

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

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

For Submission On or Before May 15, 2006



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

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

Document Version, November, 2005

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**Tennessee Comprehensive Systemwide Planning Process
(TCSPP)**

Assurances

with Signature of Director of Schools

I certify that the **Macon 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 first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Wynona Clayborne	Special Education Supervisor
Patricia Ferguson	Technology Coordinator
Cindy Gammons	Assistant Supervisor Title I
Debby Prock	Supervisor of Instruction
Mike Prock	Director of Schools
Jimmy Wheeley	Vocational Director
Bobby Bransford	Macon County Junior High Principal
Shawn Carter	Macon County High Principal
David Flynn	Westside Elementary Principal
Don Jones	Red Boiling Springs High Principal
Cheri Keller	Red Boiling Springs Elementary Principal
Terry Marsh	Lafayette Elementary Principal
Linda Smith	Fairlane Elementary Principal
Dawn Thompson	Central Elementary Principal
Cindy Bohanan	MCJH Guidance Counselor
Melinda Owens	MCHS Guidance Counselor
Stephanie Loftis	RBSHS Guidance Counselor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Debby Prock	Team Leader, Instruction Advisor
Cindy Gammons	Title Advisor
Wynona Clayborne	SPED Advisor
Patricia Ferguson	Technology Advisor
Jimmy Wheeley	Vocational Advisor
Mike Prock	Policies
Component 2 Member	Role
Cindy Gammons	Team Leader, Title Advisor
Wynona Clayborne	Special Education Advisor
Patricia Ferguson	Technology Advisor
Debby Prock	Instruction Advisor
Jimmy Wheeley	Vocational Advisor
Component 3 Member	Role
Wynona Clayborne	Team Leader, SPED Advisor
Debby Prock	Instruction Advisor
Patricia Ferguson	Technology Advisor
Cindy Gammons	Title Advisor
Jimmy Wheeley	Vocational Advisor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Cindy Gammons	Team Leader, Title Advisor
Debby Prock	Instructional Advisor
Wynona Clayborne	Special Education Advisor
Patricia Ferguson	Technology Advisor
Jimmy Wheeley	Vocational Advisor
Component 5 Member	Role
Debbie Prock	Team Leader, Instructional Advisor
Cindy Gammons	Title Advisor
Wynona Clayborne	Special Education Advisor
Patricia Ferguson	Technology Advisor
Jimmy Wheeley	Vocational Advisor
Component 6 Member	Role
Cindy Gammons	Team Leader, Title Advisor
Debby Prock	Instructional Advisor
Wynona Clayborne	SPED Advisor
Patricia Ferguson	Technology Advisor
Jimmy Wheeley	Vocational Advisor

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

Committees which included professional development, 3-Star Education, Pre-K Advisory, Vocational Advisory Committee, Vocational Advisory Council, Coordinated School Health, Federal Programs, and building level collected and analyzed the following data to determine our school system's areas of strength and need:

Parent and Teacher Surveys, Technology Surveys, State Test Results, System and Vocational Report Cards from the State, Pre-K Unserved At-Risk Children, Title Needs Assessment, Discipline, Suspension and Expulsion Reports, Coordinated School Health Evaluation Data, Five Year Plan, School Improvement Plans, Consolidated Application, Review Evaluations of Previous Professional Development Activities, Title II, A Teacher Professional Development Questionnaire, Building Program Needs, School and System Financial Data, Teacher Attendance Data, Teacher Certification, Highly Qualified Teachers and Teacher Assistant Certification.

The above mentioned committees included representation from community groups, parents, students, teachers, technology, vocational, adult education special education, school administrators, school health, law enforcement, school board members, director, etc. Various sub-committees were assigned data to analyze and report back to the full committee their findings. Based on the findings, areas of strength and areas needing improvement were identified for our school system. As reported in our original consolidated application a need to improve our graduation rate was identified, and it continues to be a need. The committees have also reviewed our current mission and belief statements already in our local consolidated application and will use new information to develop our vision statement.

We are already well aware of the need for a school building program that has been presented to the county commission and voted on by the people. To our disappointment, this building program proposal has been voted on twice in the past two years and voted down twice by the people of Macon County. We will continue to revisit this issue and work toward a vote of approval by the people of our county. The need for additional classroom space was an issue for our system and the reason our system did not apply for pre-k program for the 2005-06 school year. It is also the reason our high school vocational programs cannot be moved to the main high school campus and are currently located at a site that is shared by two other counties.

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?

The Macon County School System, through a variety of committees, uses survey results, parent, community and student input, state report card information, achievement test results, graduation/dropout rates, attendance, promotion, percentages of free and reduced information, special needs percentages, suspension/expulsion reports to assess our needs and look toward the future for planning our goals and action steps. Test results are maintained in a central location at the office of the director for easy access to various departments.

After accessing our system's needs, the committees, with representation from education, parents, students, and the community will review our belief and mission statements while helping to develop our vision statement. The vision is to be developed with respect to education, parents and community. The system wide committees will review the belief, mission and vision statements of the individual schools as we make any needed revisions in that of the school systems. Based on previous community voting records, the vision of the community for the school building program is not congruent with that of the school system.

Collection of Student Performance Data - Narrative Response Required

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

Student performance data includes a variety of information. The state report cards, which also includes vocational, identifies student demographics, suspensions and expulsions, attendance, academic achievement, subgroup academic performance and graduation/dropout rates. Coordinated School Health evaluation Report includes student information relating to use of tobacco, alcohol, obesity, etc. which does affect student performance. Students also serve on the Three Star Education Committee and provide valuable input as to their views on the needs of our school system. School Improvement Plans provide information about the student performance and includes student academic interests through pre-registration information for the schools.

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools**Use of School Processes Data - Narrative Response Required**

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

Funds made available through Title, SPED, Vocational (Carl Perkins), Gen Purpose Professional Development
Trainings through Title, SPED, Vocational,

Delivery of Services - Narrative Response Required

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

We have found that we have been duplicating many services to our schools through various avenues of funding and support. We have also found that through this collaborative process we can combine forces and provide greater services with less funding required. We have found that everyone has the same goals for the students but are attacking them in sometimes similar and sometimes different methods. By collaboration, we have more clearly identified needs and joined forces to attack and hopefully improve the needs of these students in our schools.

Evaluation of the Collaborative Process- Narrative Response Required

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

The greatest strength is sitting down together as a team and reviewing where we are and identifying the needs of our school system. This enables us to more clearly focus on our weaknesses and address them with time, effort and money. Another strength is that each department of the system has reached a better understanding of the other departments and the needs that they have while serving students. This process has given us the opportunity to discuss and share where we are, where we are going and how we are going to get there. This process has given us the chance to come together as a team to work toward the same goals and pool ideas to help meet the needs of the all students. The only need or weakness that we as a team could see through this process is time. It has been difficult at times to get the team together in order to work on this process.

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

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS:

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.

MISSION STATEMENT:

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.

SHARED VISION STATEMENT:

It is the vision of the Macon County School System to provide all children with a safe and inviting environment so that they can be successful in school. We want to instill in each student high expectations, good morals and respect. We promote students to develop lifelong learning skills, share resources, be productive citizens and communicate in a global society.

COMPONENT 3

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

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The following summary questions address the use of various data in Component 3. They are designed as a culminating activity to help you assimilate the work of Component 3. This information comprises Component 3 of the TCSPP to be turned in to the Tennessee Department of Education.

Evaluation of Aggregated Data - Narrative Response Required

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

The aggregated data shows **strengths** in these areas:

- The county has “Good Standing” Status.
- The attendance percentage for K-12 is above state goals.
- The area of math in K-8 Achievement
- The number of students proficient on the Gateway Algebra and English is increasing
- The number of students proficient on the Math Foundations I and English I End of Course test is increasing.
- TVAAS data shows strength in all areas K-8.
- Value added Reading /Language Arts gain by year in grades 4, 6, 7
- Value added Math gain by year in grades 4,5,7
- Value added science gain by year in grades 6,7
- Value added social studies gain by year in grades 7
- Grades 9-12 value added Gateway Biology
- ACT scores are above predicted scores
- AYP was met in all areas in grades 9-12
- Vocational areas of strength are skill proficiencies and placement.

The aggregated data shows a **need** in these areas:

- Number of highly qualified teachers
- Promotion rate K-8
- 9-12 Dropout rate is higher than state average and Graduation rate is lower than state average
- Per pupil expenditure per funded Average Daily Membership and Average Daily Attendance is lower than state average
- Number of students below proficient on Biology is increasing
- A need was shown in vocational programs in academic attainment, completion, participation in non-traditional programs and completion of non traditional programs.

What evidence/sources support your response?

Macon County Report Card – Student Academic Achievement
 Macon County Report Card – Value Added Data
 Macon County Report Card – Adequate Yearly Progress
 Macon County Report Card – Perkins Report Card

Evaluation of Disaggregated Data - Narrative Response Required

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

The disaggregated data shows **strengths** in these areas:

- The data shows an area of strength is math for all students, Hispanic, economically disadvantaged, and students with disabilities grades K-8.
- The data shows an area of strength in Reading/Language Arts for all students, White, Hispanic, Economically Disadvantaged, and students with disabilities grades K-8.
- The Algebra Gateway for all students, white students, economically disadvantaged, and students with disabilities
- The English Gateway for all students, white students, economically disadvantaged students and students with disabilities.
- Females have greater success than their male counterparts in all core indicators with the exception of placement.
- All subgroups exceed negotiated performance levels in skill proficiency.

The disaggregated data shows a **need** in these areas:

- The data shows an area of need is white students in math grades K-8 and students with disabilities.
- The data shows a need in the area of reading/language plus writing for white students
- TVAAS data shows a need in grades K-8 in Reading/Language Arts – grade 8, Math – grades 6, 8, Science – grades – 5, 8, and Social Studies – grades 6, 8.
- TVAAS data shows a need in grades 9-12 in Gateway Algebra, End of Course Math Foundations, and English I.
- Male Career/Technical Education students need to improve performance in academic attainment, completion of programs, participation in non-traditional programs, and completion of non-traditional programs.
- Higher percentage of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of school.
- Providing post secondary goals for students with IEPs.

What evidence/sources support your response?

Macon County Report Card – Student Academic Achievement
 Macon County Report Card – Value Added Data
 Macon County Report Card – Adequate Yearly Progress
 Macon County Report Card – Perkins Report Card
 Cyclical Performance Review for Local Agencies

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools**Evaluation of Non-Academic Data- Narrative Response Required**

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

Macon County is a small rural county located in between the Highland Rim and the Cumberland Plateau and it borders with Kentucky. Our community is predominately white. The school system has a total of 3,717 students, with 96% of those students white. Our Hispanic students account for 3% of the school's population and less than 1% of the students are Asian, Black, or Indian. Fifty-three percent of the student population is male with the other forty-seven percent female. Over fifty percent of our students are on the free and reduced lunch program with five of our schools having over fifty percent, one school with 68%, and another school with 73%. Of the 3,717 students 16% of the students are receiving special education services. Over 50% of the students receive services through title programs. While there is a very small percent, Macon County has less than 1% of homeless and Migrant students. We do not have statistics on neglected and delinquent students, migrant, homeless, or foster students but there are a large number of those students in our school system either through foster care or those that may be on probation. Three of the elementary schools are school-wide title schools and two are targeted assisted title schools. There are approximately 450 teachers, staff members, and administrators. Approximately 30% of our students go on to post secondary education. 64.10% of the students enrolled in grades 9-12 is enrolled in one or more Career/Technical Education class.

Strengths

- 100% of the schools in Macon County are SACS accredited.
- County Wide Good Standing Status
- K-8 Attendance
- 9-12 Attendance
- The number of Career/Technical Education students has increased.
- High Quality Professional Development Activities are increasing from 59.46% in 2003-2004 to 66.14% for 2004-2005

Needs

- Per pupil expenditures in the area of Technology is decreasing.
- Number of highly qualified teachers @ 91.74% with a need to increase to 100%
- K-8 promotion rate
- 9-12 dropout rate
- Per-pupil expenditure-Average Daily Attendance/Average Daily Membership
- Increase the number of concentrators in Career/Technical Education programs.

What evidence/sources support your response?

Macon County Board of Education Budget Reports

Free/Reduced Lunch applications

Star Students enrollment information

Title I Eligibility Reports

Special Education Eligibility Reports

Technology Budget

Macon County System Report Card

Enrollment rolls in Career/Technical Education Programs

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools**Evaluation of the System's Current Approach in Meeting the Needs of All Students - Narrative Response Required**

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

Strengths

- Implementation of A+ program county wide.
- 4 size reduction classrooms
- Kindergarten classroom paid from title funds to target at risk students
- Credit recovery at the 9-12 level
- Aligning instruction to curriculum standards and Blueprint for Instruction
- Teaching across the curriculum between vocational and regular education
- Programs such as Netteker, Brain Pop, and Atomic Learning are available for all teachers to assist with planning to align teaching with state standards.

Needs

- Improve Dropout Rate - 12.9%; 30% SPED
- Improve Graduation rate – 75.7%; 52.6% SPED
- K-8 Social Studies
- Computer Labs
- Facilities and Space
- Transition to secondary education
- On campus T & I programs
- ELL and Migrant student proficiency in English and Language Arts

What evidence/sources support your response?

Macon County System Report Card
 Macon County Carl Perkins Report Card
 School System Building Program
 3 Year Comprehensive Technology Plan
 Cyclical Performance Review for Local Agencies
 CELLA Tests

Trends

- Enrollment is increasing at a faster rate than funding has increased.
- Number of free and reduced students increasing.
- Number of special needs students with severe disabilities increasing.
- Number of ELL and non-English speaking students, homeless, migrant, and neglected and delinquent students is increasing

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

- To increase the graduation rate by 10% while decreasing the dropout rate by 10% until state expectation are met or exceeded.
- To reduce the percent of students in the below proficient category for all test by 3% in the elementary grades with emphasis in grades 6 and 8 until we meet or exceed state expectations for percent proficient of advanced.
- Gateway, End of Course, and Writing Test Scores for grades 9-12 will increase by 5% while improving the value added status for the three year average to NDD or above. Emphasis will focus on the students with disabilities identified through AYP by meeting federal benchmarks requirements.

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	Align Teaching to the Curriculum Standards	Align instruction to the Blueprint Benchmarks	Textbook Driven Instruction	Saxon Math	SRA	Plato and A+ Software	Dibels Testing for K-3
Evidence of Practice	Classroom observation, in-service trainings	Observation, K-8 Teachers supplied with copies of the Bluebook	End of book tests, worksheets, classroom observation	Classroom observation; test scores/results	Classroom observation; Test scores/results	Computer logs	Test results generated by the Dibels program
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway, End of Course, TCAP, Writing Scores, IEP's, CTE Completers	Gateway, End of Course, TCAP, Writing Scores, IEP's,	Chapter Tests; TCAP; Gateway; Writing Scores	TCAP, IEP's	TCAP, IEP's	Gateway, End of Course, TCAP, IEP's, CTE Completers	Dibels testing results
Evidence of effectiveness or ineffectiveness	Test results from all data resources	Test results from all data resources	Test results from all data sources	Test results from all resources, Math scores continue to improve	Test results from all data sources	Test results from all resources, test results from software programs	Test results, student progress in classrooms
Evidence of equitable system support for this practice	Professional Development Documentation	Professional Development Documentation	Professional Development by textbook companies when adopted	Professional Development Documentation, appropriate materials supplied	Appropriate materials supplied; professional development as needed	Continued Professional Development throughout the year when needed	Continued Professional Development for teachers and staff members
Next Step (changes or continuations)	Continued professional development to ensure all teachers utilize	Continued professional development to ensure all teachers utilize	Continuation	Continuation; provide professional development as needed	Continuation	Continuation; Provide Professional Development as needed	Continuation

TCSPS TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

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

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

Ensure state curriculum standards are being met. Providing high quality research-based professional development for teachers to use these practices effectively. Provide assistance through classroom observation.

Too much time is being required of the Central Office staff to count/review various state tests.

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

Provide more release time for the teachers to visit model school programs in their teaching areas. Think outside the box as it relates to curriculum and its’ implementation. Help teachers analyze where students are based on available data and assist them in developing an individual plan (IEP) for each student in order to show greater individual success. By doing this for every child, it would help to ensure that the achievement gap within subgroups is eliminated.

Increase the number of research-based workshops and materials to provide successful practices for teachers to use in the classroom and therefore increase test scores.

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?)

At the present time, the supervisors at the central office provide funding through Title I, Title IIA, Title IID, Title III, Title IV, Title V, Carl Perkins, SPED and GP to offer professional development, purchase researched based materials, provide equipment and other needs in order to improve teaching and raise test scores. Most of the money used is spent out of the different funds without working with other areas. Money is spent on professional development, textbooks, and materials to correlate with state adopted standards.

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

All funding sources should collaborate together in order to meet the individual needs of all students. Many times we are purchasing the same materials for the same needs. We need to come together as supervisors to collaborate ideas of what is needed in our schools and determine how we can spend all monies jointly to achieve our goals.

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?)

We assign personnel in accordance with state mandated pupil/teacher ratios based on their areas of certification and their highly qualified status. In addition, we are currently using Title II-A money to fund four classroom size reduction (CSR) teachers in order to help teacher/pupil ratio. This is an effort to help test scores. Additionally, we have 1 ½ ELL teachers to provide services for our ELL students.

Support staff is assigned in accordance with state and federal mandates, student population, and individual needs of the schools and the programs they offer. In addition, several of the Title I school-wide schools are using their funds to hire extra teacher assistants for tutoring purposes as well as staff to help in the computer labs where students get reinforcement for their classes.

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

Reassign professional staff that has shown success through test scores to areas of greatest need. Add additional professional staff to help “at-risk” students in science and social studies. Reassign support personnel to areas of greatest need to provide students more remediation, tutoring, and individual assistance in order to succeed.

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?)

Title I, SPED, Carl Perkins, Title II A, Title II D, Title III and GP money is used to provide the schools with Scientific Based Researched materials, textbooks, and other materials needed to assist teachers with curriculum.

The board of education has formed a partnership with Head Start in order to prepare those children for entering kindergarten. The contract is in part, an effort to work with Headstart so that the students have the skills they need to enter kindergarten.

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

More collaboration needs to be done with all of the supervisors in order to better spend money and provide quality materials to the schools. Title, SPED, Vocational, technology and GP need to work together and with the schools to better meet the needs and provide high quality, researched based materials. By using such materials, we can ensure that the students are receiving activities that have been shown to help in student achievement. We are already providing these things, but as a whole, we can provide more by working together.

TCSPP TEMPLATE 4.1c
CURRICULUM REFLECTIVE QUESTIONS

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

Curriculum Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

Funds are being spent equally among the schools in order to provide curriculum to the students. The system sees that all children receive the needed materials for each classroom. SPED, Title, Carl Perkins, and technology money provides supplemental materials for some areas in addition to the materials provided to all students.

Curriculum Reflective Questions - Narrative Response Required

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

No. As a system, we could be more effective if we combined resources from Title, GP, SPED, Carl Perkins, and Technology. Working together as a system both on the system level and within the schools, we could determine more what the needs are and how we should fund them. We are addressing the same needs in each area, individually. Coming together would better benefit the system and the children as a whole.

Curriculum Reflective Questions - Narrative Response Required

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

No. We are not meeting the needs for graduation rate. Our test scores in the elementary grades, especially grades 6 and 8 are low and test scores in the high school need improving. The areas of writing, Algebra I and End of Course testing should be priority. In addition, there is a need in the area of reading and social studies. Additionally, more focus needs to be placed on our ELL students to ensure that they are making AYP in English and Language Arts.

TCSPS TEMPLATE 4.1d

CURRICULUM SUMMARY QUESTIONS

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

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our report card information, as well as, information gained through analyzing test results indicates math and language arts are a strength for all students. We have identified that grade 7 scores for our system are especially strong in all areas of the curriculum for value added purposes. The high school is showing definite improvements in the Algebra Gateway while our Biology Gateway scores are high already; we see little gain as a result of that. English Gateway scores are also strong.

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.

For value added purposes we recognize a need to improve test scores in all areas of the curriculum for grades 6 and 8 system wide. Social studies are another area we sometimes neglect and this too is reflected in our value added scores. In the high school, writing is an area needing attention while all End of Course and Algebra Gateway continues to be a focus for our system. Scores of students with disabilities continue to be our challenge for math and language arts.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

A high quality, research based software program (A+) has been implemented system wide to help challenge and remediate for all areas of the curriculum in grades K-12. Our system is also applying for pre-k programs that will serve at-risk students and hopefully reduce the percentage of students below proficient in various areas of the curriculum over the next few years. A reading coach is currently in her second year working with Title schools grades K-3. A building program is needed in order to provide more classroom space for additional pre-k programs, technology and vocational classrooms. Professional development activities have been planned for areas of the curriculum identified as needing to be strengthened. In the junior high, an additional teacher will be employed for grade six to reduce the numbers in the departmentalized sections for social studies and science. The high school will employ an additional wellness teacher to help with the teaching of character education, conflict resolution skills and hopefully improve self-esteem of struggling students.

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practice	Instruction aligned with Curriculum Standards	Across the Curriculum Instruction	Instruction aligned with State Standard Tests	Use of Saxon Math, Plato, A+, SRA	Instruction aligned with the Blueprint for Learning	Net tracker, Atomic Learning, and Brain Pop software	English in a Flash and Rosetta Stone Software for ELL Students
Evidence of Practice	Classroom observation, in-service training	Classroom observation	Test results, classroom observation	Test results, student grades, classroom observation	Test results, classroom observation,	Teacher log-in information; computer logs	Observation, student grades, software reports
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway, TCAP, End of Course, IEP's CTE Completers	Teacher made tests, standardized testing, CTE Completers, IEP's	Gateway, TCAP, Writing Scores, End of Course	Gateway, TCAP, End of Course, IEP's	Gateway, TCAP, End of Course, IEP's, Writing Scores,	Test Scores	CELLA test scores, TCAP scores, Gateway test scores
Evidence of effectiveness or ineffectiveness	Test results from all data sources, increased proficiency	Student report cards, Test results from all data sources	Increased proficiency from test results	Test results have improved in these areas	Test results from all data sources, increased proficiency	Helps teachers find lesson plans aligned to state standards and serves as tutorial for both teachers and students	Increased English proficiency in or ELL Students
Evidence of equitable system support for this practice	Professional Development	Professional Development	Professional Development	Professional Development, materials purchased	Professional Development, Blueprint books supplied to teachers	Funding support, on-going professional development	Funding support, professional development
Next Step (changes or continuations)	Continuation; provide professional development as needed	Continuation; work towards more participation in other areas	Continuation	Continuation: provide professional development as needed	Continuation; provide professional development as needed	Continuation	Continuation, increase usage across the county, more professional development

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

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

Instructional TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

As supervisors in the central office, we are mandating that schools purchase research-based materials for their schools to ensure student achievement. In addition, the professional development provided to the teachers and schools is more research-based. Several of the software programs that are offered are a great assistance in building lesson plans and aligning curriculum. We offer in-school consultation and training for teachers with researched based software.

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

We can still make more of an effort to insure that research-based materials as well as professional activities are incorporated into the schools. We must ensure that instructional practices by the teachers are going to be effective tools in the success of our children.

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?)

Funds are being used through Title I, Title IIA, Title IID, Title III, IDEA, TECHNOLOGY, and Carl Perkins to provide in-services and workshops to the teachers, administrators, and staff personnel in order to gain knowledge and skill for the research-based materials the teachers are using in the classroom. These funds are also being used to bring the instructional materials into the classroom.

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

In addition to using the funds listed above, we should work together instead of as separate entities, to implement research-based instructional practices. Funds should be incorporated for best use practices. We need to collaborate as a team to determine which practices we will use as a county and fund them together.

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?)

Currently, we have a Reading Coach that is paid through Title I funds. Her purpose is to assist the School-wide schools in reading. She also over-sees the Dibels program that was put in place this school year. This is a research-based program that has shown to improve student’s reading skills. Several of the school-wide schools and targeted assisted schools have employed extra personnel to assist in computer labs SRA labs and classrooms in order to provide tutoring and additional help for students. There are four schools that are using Title II A funds to employ CSR teachers. Personnel are assigned to operate the P.A.S.E. lab which is a researched-based lab that provides students with hands-on occupational skills. ELL teachers are being used to work with our ELL students on research based programs in order to increase competency in English.

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

We feel personnel are assigned according to our greatest needs. At this time we do not see the need to change what we have in place. Since many of our instructional practices are in their infancy, we will continue to monitor evaluate and reassign personnel as needed. One area that needs to be monitored is ELL. Our students are spread between eight schools. There are only 2 – 15 students at each school. Each student only receives a limited amount of time with our ELL teachers. Therefore, we need to study ways that the current faculty and staff at each school could help these students.

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?)

We are providing consultants outside the school system to come in to our system in order to help with researched-based materials

Through the county web-site, teachers are informed about the trainings, materials, and links to researched-based web-sites. that is provided to the system by the central office.

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

We have come to realize that through collaboration, we are not utilizing other resources effectively and are limited to the number of resources we have available outside of what is listed above. As a team, we are going to research other systems and see what effective practices they may be utilizing that we could use.

TCSPP TEMPLATE 4.2c**INSTRUCTIONAL REFLECTIVE QUESTIONS**

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

Instructional Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

We are providing equity to our schools based on enrollment and identified needs of our students. But we have found that after reviewing our report card and various other data (refer to component 3) that what we are doing may not be adequate for all students.

Instructional Reflective Questions - Narrative Response Required

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

While funds are being spent on instruction through various funding sources, we have found that by collaborating we can better utilize our funds to meet the needs of all students in our schools in the area of instruction.

Instructional Reflective Questions - Narrative Response Required

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

Based on the data from our report card, we are not meeting the needs of all students. While there have been improvements in some areas, needs still exists. We need to focus more in the area of SPED, vocational competency and ELL. We also need to ensure that the instruction we are providing will help these subgroups meet AYP or show improvement.

TCSPP TEMPLATE 4.2d**INSTRUCTIONAL SUMMARY QUESTIONS**

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

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Math Achievement in grades K-8 – Report Card, Test Scores
- Skill proficiency for vocational (1 S2) – Report Card
- Academic gain in Gateway Algebra – Report Card, Test Scores

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.

- Instruction of students with disabilities at grade level – Subgroup on Report Card, Test Scores
- Teaching social studies that aligned with the state curriculum – Report Card, Test scores
- Vocational academic attainment (1 S1 and 2 S1) – Report Card
- Reading/Language plus writing – Report Card, Test Scores

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

We are going to provide more professional development to the teachers in areas of deficiency. We want to increase the percentage of teachers that are receiving high quality professional development. In addition, we will also provide a fiber-optic network for the entire county that would allow for software sharing between schools as well as the central office in order to provide better instructional practices. This practice will be very beneficial for programs such as ELL where funding and personnel are limited and sharing expensive software through this network would not only be financially efficient, it would enable sharing of software and reduce the number of site licenses as well as individual stations.

TCSPP TEMPLATE 4.3a
ASSESSMENT PRACTICES

Current Assessment Practices	Gateway Test	TCAP Test	Writing Assessment	End of Course Test	Teacher Made Test	Plato/A+ Assessment	CELLA
Evidence of Practice	State Report Card	State Report Card	State Report Card	State Report Card	Reflective on student report cards	Classroom observation, testing grades	State Test Results
Is the current practice research-based?	Yes	Yes	Yes	Yes	No	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Over-all, ineffective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Gateway Test Scores	TCAP Test Scores	Writing Assessment Scores	End of Course Test Scores	Student report cards; system report card	Student report cards, software test results	CELLA Scores
Evidence of effectiveness or ineffectiveness	State test results, increased scores	State test results, some improvement, more needed	State test results, improvement needed	Report Card, ineffective ; improvement needed	Student Report card	Student report card grades increased	State Report Card/ increase in competency
Evidence of equitable system support for this practice	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development, tech support	Professional Development/ funding
Next Step (changes or continuations)	Continuation	Continuation	Continuation	Continuation	Look at other means for testing students	Continuation	Continuation

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

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

Assessment TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

The Macon County School System is a small rural system with few central office supervisors. Because of this, central office staff may have to serve on a variety of committees and be assigned several duties. The federal and state required mandated, such as committees and paperwork, are the same for all systems regardless of the size of the school system. Following are some of the ways central office staff are required to use their time:

Central office staff currently works with teachers, administrators and parents to plan and implement research based professional development activities identified through a variety of needs assessments. This is a very productive use of central office time, but it is a continuous process.

Central office staff uses the state framework for evaluation to assist building level administrators to observe and evaluate non-tenured teachers. It gives central office staff an opportunity to observe teaching techniques and research based practices. This too, is a very productive use of time, but is limited to non-tenured teachers only.

Central office staff time is often consumed with a variety of local, regional, state and federally required meetings and conferences such as vocational, textbook committee meetings, school health, local required meetings, NCLB, special education M-Teams and evening parent and community meetings to discuss, learn about and identify needs and best practices.

Ordering tests, counting tests, giving tests, proctoring students taking tests, counting tests again and scanning tests is a very time consuming job for both building level and system level testing coordinators. This too helps us to evaluate our teaching techniques and research based instructional programs.

State and federal required paperwork such as the TCSPP is becoming more time consuming for central office staff.

Too much time is being required in meetings pulling teachers, and building level and system level administrators out of the classroom costing valuable instructional time for students.

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

More time is needed to allow central office staff to be out in the schools observing all teachers and their research based practices.

State and federal meetings and conferences should be planned in order to prevent teachers and administrators from being out of the classroom or school building. It is important to learn new practices, but when school is not in session, for example during the summer, is a much better time for many of the meetings.

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?)

Currently we are spending a great deal of our money in the area of professional development and consultation by outside agencies in order to implement and create a better understanding for the research-based assessment practices. In addition, we are using GP, Title I and Title II A funds to asses grades 1 – 2 in the area of TCAP. We want to use the data to better meet the needs of all students.

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

We feel that while our money is being spent in order to promote, implement and have a better understanding of the research based materials we are using as a system, we could utilize more funds across the board more efficiently. By doing this, we would be able to help teachers and improve test scores.

TCSPP TEMPLATE 4.3b
(continued)

ASSESSMENT GAP ANALYSIS

Assessment PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

The county currently employs a Reading Coach that oversees all Dibels testing in the county. She also works with the principals and teachers in grades K-3 with end of book assessments. She analyzed all of the student's tests and helps the teachers to focus on the areas the children are struggling. In addition, the ELL teachers assess all of the ELL students in the county in order to better serve the students. We also offer a wide range of professional development opportunities for all teachers in the county in order to better implement research-based assessment.

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

As central office supervisors, we should explore better and more cost efficient ways to provide professional development to all teachers in the county.

Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

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

School administrators emphasize during all meetings that materials purchased with federal dollars must be research based. An example of this is that the drug prevention materials are selected from a state approved list identifying the materials as research based. The professional development committee is also informed that professional development activities should be research based and should be on-going and continuous programs, rather than just one time events.

Our system has purchased a computer software program and had it installed for all our schools grades 1 – 12. We are now in the process of adding the kindergarten level for our primary grade schools. Funding from a variety of resources was used to provide this research based program and training has been provided and continues to be provided for staff in our school system. This program may be used for all subject areas and for all ability levels. The 2005-06 school year is the first dull year we have been able to use this software program.

A Reading Coach for our school-wide schools is encouraging the use of literacy centers. Training and research based materials are being purchased to help develop these centers. Social studies is an area we continue to try to improve and the A+ software program is one research based method to help in this area. Some primary schools are identifying other supplementary methods that are correlated to our state curriculum standards. Technology continues to be a very valuable resource to help supplement programs in all areas of the curriculum and assist with students of varying ability levels.

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

The various departments in our school system need to work well together when purchasing materials and planning activities. We see a need to continue purchasing materials that will improve test scores and encourage teachers and administrators to see the need to use new ideas that are research based for that purpose. One example is that some of our primary grade teachers that have been teaching for several years are slow to accept the use of the literacy centers. They want to do what has always been done. As we get new teachers into our system, they are being required to use these new ideas and research based programs. We hope that other teachers that have been hesitant to accept a change will see the success of these programs and resources used by new teachers.

TCSPP TEMPLATE 4.3c**ASSESSMENT REFLECTIVE QUESTIONS**

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

Assessment Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

According to our data, while we are providing equity to all students through assessment, we are not showing adequacy among the students. We are deficient in the following areas:

- Students with disabilities are deficient in many areas
- Male Career/Technical students are in need of improvement
- Male students are behind the female students in all core indicators except for placement

Assessment Reflective Questions - Narrative Response Required

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

While the county is using funds to meet the needs of the students, we have concluded as a team that by collaborating together and combining resources, we could meet the needs of more students in our school system. By doing so, it would help to increase our student's scores in all areas.

Assessment Reflective Questions - Narrative Response Required

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

Our data shows that while we are improving in areas such as math K-8, proficiency in Gateway Algebra, and English, and Value added in Reading/Language arts, Math and science, we are still not meeting the needs of all students. We need to focus on our special needs students in all grades. Male Career/Technical education students need to improve performance in academic attainment, completion of programs, and TVAAS shows a need for improvement in End of Course Math and English and in K-8 Reading/Language, Math, science, and social studies. In addition, we need to focus on our ELL students. We only have a small number across the county which makes it more difficult to meet their needs.

TCSPP TEMPLATE 4.3d**ASSESSMENT SUMMARY QUESTIONS**

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

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Our system has chosen to test students of grades 1 and 2 in addition to the required state TCAP testing of grades 3-8 in order to identify strengths and areas of need in the primary grades. For this year 2005-06, our system has begun using the Dibels test in some of the primary grades of Title I schools to help strengthen our reading program and correct deficiencies in the early grades.

The A+ software program also provides an assessment of the student skills for grades K-12 which then indicates remediation or a need to challenge the students in specific subject areas. State required assessments and report card information identify areas that are strong and those needing improvement. Professional development activities are assessed to determine the success of each activity. Administrators observe classroom teachers as they use these new ideas and teaching techniques in the classroom and each teacher evaluates the activity on a paper form. The state also provides a website to evaluate our professional development programs and this information is used to strengthen areas identified.

Assessing and identifying our building program needs through projected student enrollment, the need for pre-k, technology labs and vocational classes offered on our campus is another strength. The school facilities are evaluated annually to determine needed improvements.

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.

1. Reducing the dropout rate and increasing our graduation rate.
2. Improving test scores with emphasis in grades 6 and 8 for the elementary grades and writing and math for the high school grades.
3. Funding to provide needed technology, facility improvements and additional classroom space.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

A system-wide software program (A+) and Plato Software program are being used for the purpose of credit recovery for make-up credit in the high school. We are also planning to employ an additional wellness teacher in the high school that will focus on character education, conflict resolution and help improve the self-esteem of struggling students.

A pre-k program would provide at-risk four year olds an educational environment that would better prepare them for their public school years. This program would also provide parents of those four year olds opportunities to learn activities and methods that will enable them to help reinforce these pre-K skills at home. An additional sixth grade teacher to reduce student's numbers for science and social studies will help allow for more individualized instruction. These classes are often larger due to the fact there are no pull-outs for special needs services.

Our local board and director will continue to work with and inform the public and funding bodies of the need for improved facilities, technology and classroom space.

TCSPP TEMPLATE 4.4a
ORGANIZATIONAL PRACTICES

Current Organizational Practices	High School Schedule 6-period day	Junior High 6-period day Social Studies @ end of day	K-6 Saxon Math 1st Subject Math Meeting	After-School Tutoring K-8	Credit Recovery After school 9-12	7:00 classes offered at the high school for additional credit	Summer School
Evidence of Practice	Observation Class Schedules	Observation Class schedules	Observation Requirement	Time Sheet; Progress Reports on individual students	Timesheets; student progress reports and final grades	Student /teacher schedules	Summer school completion forms
Is the current practice research-based?	No	No	Yes	No	Yes, PLATO and A+ Software are both being used	no	The classes taught using PLATO and A+ are
Is it a principle & practice of high-performing school systems?	Yes	No	Yes	Yes	Yes	No	No
Has the current practice been effective or ineffective?	Effective	Ineffective	Effective	Ineffective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Test scores have increased since transition from block	TCAP Assessment Scores	Testing Data	Student Report Cards, Testing data	Student Records, Student's credits earned on cumulative records	Competency reports; cumulative records	Gateway test scores; cumulative student records
Evidence of effectiveness or ineffectiveness	Test scores have improved since we went from block back to 6-period day	Social Studies scores are not increasing	Test scores are improving	Student's grades are improving; test scores are improving	Students are receiving credit in classes they previously failed	Increased participation in FACS; promotion rate	Students passing Gateway tests and courses required for graduation; credits received
Evidence of equitable system support for this practice	Board Approval	Board Approval	Professional development provided	Extended contract and GP funding	Extended Contract and GP funding	Board approval	Extended contract and GP funding
Next Step (changes or continuations)	Continuation	We will look at this practice and study other options	Continuation	Continuation with changes in the process	Continuation; further professional development	Continuation	continuation

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

Several of the elementary schools allot time during the school day for teachers to take their students to computer labs in order to work on research-based software and improve test scores. Teachers in the elementary schools are using Saxon Math. Each classroom sets the first part of the school day aside for this instruction. The high school and the junior high schools operate on a six-period day.

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

We must find more time for our ELL and migrant students. Most only receive about one to two hours per week in ELL instruction. We also need to find ways for the teachers to provide more time in the area of Reading and Language instruction.

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?)

Through extended contract we are providing money for after-school tutoring in grades 2 – 8. This money is also used for the credit recovery program in the high school, both during the school year and for summer school. Students use research based A+ and Plato software programs to earn credits in classes they failed. Through Title I funds we are purchasing research based SRA Labs for the elementary grades and creating literacy centers in the classrooms.

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

- Provide more money for ELL instruction.
- Use resources in order to provide more professional development in organizing the school day and practices.
- Provide more funding to continue the creation of literacy centers for all teachers K-3
- Provide more funding to supply all elementary classrooms with SRA Labs

TCSPP TEMPLATE 4.4b

(continued)

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

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

Teachers and staff members are placed in the schools based on student enrollment. In addition, through Title I funds and extra Kindergarten teacher has been placed at one of the elementary schools for struggling students. Four CSR teachers are employed through Title II A. SPED teachers are based on school census reports. In the elementary schools, SPED students are “pull-outs” for the area in which they are deficient. In grades 7 – 12, the students have designated class periods to work with SPED teachers in their areas of need.

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

Only one full-time ELL teacher is employed through GP. Another teacher is a SPED teacher for 4/5 of the day and ELL for 1/5. As our number of ELL and migrant students increase, we need to find a way to have more ELL instruction for every student everyday. We will be funding an additional social studies teacher at the junior high to reduce the size of classes and focus on low test scores in that area. We need to look at an alternative method of working with SPED students to help raise test scores and graduation rate within that subgroup.

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?)

Several research based software programs are being used during the instructional day in order to help all students and subgroups improve in all areas. The elementary schools are using their Title I funding to provide the classrooms with SRA labs. Some of the schools are beginning to purchase literacy centers.

The kindergarten teachers and administrators are working with head start through a contract we have formed. Throughout the year they allow the head start teachers to attend meetings, invite the students to tour the school, eat lunch with the other children, and learn to be prepared for kindergarten.

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

The scientific research based SRA labs are very beneficial to the students. They help each student to have a better understanding which can help to raise test scores. We should see that all elementary schools K – 6 use these labs as supplemental materials for their students. In addition, we should see that the K – 3 schools provide literacy centers to all their students.

TCSPP TEMPLATE 4.4c**ORGANIZATIONAL REFLECTIVE QUESTIONS**

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

Organizational Reflective Questions - Narrative Response Required

Are we providing equity and adequacy to all our schools?

Yes, as much as possible. All of the schools in Macon County have different grade spans. Some are similar, but not two schools are the same. We at the central office strive to see that all schools and grades are provided equally and adequately.

Organizational Reflective Questions - Narrative Response Required

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

We could do a better job of looking at the needs of our school system and collaborating together in order to more effectively target and spend funds. Many of our needs are the same through the different departments and we are each targeting separate funds for the same needs.

Organizational Reflective Questions - Narrative Response Required

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

There are still many areas we need to focus on in order to meet the needs of all students. More organization needs to be put into the scheduling of ELL instruction across the county. SPED needs to focus on what type of class organization would better meet the needs of all students in order to meet AYP. Our subgroups are the students that need to be focused on the most.

TCSPP TEMPLATE 4.4d**ORGANIZATIONAL SUMMARY QUESTIONS**

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

Organizational Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- Math Achievement K – 6 using Saxon Math – Report Cards, Test results
- Skill Proficiency for Vocational (1 S2) – Report Card
- Academic gain in Gateway Algebra (6- period day) – Report Card, test results

Organizational Summary Questions- Narrative Response Required

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

- Organization of instructional practice of students with disabilities at grade level – Subgroup test results
- Teaching social studies aligned with curriculum – Report Card, Test Results
- Vocational Academic Attainment (1 S1 and 2 S2) – Report Card
- Reading/Language plus writing – Report Card, Test Results

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

- Rethink the way we are providing SPED instruction to the students. Work on a better process.
- Provide additional tutoring at the high school level during the school day and after school to help those students failing or not meeting AYP.
- Add a social studies teacher at the junior high to reduce numbers and look at scheduling this class at different times during the day.
- Provide more time to the Vocational students when possible.
- Provide more literacy centers and SRA labs to students grades K – 3.

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Revised DATE: _____

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

Goal To increase the graduation rate by 10% while decreasing the dropout rate by 10% until state expectations are met or exceeded.

Which need(s) does this Goal address? Report card data for graduation/dropout rate; Pre-K to serve at-risk unserved population; Improve test scores

How is this Goal linked to the system’s Five-Year Plan? Prepare students for post-secondary education, training or the world of work

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 1	Continue, expand, and fine-tune the established credit recovery program for the county using research-based A+ and PLATO software. PD- Software/technology trainings PC- Inform parents/students through news articles and meetings	Implemented 2004-05 Expand and upgrade as needed 2005-2009	Administration Guidance Counselors	\$21,700.00 Credit Recovery Teachers PLATO License A+ License	Extended Contract; GP: Title IIA; Title IID; Perkins; IDEA	Monitor/evaluate number of participants and graduation/dropout rate
Action Step 2	Refine Gateway Remediation class at the school level using A+ and PLATO software. PC/Comm: Inform parents, students, teachers, community of availability through freshmen orientation and newspaper articles	2006-07	School/System Administrators Gateway teachers	\$5,000 – update equipment/repair	Extended Contract, Perkins, Title IIA, Technology, GP	Monitor/evaluate number of participants and graduation/dropout rate
Action Step 3	Offer Pre-K program for unserved at-risk 4-year olds, which include ELL and SPED PD- Pre-K Trainings PC - Pre-K Advisory Council, parent meetings; inform/speak to community groups and news articles	Apply for 3 classrooms 2006-07 S.Y. Apply for additional classrooms 2007-10	Administration	3 classrooms for 06-07 \$303,477.00 \$25,000 cost of bldg. improvement	Local 25% State 75% Local	Monitor/Evaluate existing program and study numbers served

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Action Step 4	We currently have 91.74% highly qualified teachers. We expect to see an increase of 5% until the goal of 100% is achieved. We will employ and identify highly qualified teachers and staff for core subject areas at all grade levels until 100% is achieved PD – College coursework and core subject area trainings	Beginning of 2006 – 2007 School year	Administration, Director, Local Board	\$25,000 – classes and Praxis testing for teachers	Title IIA;SPED	Monitor and Evaluate the percentage of teachers that are highly qualified in core subject areas
Action Step 5	Communicate with parents and public the options provided to assist with remediation PC –Freshmen Orientation; Parent/Teacher conferences; news articles	2006-09	Central Office Staff	\$500 mailings/information handouts	Title I, GP	Follow up on students that are having difficulties to see if achievement has occurred.
Action Step 6	Install dedicated file server w/fiber optic lines to maintain continuity of remediation services for all students. This would ensure that as students are promoted a new school within the county the remediation programs they work on will follow them for continuation. This will also open up a world of opportunities for the county to share software with a central license and save money county-wide. PD – By adding this line, we will be able to access software from anywhere in the county which will aid in PD locations and opportunities.	2006-2007	Central Office administrators	\$11,000 annually to pay additional cost of support	Carl Perkins, SPED, Title I, Technology	Evaluate test scores and report cards in order to determine if students achieving.
Action Step 7	Provide researched based teacher training programs and materials that will help to decrease behavior problems and improve students attitudes PD - In-service trainings for programs implemented	2006-09	Central Office, administrators	\$2,000 materials and training	Federal Funds	Evaluate student discipline percentages at the end of S.Y. to see if they decreased.
Action Step 8	Teachers of academic and vocational courses will invite members of the community and former students to speak at the annual Career Fair at the high schools about traditional and non-traditional careers in order to show improvement in 4 S1 and 4 S2 on the Perkins Report Card.	2006-07 On-going	Vocational Guidance Counselors, Vocational Directors, administrators	\$500 – gifts for presenters/lunch for presenters	Carl Perkins	Evaluate students participating in the vocational program to see improvement is shown in 4 S1 and 4 S2.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Action Step 9</p>	<p>Promote student organization by having a clubs day at the high schools to promote participation, with the hope that the organizations will improve 151 & 251 core indicators. CTE teachers will team with academic teachers to correlate academic success & career success.</p>	<p>2005-2006</p>	<p>CTE Teachers Vocational Counselors</p>	<p>\$500.00 Cost to run various clubs</p>	<p>Carl Perkins</p>	<p>Evaluate VSO memberships; evaluate report card</p>
<p>Action Step 10</p>	<p>Work more closely with the business community on the importance of Academic Attainment & job success. PD – Trough collaboration between the local Workforce Development Committee, the school system and the chamber, local business employers will provide an in-service for teachers pertaining to employability skills, multi-task jobs & academic importance to job success.</p>	<p>2005-2006</p>	<p>CTE Director, Workforce Development Chair, Chamber President</p>	<p>\$2,500.00 Professional development</p>	<p>Carl Perkins</p>	<p>Monitor Report Card, Teacher Evaluations</p>

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Revised DATE: _____

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

Goal

Reduce the percent of students in the below proficient category for all tests by 3% in the elementary grades with emphasis in grades six and eight until we meet or exceed state expectations for percent proficient or advanced.

Which need(s) does this Goal address?

TCAP Test Results, System Report Card Part III Value Added

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

Elementary and junior high school students will enter high school ready for rigorous study.

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 1	Offer Pre-K for unserved at-risk 4 year olds. PD: Pre-K Trainings PC: Inform system wide staff and community about the pre-k program and its purpose through meetings, in-services and news articles.	Apply for 3 pre-k classrooms for the 2006-07 SY Apply for additional classrooms 2007-2010	Administration	3 classrooms for 2006-07 \$303,477 \$25,000 building improvements for pre-k classrooms	Local 25% State 75% Local Building Improvements	Monitor/Evaluate new program through state assessments and observations. Study number of students served through pre-k.
Action Step 2	Challenge and/or remediate through the use of additional software programs and technology equipment. PD: Train new staff and kindergarten teachers in the use of A+ Software Tech: Purchase/replace outdated technology	2006-07 purchase grade k component to A+ 2006-07 train new teachers and grade k teachers in A+	Administration	Purchase kindergarten component of A+ Software \$8,000	Title I, Technology	Monitor and evaluate student’s progress through test scores, final grades

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

		Computer Equipment/Labs will be updated				
Action Step 3	Employ an additional teacher for MCJH grade six in order to help reduce the number of students for science and social studies classes allowing students to receive more individual attention.	2006-07 school year	Administration	Salary and fixes for one teacher based on zero years teaching experience \$34,000	Local and State	Grades 6 and 8 need to improve test scores. At the end of the 2006-07 school year, TCAP test results will be evaluated to determine if test scores have improved in grades 6 and 8.
Action Step 4	Writing tests continue to need to be improved in order to meet state standards. One school is showing improvement, and a teacher from that school will be presenting an in-service for the county in order to gain knowledge as to their success and improve writing scores for all schools. PD: Four square writing method used to help teach writing skills and prepare for TCAP writing test.	Summer 2006	In-service Committee	Paid in-service day for presenters \$200	Local and State	Evaluate the in-service session; Evaluate the TCAP Writing Scores for the 2006-07 school year
Action Step 5	Incorporate the Dibels Testing Program for primary grades in order to identify literacy skills that are strengths and areas of need at an early age. Intervention will follow as a result of this information. PD: Train teachers in the Dibels Testing Program. Tech: A+ Software will be used as one method of intervention as needs are identified.	2005-06 S.Y. pilot the Dibels Program in two schools with primary grades. 2006-07 S.Y. Additional schools w/primary grades will incorporate Dibels	Supervisors and Primary Grade Administrators and Teachers	\$5,000 Contract cost and testing cost per pupil	Title I Funds	Evaluate through periodic benchmark testing of students using Dibels throughout the school year; evaluate Reading scores of students using TCAP Tests

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Action Step 6</p>	<p>A safe and healthy school environment for students and staff is important to academic success. A building program is needed to replace leaky and unsafe roofs and add additional classrooms for the purpose of eliminating current portable classrooms at various schools. PC: Through community meetings, school meetings, radio and news articles, inform the tax payers of the need for a building program.</p>	<p>2006-07 Repair or replace current roof at RBS school 2007-09 Repair or replace additional roofs and add classrooms or build an elementary school in order to eliminate portables.</p>	<p>Local Board, County Commission, and tax payers</p>	<p>\$12 million building program</p>	<p>Local</p>	<p>Evaluate student and staff absentees as a result of respiratory problems which could be an environmental issue. Evaluate progress of building programs.</p>
<p>Action Step 7</p>	<p>Employ a safe and drug free educator for grades K-6 for the purpose of teaching character education, drug prevention, healthy choices and lifestyles and conflict resolution skills. This program will help to reduce the number of students being out of class due to behavior/discipline problems and improve student self esteem. PD: In-services for school staff will be developed to help reinforce this program in all areas of the school setting. PC: Provide at least two community/family meetings in the evenings to educate and inform as to ways they may help to reinforce this program in the community and home.</p>	<p>Continue funding for this position for the 2006-07 school year.</p>	<p>Administration</p>	<p>\$23,000 Drug Free Educator \$2,000 Safe Schools Staff Development \$2,000 Instructional Materials</p>	<p>Coordinated School Health Title IV A</p>	<p>Evaluate the number of student behavior/discipline referrals and students in the alternative learning center as compared to the previous year.</p>
<p>Action Step 8</p>	<p>We currently have 91.74% of the teachers highly qualified and will increase the numbers by 5% until 100% highly qualified is achieve. We plan to employ certified and highly qualified teachers for all subjects and providing research based professional development activities that will help to enhance skills and provide suggestions for working with students of various ability levels.</p>	<p>Continue this action step into the 2006-07 school year</p>	<p>Administration, Reading Coach, In-service Committee</p>	<p>\$20,000 Certification/Highly Qualified \$135,000 Professional Development</p>	<p>Local, State, Federal and Special Education</p>	<p>Evaluate progress on TCAP test scores to determine if percent below proficient has decreased by 3%</p>

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

	<p>PD: Regular education and SPED will provide research based trainings throughout the school year in all core subject areas. These workshops may be on a local, regional or state level. (Es. Gateway Training) Locating certified special needs teachers continues to be an issue. Funds will be made available for these teachers to work toward certification.</p> <p>PC: Teachers will be involved in the process of selecting materials that will develop the needed skills for students to be successful.</p> <p>Tech: Teachers will be trained in the use of new software programs to supplement the core subject areas.</p> <p>PC: Sessions to involve the family as to ways they may help their child at home will b provided at least twice a year.</p>					
Action Step 9	A team from one elementary school will be attending a mentoring workshop training provided by the state. This will enable them to assist new teachers entering our system to help them be more effective teachers. Those attending will also gain valuable skills.	June 2006 Training 2006-07 S.Y.	Administration	\$1,000 workshop fees	Title II A	Teacher Observation and student test scores.
Action Step 10	After-school tutoring is provided for children grades K-8 that are struggling in any subject area.	2006 – 09	Extended Contract Coordinator	\$20,000 teacher's salaries	Extended Contract, GP	Teachers will evaluate student's progress in the regular classroom to see if this is effective.
Action Step 11	Summer school provided for students in grades 5 – 12 to allow them to master the subjects they were deficient in during the school year.	2006 – 09	Extended Contract Coordinator	\$16,000 teacher's salaries	Extended Contract, GP	Students will be tested throughout the summer school to determine mastery of subject areas.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Revised DATE: _____

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

Goal	Gateway, End of Course and Writing Test Scores for grades 9 – 12 will increase by 5% while improving the value added status for the three year average to NDD or above. Emphasis will focus on the students with disabilities identified through AYP by meeting federal benchmark requirements.
Which need(s) does this Goal address?	TCAP Test Results, System Report Card
How is this Goal linked to the system’s Five-Year Plan?	All high school students will have the skills and knowledge, when they graduate high school, to be prepared for work and/or post secondary education or training.

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 1	Vocational education courses need to be moved to the high school campus in order to provide students more instructional time in that class. Students are currently being transported to an off campus site as much as fifteen miles away from the main school campus which takes away from the required instructional time. A building program has been proposed and will be addressed again in the future to accommodate the vocational classes at the high school campus. PC: The county commission and public will be made aware of the need for this building program through community meetings and news articles.	Re-visit this issue for the 2006-97 school year.	Director, Local Board of Education and County Commission	\$2 Million Building Funding \$240,000 annual teacher salaries	Local	Evaluate the progress of the building plans/program

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Action Step 2</p>	<p>Research based workshops and trainings will be provided for teachers and administrators. This will include information to assist when working with students of various ability levels in the classroom.</p> <p>PD: Gateway trainings, writing workshops, special needs workshops, etc. will be offered to help assist teachers as they work with students of various ability levels.</p> <p>Tech: Software program trainings will be provided as new or additional components are purchased or added to programs that may already exist.</p>	<p>2006 - 07</p>	<p>School and District Administrators</p>	<p>\$135,000 Professional development</p>	<p>Technology, Special Education, Vocational, Title II A</p>	<p>Teachers will evaluate each professional development sessions attended. TCAP Test Scores, ACT and School and System Report Cards will be evaluated annually.</p>
<p>Action Step 3</p>	<p>Credit recovery and remediation classes will continue to be offered for struggling and at-risk student in the high school grades.</p> <p>PC: Parents will be made aware of this service through news articles and parents conferences.</p>	<p>2006 – 07 Re-Visit the Credit Recovery Program to assess progress</p>	<p>School and District Administrators and School Counselors</p>	<p>\$10,000 for teacher's salaries</p>	<p>Extended Contract, GP</p>	<p>Student progress will be evaluated annually, and the number of students taking advantage of these programs will also be evaluated.</p>
<p>Action Step 4</p>	<p>A tutoring program is currently being offered at one high school in the county., The administrators at another high school are interested in offering this program based on student needs and interest. This will be looked at as an option for the additional high school if funding permits for the 2006 – 07 school year.</p> <p>Tech: Software programs already provided will be used as a supplemental part of this program.</p>	<p>Add additional high school 2006 – 07</p>	<p>School District Administrators</p>	<p>\$4,000 Teacher Salary</p>	<p>Extended Contract</p>	<p>Teachers will evaluate the number of students served by the program and the progress made by participating students.</p>

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Action Step 5</p>	<p>Teachers of grades 6 – 8 will continue to be trained in the teaching of gateway courses. This will help prepare students for high school gateway tests. PD: Teachers that have not already attended summer gateway trainings will be encouraged and provided an opportunity to attend these state sponsored workshops.</p>	<p>Summer 2006</p>	<p>School and District Administrators</p>	<p>\$2,500 Registration Fees and Travel</p>	<p>Title II A</p>	<p>Teachers will evaluate the session and student test scores will be evaluated.</p>
<p>Action Step 6</p>	<p>Students and staff will be provided a safe and healthy school environment in which to work and learn. The coordinated school health program, maintenance and safe schools program will coordinate activities to provide healthy snacks, safety procedures and classrooms that are environmentally healthy for all. Tests will be completed in classrooms suspected of having mold or mildew when needed. Healthy snacks will be provided in all snack machines. Security procedures will be followed in all schools and drug an violence prevention in-services will be conducted for staff and community. SRO officers and school nurses will continue to be employed. PC: Parents and community will be invited to attend drug and violence prevention workshops.</p>	<p>2006 – 07</p>	<p>Director of Coordinated School Health, Maintenance Supervisor, Safe Schools Contact, Director of Schools and School Administrators</p>	<p>\$50,000 – Professional development; hazard testing, SRO and school nurse salaries</p>	<p>Local and State Funds</p>	<p>Test scores will be analyzed. The number of students referred to ALC, suspended or sent to Behavior Intervention Programs will be evaluated. School nurse end of year reports will be reviewed. Professional Development Programs will be evaluated.</p>

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPS 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?	+	+						
	Component 3.1 Component 4: Template 4.1d – Curriculum, Time Component 4: Template 4.2d – Instructional Summary Component 5: Goal 1 – Action step 4 Component 5: Goal 2 – Action step Component 5: Goal 3 – Action step 3 School Improvement Plans for all schools SACS plans for all schools							F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & E-rate)	+					+		F T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+							F
	Macon County Technology Plan Component 5: Goal 1, 2, 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+							F
	Technology Plan Component 4: Template 4.2d Component 5: Goals 1, 2, 3							
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 & E-rate)	+							F T
	Component 4: Template 4.2d Technology Plan							
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+							F
	Technology Plan Component 4: Template 4.2d Component 5: Goal 1 – Action Steps 2, 6 Component 5: Goal 2 – Action Step 2							
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	+							F
	Technology Plan							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+							F
	Technology Plan Macon County Parent Involvement Plan Macon County Board of Education Web-site							
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							F
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+							F
	Professional Development Needs Assessment Technology Needs Assessment Technology Plan							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSP includes the LEA's responsibilities for improvement.	N/A	N/A			N/A			F S A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for:</p> <ul style="list-style-type: none"> • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) <p>Title III Accountability LEA Requirement—The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.</p>	+							F
<p>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)</p>	+	+						F S
<p>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)</p>	+							F
<p>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)</p>								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

<p>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.</p>	+		+					F S C
<p>Describe the services the LEA will provide homeless children? (Title I, Sec 1112)</p>	+							F
<p>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.</p>	+							F
<p>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.)</p>	+							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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.</p>	+							F
<p>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)</p>	+							F
<p>Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)</p>	+							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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.</p>	+							F
<p>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)</p>	+							F
<p>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)</p>	+							F
<p>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)</p>	+							F
<p>Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)</p>	+							F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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)</p>	+							F
<p>Professional Development Activities</p>								
<p>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)</p>	+							F
<p>Professional Development Committee TCSPP 1.1: Collection of Data</p>								
<p>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)</p>	+							F
<p>Professional Development Planning Committee 5-Year Plan Coordinated School Health/Safe Schools Advisory Council</p>								
<p>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)</p>	+							F
<p>Title IV A – Needs Assessment Coordinated School Health Assessments Youth Risk Behavior Survey for grades 6 – 12 Kids Count</p>								
<p>Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)</p>	+							F
<p>Title IV A – Consolidated Application TCSPP Component 5: Goal 1, 2, 3</p>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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)</p>	+							F
<p>Title IV A – Consolidated Application</p>								
<p>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)</p>	+							F
<p>Title IV A – Consolidated Application</p>								
<p>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)</p>	+							F
<p>Title IV A – Consolidated Application (Consultation)</p>								
<p>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)</p>	+							F
<p>Coordinated School Health/Safe School – Advisory Council Three Star Educational Committee Building Level Federal Meeting</p>								
<p>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)</p>	+							F
<p>Three Star Committee Meetings on Education Coordinated School Health/Safe Schools Advisory Council Federal Meetings at the school level</p>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

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 & E-rate)	+						+	F
	Technology Plan							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 & E-rate)	+						+	F
	Consolidated Application Technology Plan Technology Budget GP Budget							T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (E-rate)							+	
	Technology Plan							T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				E
	Extended Contract Program Proposal Macon County Board Policy 4.204; 5.112 Component 5: Goal 1 – Action Step 1, 2, 9 Component 5: Goal 2 – Action Step 9, 10 Component 5: Goal 3 – Action Step 3, 4							
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?				+				
	Extended Contract Program Proposal, p. 34							E
Describe the process for evaluating the work you have done?				+				
	Extended Contract Program Proposal Component 4: Template 4.1a; 4.4a Component 5: Goal 1 – Action Step 1, 2, 9 Component 5: Goal 2 – Action Step 9, 10 Component 5: Goal 3 – Action Step 3, 4							E
Include an extended contracts employment summary?				+				
	Extended Contract Program Proposal							E

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Define your leadership team?	+ + + +						F S C A
	Component 1 – Template 1.1 CPR Steering Committee						
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+ + + +						F S C A
	Component 1: Template 1.1 CPR Steering Committee						
Define your subcommittees?	+ + + + +						F S E A
	Component 1: Template 1.1 SIP Plans for all schools SACS Plans for all schools-						
Define significant system and common factors?	+ +						S A
	School SACS Plans						
Profile your system and community?	+ + + +						F S E A
	Component 3: Template 3.1 All School Improvement Plans in the County All SACS plans for the county 5-year Plan						
Use a collaborative process to develop your program goals/objectives?	+ + + + + +						F S C E A T
	Component 1: Template 1.1 Component 4: Template 4.1b Component 5: Goals 1, 2, 3 Entire TCSP Plan 5-year plan						
Define your beliefs?	+ + + +						F S C A
	Component 2: Template 2.1 5-year plan						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Define your mission?	+	+	+	+	+			F S C E A
	Component 2: Template 2.1 5-year plan							
Define your vision?	+	+	+	+	+			F S C E A
	Component 2: Template 2.1							
Identify academic and non-academic assessment measures?	+	+	+	+	+			F S C E A
	Component 3: Template 3.1 System Report Card SIP Plans SACS Plans							
Define data collection and analysis processes?	+	+	+	+	+			F S C E A
	Component 1 Component 3: Template 3.1							
Include report card results?	+	+	+	+	+			F S C E A
	Component 3: Template 3.1 SIP Plans SACS Plans							
Explain what you learned from all of the data?	+	+	+		+			F S C A
	Component 3: Template 3.1 Component 4							
Prioritize your goals?	+	+	+	+	+	+		F S C E A T
	Component 3: Template 3.1 Component 5: Goals 1, 2, 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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/speded/sereports.php, SPP/APR Indicators # 15-19.</p>	+	+	+					F S C
<p>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.</p>	+		+					F S C A
<p>Identify strengths and weaknesses based on the data?</p>	+	+	+		+			F S C A
<p>Compare the graduation rate for 12th grade career-technical concentrators to the graduation rate of 12th grade academic graduates?</p>			+					C
<p>Compare the performance results for special population, 12th grade career-technical concentrators with non-special population, 12th grade career-technical concentrators?</p>			+					C
<p>Determine the percentage of 12th grade career-technical concentrators achieving academic attainment for graduation?</p>			+					C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?			+						C
	Component 3: Template 3.1								
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?			+						C
	Component 3: Template 3.1								
Determine the percentage of non-traditional students enrolled in a career-technical program?			+						C
	Component 3: Template 3.1 Component 5: Goal 1 – Action step 8								
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?			+						C
	Component 3: Template 3.1 Component 5: Goal 1 – Action step 8								
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+		+				F S C A
	Component 3: Template 3.1 (pp.) SIP Plans SACS Plans								
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	+				F S E A
	Component 1 Component 3								
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+		+				F S C A
	Component 3: Template 3.1 Component 5: Goal 1 CPR Indicator 1								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			+			F S
	Component 3 State Report Card							A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+					F S C
	Macon County Parent Involvement Policy – 4.502 Title School's Compacts On file w/teachers (course competencies)							
Define the current reality of student learning?				+	+			E A
	School SACS Plans Extended Contract Application							
Analyze faculty perception of your system?		+		+	+			S E A
	Teacher needs assessments for SACS, Title, Professional Development, SPED							
Analyze parent perception of your system?		+		+	+			S E A
	Parent Needs assessments for SACS, Title, Professional Development, and SPED CPR Indicator 8							
Analyze community perception of your system?		+		+	+			S E A
	Community needs assessments for SACS, Title, Professional Development, SPED							
Analyze student perception of your system? (if applicable)		+		+	+			S E A
	Student needs assessments for SACS							
Identify your Component 3 priorities of need?	+	+	+		+			F S C
	Component 3: Template 3.1 Component 5: Goals 1, 2, 3							A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Identify the strengths and weaknesses of your decision-making process?	+ + +						S C E
	Component 3: Template 3.1 Component 4: Template 4.1d; 4.2d; 4.3d; 4.4d						
Define how material, human services, and funding sources are used to ensure school improvement?	+ + + + +						F S C E A
	Component 4: Template 4.1a, 4.2a, 4.3a, 4.4a						
Identify what programs and processes are in place for curriculum analysis and support?	+ + + + +						F S C E A
	Component 4: Template 4.1a, b, c, d						
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+ + + + +						F S C E A
	Component 4: Template 4.2a, b, c, d						
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?	+ +						S C
	Component 4: Templates 4.1a, 4.2a, 4.3a, 4.4a CPR: 9, 10, 11						
Determine the needs of children with disabilities based on information from an appropriate evaluation?	+ +						S E
	Determine by current IEP CPR: 1						
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?	+ +						S
	CPR: 8						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?			+					C
	Component 5: Goal 1 – Action step 1, 2, 5, 6, 9							
Define how you will assist career-technical students in mastering occupational skill competencies?			+					C
	Component 3: Template 3.1 (pp.)							
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?		+	+					S C
	2006-07 Carl Perkins Local Plan Addendum pp. 6 – 11 CPR: 13							
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?		+	+					S C
	Component 5: Goal 1 – Action step 6, 7 Component 5: Goal 2 – Action step 8 Component 5: Goal 3 – Action step 2, 3 CPR: 13							
Determine how you will promote non-traditional enrollment in career-technical programs?			+					C
	Component 5: Goal 1 – Action step 8							
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.)		+	+					S C
	Vocational Counselor Annual Freshmen Orientation CPR: 13							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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.</p>	+	+	+	+	+			F S C E A
<p>Component 5: Goal 1 – Action step 1, 2, 5, 6, 7</p>								
<p>Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?</p>	N/A	N/A		N/A	N/A			F S E A
<p>Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?</p>	N/A	N/A						F S
<p>If applicable, in Targeted Assisted Schools identify eligible children most in need of services?</p>	+	+						F S
<p>Student ranking results on file with Title I Supervisor and in the individual Targeted Schools</p>								
<p>Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?</p>	+	+						F S
<p>CPR: 6, 7 Component 4: Template 4.1b</p>								
<p>If applicable, describe the activities funded by the system which support preschool programs?</p>	N/A	+		N/A				F S E
<p>CPR: 6 Special Comprehensive Application</p>								
<p>Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?</p>	+			N/A				F E
<p>Parent Involvement Plan under NCLB</p>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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 TCSPS includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.</p>	N/A	+		+				F S E
<p>Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?</p>	+	+	+		+			F S C A
<p>Determine to what degree you meet SACS standards?</p>					+			A
<p>Determine to what degree the stakeholder perception matches your current reality?</p>		+			+			S A
<p>Identify your Component 4 priority of needs?</p>	+	+	+		+			F S C A
<p>Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)</p>		+	+	+	+	+		S C E A T
<p>Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)</p>		+	+		+	+		S C A T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Define your implementation plans?		+	+	+	+			S C E A
	2006-07 Carl Perkins Local Plan Addendum p. 06 – 03 CPR – PIPS Extended Contract Proposal							
Address in your action plan the required clusters for your program area?			+					C
	2006 – 07 Carl Perkins Local Plan Addendum p. 06 - 11							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
	2006 – 07 School Improvement Report							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		+	+					S C
	Component 5: Goal 1: Action step 1, 2, 8, 9							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?			+					C
	Component 5: Goal 1: Action steps – 1, 4, 10							
Define what summative assessment will be used?		+			+			S A
	School SACS Plans Component 3							
Describe how you will evaluate the SIP process?		+			+			S A
	SACS School Committees and subcommittees							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?		+	N/A					S C
	Addressed and completed for career-technical CPR - PIPS							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Address in the action plan the evaluation process required for each question within each cluster area?		+	+					S C
	2006 – 07 Perkins Local Plan Addendum p. 06-03; p. 06-11							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?			+					C
	Annual improvement reports on file w/CTE Director; Advisory Committees & Advisory Council recommendations on file w/CTE Director							
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA’s revised TCSP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSP includes a determination of why the district’s previous plan did not bring about increased student academic achievement.	+	+						F S
	Component 1: Template 1.1 Collection of Data							
Define your plans for implementation and evaluation of your action plan?	+	+	+		+			F S C A
	Component 5: Goals 1, 2, 3							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPS indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))		+	+					S C
	Component 3: Template 3.1 CPR: 1 According to information by State Department of Education, the percentage of youth with regular diploma was 75.7%; youth with IEP 52.6%. State wide percentage was 33.2%. We are above the state percentage.							
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))		+						S
	Component 3: Template 3.1 CPR: 2 The percent of youth with IEP is 30% compared to 12.9% of all youth.							
		+						

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPS indicate that:								
Participation and performance of children with disabilities on statewide assessments: <ul style="list-style-type: none"> 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? 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))	CPR: 3 N/A – All schools met AYP for students with disabilities						S	

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))</p>	<table border="1"> <tr> <td style="background-color: #FFDAB9; text-align: center;">+</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>CPR: 4 There is not a significant discrepancy in the rate of suspension/expulsion</p> <p>B. N/a</p>	+							S
+									
<p>The number and percent of children with IEPs ages 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day</p> <p>B. Removed from regular class greater than 60% of the day</p> <p>C. Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>	<table border="1"> <tr> <td style="background-color: #FFDAB9; text-align: center;">+</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>CPR: 5</p> <p>a. Removed from regular class less than 21% of the day – 26.6%</p> <p>b. Removed from regular class greater than 60% of the day – 13.1%</p> <p>c. 0%</p> <p>Partially met state targets</p>	+							S
+									

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))</p>	+						S
<p>The percentage of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))</p>	+						S
<p>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?</p> <p>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))</p> <p>*LEA may use State parental survey or develop one of their own for the TSCPP.</p>	+						S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>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))</p>	N/A						S
<p>The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that are 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))</p>	N/A						S
<p>Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))</p>	+						S
<p>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))</p>	+						S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

<p>The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))</p>	+						S
<p>The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to no disabled youth no longer in secondary school? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP</p>	N/A						S

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

Macon County

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA