Special Education; Local; State

ACTION PLAN # 4

Priority Addressed: Reading				
Goal: To increase by 5% the reading proficiency of identified subgroups by the end of the 2004 – 05 school year				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Employ and train reading coach to work with teachers of reading in school-wide programs	2004 – 05 school year	Principals; Superintendent’s Office Staff	\$50,000	Title 1
Class Size Reduction teachers in designated elementary schools	Ongoing	Principals; Federal Coordinator	\$185,000	Title II, Part A; Title I
Tutoring program in reading for each school	2004 – 05 school year	Teachers; Principals; Superintendent’s Office Staff	\$15,000	Title I; Extended Contract
Purchase reading materials to supplement reading program with emphasis on grades K – 1	2004 – 05 school year	Superintendent’s Office Staff	As Needed	Title I; Title II, Part A
Summer Reading Workshops	2004 – 05 school year	Superintendent’s Office Staff	Trainer Fees, where applicable; Teacher Center Resources	Title I, Title II, Part A; Title V, Part A
Workshops for parents conducted by reading coach and/or parent liaison	2004 – 05 school year	Principal; Superintendent’s Office Staff	Reading Coach – no cost; Parent Liaison - \$20,000	Title I

ACTION PLAN # 5

Priority Addressed: Vocabulary				
Goal: To meet or exceed the state average on the vocabulary sections of the standardized, state mandated tests				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Employ and train a reading coach to work with teachers of Language Arts in school-wide programs	2004 – 05 school year	Principals; Superintendent’s Office Staff	\$50,000	Title I
Class Size Reduction teachers in designated elementary schools	Ongoing	Principals; Superintendent’s Office Staff	\$185,000	Title II, Part A; Title I
Purchase vocabulary materials to supplement Language Arts program	Ongoing	Principals; Superintendent’s Office Staff	As needed	Title II, Part A; Title I, Title V, Part A; Local
Purchase vocabulary software to enhance Reading/Language Arts classroom instruction	Ongoing	Principals; Superintendent’s Office Staff	As needed	Technology; Title I
Provide Professional Development in area of Language Arts	Ongoing	Superintendent’s Office Staff	Consultant Fees; Teacher Center	Title I; Title II, Part A; Title V, Part A, Special Education; Technology; Local
Workshops for parents conducted by reading coach	2004 – 05 school year	Principal; Superintendent’s Office Staff	No Cost	N/A

ACTION PLAN # 6

Priority Addressed: Writing Scores				
Goal: To increase writing scores to meet or exceed the state average, with emphasis on improving the male population scores in grades 5 and 11 by 5%, by the end of the 2004 – 05 school year				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Provide local, state, and federal professional development opportunities which may include Gateway training, Sylvan workshops, grade level meeting, etc.	June 2004 – May 2005	Superintendent’s Office Staff; School Principals; Inservice Committee	Professional Consultants; Materials; Teacher Center	Title II, Part A; Title I; Special Education; Local; Title V, Part A
Instructional materials will be reviewed and updated to help remediate and challenge students	Ongoing	Classroom Teachers; School Librarians; Administrators	Supplementary materials for new English textbooks; Library materials; Teacher materials purchased using BEP funds	Title I; Title V, Part A; Vocational; Local Funds; Special Education; Technology
Tutorial and extra instructional programs will be available to students needing assistance with writing skills	August 2004 – May 2005	Teachers; School Administrators; Technology Coordinator; Educational Assistants	Extended Contract Teachers; Computer Lab; Software	Extended Contract; Technology; Local; State; Title I
Class Size Reduction teachers will be employed in elementary grades in order to reduce pupil/teacher ratio allowing for more individualized instruction	Ongoing	School Administrators	Highly Qualified Teachers	Title II, Part A; Title I
Regular, ongoing communication with parents	Ongoing	Classroom Teachers	Parent/Teacher Conferences; Open House; School Announcements; Newspaper Articles; School Planners and Websites	Title I, Technology; Local; State

EVALUATION PLAN #1
With ACTION PLAN # 1

GOAL: To reduce the number of disciplinary referrals and health related absences by 10% by the end of the 2004-05 school year

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Coordinated School Health Program (CHSP)	Coordinated School Health Program Modules	Collect data Analyze data	Ongoing	CSHP Coordinator	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Provide research based instructional programs and materials that teach non-violent behaviors and ATOD information for students	Material inventory; Pre/Post testing of students	Guidance counselors will test certain grade levels to determine progress	Ongoing	CSHP Coordinator; Guidance Counselors; Safe and Drug Free Schools Coordinator; Teachers	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
School air quality will be tested and evaluated	Air Quality Tests	Collect air samples Analyze and compare to acceptable levels	Ongoing	Principals; CSHP Team; Maintenance Supervisor	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Health screenings of selected grade levels and interested school personnel	Log of previous years' school attendance records	Collect scores Analyze and compare with previous scores	Ongoing	Supervisor of School Nurses; School Nurses; CSHP Coordinator	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Security measures in all schools will provide a safe learning environment	School attendance records	Analyze attendance records	Ongoing	Principals; School Resource Officers; Teachers	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Guidance and Alternative School Programs; Drug Free Coordinator and Educational Programs	Referrals	Collect referrals Analyze frequency of individual students	Ongoing	Guidance Counselors; Alternative School Instructors; Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #2
With ACTION PLAN # 2

GOAL: To increase by 25%, the number of teachers and paraprofessionals in each school by the end of the 2004-05 school year					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Provide opportunities for core subject area teachers to enroll in university courses to become highly qualified for area taught	Ratio of Highly Qualified Teachers to Non Highly Qualified Teachers	Analyze the ratio to determine the amount of increase in Highly Qualified Teachers	Ongoing	Federal Programs Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Core subject area teachers and paraprofessionals will take required tests to become highly qualified	Number of Teachers and Paraprofessionals who are Highly Qualified	Analyze and compare numbers of highly qualified personnel to determine the increase	Ongoing	Federal Programs Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Local and State professional development opportunities that will allow teachers to receive points for the matrix in order to get highly qualified	Number of Teachers achieving highly qualified status; Professional Development Activities	Collect data to determine the increase in highly qualified numbers Analyze professional development evaluations to determine success of programs	Ongoing	School and System Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Employ teachers and paraprofessional that meet highly qualified standards	Number of personnel who are highly qualified	Analyze the number of highly qualified personnel employed annually	Ongoing	Director; School and System Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #3
With ACTION PLAN # 3

GOAL: Increase the graduation rate 10% for the Macon County School System by the end of the 2004 – 05 school year with the expectation on meeting or exceeding state requirements by the end of the 2006 – 07 school year

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Implement the Credit Recovery Program in both high schools	Number of graduates; Students enrolled in program	Analyze and compare increase in graduation rate	Ongoing	School and System Administrators; Guidance Counselors	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Provide remediation/tutorial programs and services for students identified	Number of student referrals; Graduation rate	Collect data to determine the number enrolled in programs Analyze success through graduation rate	Ongoing	School and System Administrators; Teachers; Guidance Counselors	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Provide software programs and/or instructional materials to help with intervention and remediation of students	Inventories; Graduation rate	Analyze success of materials used when compared to graduation rate	Ongoing	School and System Administrators; Teachers; Guidance Counselors	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Employ highly qualified teachers	Number of teachers employed	Collect data on number employed	Ongoing	Director; School and System Administrators	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Special Needs / ELL programs will identify and assist with students that are identified and qualify	Number of students served; Graduation rate	Collect data on students served Analyze data and determine success of program	Ongoing	Special Education and ELL Administrators	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared

EVALUATION PLAN #4
With ACTION PLAN # 4

GOAL: To increase by 5% the reading proficiency of identified subgroups by the end of the 2004 – 05 school year					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Employ and train reading coach to work with teachers of reading in school-wide programs	TCAP tests	Analyze test results	2004 – 05 school year	Teachers; Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Class Size Reduction teachers will be employed in elementary grades	TCAP tests	Analyze test results	Ongoing	Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Tutoring program in reading for each school	TCAP tests	Analyze test results	2004 – 05 school year	Teachers; Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Purchase reading materials to supplement reading program with emphasis on grades K – 1	TCAP tests	Analyze test results	2004 – 05 school year	Teachers; Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Summer Reading Workshops	Exit Evaluations	Analyze evaluations	2004 – 05 school year	Superintendent’s Office Staff	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Workshops for parents conducted by reading coach and/or parent liaison	Parent Evaluations	Analyze evaluations	2004 – 05 school year	Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #5
With ACTION PLAN # 5

GOAL: To meet or exceed the state average on the vocabulary sections of standardized, state mandated tests					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Employ and train a reading coach to work with teachers of Language Arts in school-wide programs	TCAP tests	Analyze and compare test results	2004 – 05 school year	Teachers; Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Employ a class size reduction teacher in lower grades at the elementary schools	TCAP tests	Analyze and compare test results	Ongoing	Principals	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Purchase vocabulary materials to supplement Language Arts program	TCAP tests	Analyze and compare test results	Ongoing	Teachers; Principals	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Purchase vocabulary software to enhance Reading/Language Arts classroom instruction	TCAP tests	Analyze and compare test results	Ongoing	Principal; Teachers; Technology Contact	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Provide Professional Development in area of Language Arts	Evaluations; Attendance Records	Collect evaluations Analyze evaluations and attendance records	Ongoing	School and System Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Workshops for parents conducted by reading coach	Evaluations; Attendance Records	Collect evaluations Analyze evaluations and attendance records	2004 – 05 school year	Principals, Reading Coach	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #6
With ACTION PLAN # 6

GOAL: To increase writing scores to meet or exceed the state average, with emphasis on improving the male population scores in grades 5 and 11 by 5%, by the end of the 2004 – 05 school year

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Provide local, state, and federal professional development opportunities which may include Gateway training, Sylvan workshops, grade level meeting, etc.	Writing Assessment Scores	Analyze test results and make comparisons to prior year	Ongoing	Teachers; School Administrators	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Instructional materials will be reviewed and updated to help remediate and challenge students	Inventory of Materials	Analyze test results and make comparisons to prior year	Ongoing	Teachers; School Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Tutorial and extra instruction programs will be available to students needing assistance with writing skills	% of Students Participating	Collect data Analyze to determine which students require added instruction	August 2004 – May 2005	Teachers	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
Class Size Reduction teachers will be employed in elementary grades in order to reduce pupil/teacher ratio allowing for more individualized instruction	Comparison of student/teacher ratio both with and without CSR	Analyze test results	Ongoing	Teachers; School and System Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
Regular, ongoing communication with parents	Parent/Teacher Conference and Open House Attendance Records	Analyze attendance records	Ongoing	Teachers; School Administrators	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared