

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
Denise Brown	Director of Schools
Bruce Tolley	Technology Supervisor
James Hatcher	Federal Projects Supervisor
Rebecca Love	Special Education Supervisor
Charles Baxter	Director of Unicoi County Vocational School

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
Michael Lamie	Principal
Clint Miller	Teacher
Chris Bogart	Assistant Principal
Bruce Tolley	Supervisor

Component 2 Member	Role
Renea Rogers	School Board Member
Callie Faircloth	Parent
Sandy Garrabrant	Parent
Bonnie Guinn	Parent
Denise Brown	Director of Schools

Component 3 Member	Role
Cathy Pate	Librarian
Jan Sutphin	Principal
Brad Williams	Teacher
James Hatcher	Federal Projects Supervisor

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Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required

Component 4 Member	Role
Connie Brewer	Assistant Principal
Debbie Lamie	Assistant Principal
Steve White	Principal
Charles Baxter	Director of Unicoi County Vocational School
Rebecca Love	Special Education Supervisor

Component 5 Member	Role
Denise Brown	Director of Schools
Bruce Tolley	Technology Supervisor
Charles Baxter	Director of Unicoi County Vocational School
Rebecca Love	Special Education Supervisor
James Hatcher	Federal Projects Supervisor
Callie Faircloth	Parent
Randy Jones	Parent

Component 6 Member	Role
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TCSPP TEMPLATE 1.1

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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?**

Data was retrieved from the State Department of Education Web site. The data we collected was system profile and the school system's report card. Academic data was disaggregated by student subgroups.

The Star Student (student management system) was used to provide data related to enrollment, demographics, attendance, and discipline for the school system and its schools.

Community and teacher demographic data was obtained from each school SIP. This will be updated as the schools complete the TSIP during the 2005-2006 school year.

Data concerning the No Child Left behind plan and other collected data from the district consolidated plan were used.

Data was compiled from the 2003-2004 National Study of School Evaluation and the 2005-2006 Family Friendly Survey for all schools.

Data on extended contract activities and their impact on student learning were collected.

Sign in sheets from school and system meetings were collected for various parent/teacher meetings and teacher training sessions.

The availability of curriculum resources (such as maps, lesson plans and alignment with state standards) was reflected on

Data was organized in the following ways:

Data collected from the various sources that will be used for the TSCPP plan was stored in a shared conference room. Various types for data, that is complex in nature, was analyzed and changed in to a form that was easier to understand to allow better categorization. This data such as AYP (Average Yearly Progress), TVAAS (Value Added), academic performance, promotion patterns and dropout/graduation rate patterns and various surveys were stored with there summary's to allow the other component staff members easier access to the data explanations.

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 School Board took the mission and vision statements from each school in helping to develop the mission and vision for the school system. The School Board and Director went through a three day workshop with TSBA to help develop the mission and vision we have now. Once it was developed by the board it was brought back to the leadership team for input and accepted by the board. Component team two will analyze the data to verify that the existing Mission, vision and beliefs are inline with current goals and objectives for the school system.

Collection of Student Performance Data - Narrative Response Required**Elementary and Middle**

- NCLB Report
 - Proficiency for low, middle, and high achievers
 - Proficiency of total population and subgroup for each school.
- Report Card Data
 - Part II: Student Academic Achievement for the schools
 - Part III: TVAAs for the school system and individual schools
 - Part IV: Adequate Yearly Progress for the system
- School level data
 - End of nine weeks and semester averages for grades 1-7
 - TCAP Performance data(Testmate Clarity)

High School

- Report Card Data
 - Part II: Student Academic Achievement for the schools
 - Part III: TVAAs for the school system and individual schools
 - Part IV: Adequate Yearly Progress for the system
- School level data
 - End of nine weeks and semester averages for grades 8-12
 - Gateway Performance

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?**

We have provided equity and adequacy in resources, support and personnel to our schools in several ways. All central office staff is accessible for support by many means including telephone, email, instant messaging, and cellular service. Responses from the central office personnel may be visitation, conferences, phone, email or instant messaging.

The school system supports all sites by placing only highly qualified educators at all sites, by meeting state requirements for pupil to teacher ratios at all schools and providing instructional assistants to work with students at elementary sites. System office personnel provide support by directing workshops for school level staff and personnel.

Delivery of Services - Narrative Response Required**What insights have we gained as to our delivery of services to schools?**

Providing services to schools must be flexible as each school has different needs. Some faculty need more technical assistance and support. We have a mentoring program to help new teachers. We have had staff developments that have helped the teachers learn the many different ways that students learn and how to best reach them.

When starting a system level project it is effective to have an initial meeting of the component team leaders and then have orientation with all school level personnel involved in each team. This allows the team chair persons to assign the tasks, so the team members have the knowledge they need to perform their duties. After the project begins all persons involved must allocate time for meeting and completion of their duties. To have the same level of completeness in all parts of the project the team leaders must monitor the team members and provide the appropriate level of help so that the most accurate information can be processed and returned to the project.

Evaluation of the Collaborative Process- Narrative Response Required

The development of the TCSPP plan has allowed us to see that the service areas for each department overlaps and also relies on each other. We need to work together to make our resources go further to provide the needed resources without duplication. In the future a better job of organization must be used between the departments. This plan will allow us to set priorities that will allow our system to better serve the students of Unicoi County.

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

BELIEFS:

Teach children to think.
Every child should have a good experience every day.
All children can learn.
High expectations for all stake holders.
Expose children to a broad range of learning experiences.
Teachers must be learners.
Every child should have the opportunity to succeed and learn.
There is a positive correlation between learning and school attendance.
Schools should have a positive atmosphere.
The Board should be student-focused on every decision.
Every teacher should be provided with the resources they need to succeed.
Schools/School Systems need strong leaders.
If a child reads well, he can do well at anything.
Teach students to set goals and work toward them.

MISSION STATEMENT:

Educate Children Create Citizens

The mission of the Unicoi County School System is to promote education of each student in order to create successful and honorable citizens.

SHARED VISION STATEMENT:

The vision of the Unicoi County School System is that all children are ready to learn. There will be a dedicated and compassionate teacher for every child with a classroom that is structured to meet diverse needs. Our school system will provide opportunities for success and promote community partnerships.

COMPONENT 3

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

TCSPP Component 3

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Aggregated Data - Narrative Response Required

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

STRENGTHS

K-8 achievement data indicates that students in Unicoi County Schools are finding success in all areas. The 2005 Report Card gives Unicoi County Students a grade of 'A' in writing and grades of 'B' in all other curriculum areas. These scores have remained stable over the past two assessment periods and have improved since 2003.

Proficiency data in the areas of Reading/Language Arts & Mathematics indicates that Unicoi County students far exceed the state goals as a whole. Both Mathematics and Reading/Language arts scores have exceeded 90% (compared to 79% and 83%, the respective state goals). The past three years have shown a trend towards decreasing number of students who fall below proficient in these same K-8 accountability areas.

Secondary data indicates that our schools are finding success in the Gateway subjects of Algebra I and English II. Proficiency rates for Algebra I have steadily increased from a low in 2003 of 87.6% to 93% in 2005 (exceeding the state goal of 65%). The percentage of students passing Gateway English II has also increased from a respectable 90.3% in 2003 to 94% in 2005 (again surpassing the state goal of 86%).

End of Course tests in Math Foundations indicate an impressive decrease in the number of students failing to achieve proficiency since 2003. The number of students achieving advanced levels has also significantly increased over this same time period. Proficiency levels for English I end of course tests have also improved from 85% in 2003 to 93% in 2005. It is important to note that 40.7% of students scored 'advanced' in 2004 and this number increased to 53.2% in 2005!

TVAAS data shows that all areas of K-8 are producing gains in student learning. Particularly strong gains are noted in the following areas:

Reading/Language Arts: grades 5 and 6

Mathematics: grades 5 and 8

Science: grades 4, 6, and 8

Social Studies: grades 6 and 8

AREAS OF NEED

Value added assessments show room for improvement in the following areas:

Reading/Language Arts: grades 4 and 7

Mathematics: grades 4 and 6

Science: grades 5 and 7

Social Studies: grades 4 and 7

High School value added data shows a failure of Biology I and Algebra I students to achieve the predicted scores. The same situation occurs when the Math Foundations End of Course data is examined. This information is a three year average. Current Algebra I data shows no detectable difference between the observed and predicted scores; indicating an improvement in value added scores for the future. ACT value added scores are also below predicted scores as are the 11th grade writing assessment.

What evidence/sources support your response?

Tennessee Report Cards issued since 2003 have been a major source of information for aggregated data. The committee also relied upon data compiled locally from No Child Left Behind proficiency reports, system level TCAP reports and information distributed at the 2005 TCSPP workshop. Local Gateway and End of course results were also analyzed with attention paid to proficiency levels and number of students falling below the proficient mark.

Evaluation of Disaggregated Data - Narrative Response Required

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

STRENGTHS

K-8 disaggregation of academic data reveals several areas of strength. Students with disabilities have significantly improved performance in both Reading/Language Arts and Mathematics. Students scoring below proficient in Mathematics have been reduced by 18% since 2003 and by 21% in Reading and Language Arts. While this is still higher than the below proficient rate for the total population, we anticipate continued improvement in this category.

Since 2003, examination of academic achievement data shows that economically disadvantaged students have maintained mathematics 'below proficient' rates similar to that of the total population and followed closely the reduction trends noted in the total population. Language Arts achievement data indicates that students from economically disadvantaged homes also compare favorably with the results of the total population.

In grades 9-12, economically disadvantaged students have shown a 50% reduction in the number of students falling below the proficient mark in mathematics. In 2003, there was a slightly higher percentage (16.1% as compared to 12.7%) of economically disadvantaged students who were not proficient, but this percentage was reduced to 8% by 2005 (compared with 7% of the total population). This same subgroup showed similar improvements in Reading/Language Arts. In 2003, 18.1% of economically disadvantaged students were below proficient (compared with 9.7% of the total population). By 2005, only 8% were below proficient (as compared with 6% of the total population).

Five out of six Hispanic students tested in Gateway Algebra I achieved either proficient or advanced levels. While report card data indicates that 15% of students fall below proficient, the committee looked at individual student scores and revealed that only one student failed to

exceed the proficiency target.

AREAS OF NEED

The Hispanic population in grades 3 and 8 was small enough to offer the possibility of skewed data. Given that consideration, K-8 Academic Achievement data reveals that Hispanic students are falling below the proficient mark in numbers slightly higher than that of the total population in both reading/language arts and mathematics. However, mathematics proficiency rates have shown steady improvements over the past 3 years. Reading/Language arts have remained steady and are a target for improvement. Hispanic students in Unicoi County are performing at levels comparable to the state proficiency rates (15% to 19% for the state in mathematics, 17% to 21% for the state in reading/language arts).

Students with Disabilities in grades 9-12 have much higher percentages of 'below proficient' students for both Gateway Algebra I and Gateway English II. However in 2005, Unicoi County's Algebra I students posted 25% of students with disabilities below proficient...a much lower percentage than the 51% recorded by the state. English II students with disabilities showed an increase in the percent of students 'below proficient' (21% in 2004 to 32% in 2005). This rate is comparable to the 33% posted by the state.

Academic achievement data across all grade levels indicates that while our students are proficient we have a low percentage scoring in the 'advanced' category. Value added data supports this as an area of need. TVAAS data shows that our lower performing students are making strong gains each year. However, our highest achieving students often post negative or no gains at all. Examination of this data shows that our TVAAS scores are negatively affected by the lack of academic growth by our brightest students.

What evidence/sources support your response?

Analysis of data related to these issues was performed and discussed by the Component 3 team, a disparity analysis was conducted. Documentation has been retained at the Central Office.

Evaluation of Non-Academic Data- Narrative Response Required

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

STRENGTHS

The Unicoi County School system has made high quality, research based, student centered staff development a priority. Over the last two year period, teachers and staff have been trained in poverty issues, Thinking Maps, brain-based learning strategies and other relevant topics. New teachers have been provided with an intensive induction and mentoring program which is proving to be an effective support system for our apprentice teachers.

Unicoi County Schools have historically maintained a 'safe schools' status as documented by the Tennessee Report Card. These schools are recognized as being in 'good standing' by the Southern Association of Schools and Colleges. 95.4% of teachers employed by Unicoi County Schools have achieved highly qualified status as mandated by No Child Left Behind legislation. K-8 attendance and promotion continue to be strengths for our system. Our high school graduation rate is also impressive.

AREAS OF NEED

Areas of need include several factors which may be out of our sphere of influence. Per pupil expenditures, facility improvements and expansion, and expected teacher retirement rates are all issues that will need extensive long range planning in order to address.

Gender issues may be a key for increasing academic success. Investigation of disciplinary referrals indicated that 77% of all K-12 office referrals are male and that many are repeat offenders. Disciplinary records also indicated that 71% of suspended K-12 students are male. This last figure shows that male students are more likely to commit serious offenses. It is also interesting to note that 61% of students served by special education are male. The rate of special education referrals is also higher for male students than female.

Other areas of need which may impact student performance which can be addressed within the schools include identified lack of technology resources at the middle school level, and follow-up on staff development efforts which provide for a 'big picture' of the professional development goals and continued support for teacher implementation.

What evidence/sources support your response?

A variety of data sources were consulted to determine our strengths and areas of need. The 2005 Tennessee Report Card for Unicoi County provided No Child Left Behind standings, demographic, fiscal and non-academic data. Information concerning student discipline issues and special education numbers were gathered from local student management software. E-rate applications were used to assess the technology needs and per pupil technology ratios. Reports from the Master Facility committee and the architect hired to conduct the master facility needs assessment has been used to determine potential strategies for addressing overcrowding and aging in our 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?

Unicoi County Schools has many strengths that help to meet the needs of the student population. Academic performance of students in all areas of K-8 has been outstanding and Annual Yearly Progress has been met. Grades 9-12 also indicate strengths in many academic areas including Gateway, Algebra and English II, Math Foundations, English I, and ACT and meeting Annual Yearly Progress.

While the academic strengths are impressive, the amount of gains realized are not as impressive. TVAAS reports indicate several areas to continue to monitor and evaluate. Areas for further study at this point are Reading and Language in grades 4 & 7, Math in grades 4 & 6, Science in grades 5-7, Social Studies in grades 4 & 7. These areas have received some consideration during this school year and examination of test scores for this year will allow us to determine if changes were effective. Grades 9-12 gains in Gateway: Algebra, Biology, End of Course: Math Foundations, ACT scores and 11th grade writing are all of concern.

Attendance in grades 9-12 is an area that has been addressed and we will continue to evaluate.

Our resources fall well below the state and national level of per pupil expenditures and therefore, have an impact on student performance. Many other sources of revenue are continually sought, including partnerships, grants, etc...

The main concern in the area of student gains lies with the students in the upper quintile of all subject areas. Our observations and analysis indicate that our highest level students are making less gains than other students and that these same students in certain circumstances are not even retaining the level at what they earlier performed. This is an especially sensitive issue and must be dealt with.

What evidence/sources support your response?

The evidence to support the strengths and areas of need that are listed was derived from close examination of state report card data, individual and group test reports, TVAAS, website and numerous other data instruments. Surveys, observations, student lists reports, etc... have all been examined and had a bearing on the identified product. Documentation and reports are all available at the Central Office.

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

Upon examination of multiple data sources, the committee has chosen four main areas of concern from a list of twelve areas for growth. The areas chosen were selected based upon the potential to positively impact student performance and success.

Priority 1: Upon close examination of student records and discipline referrals, it was determined that a disproportionate number of male students in grades 9-12 were at risk for serious disciplinary issues. At the high school level, 71% of students who received out of school suspensions were male.

Priority 2: Disaggregation of academic achievement and value added data has revealed a trend among Unicoi County students that shows students in the advanced categories are not making expected gains. These students who have the ability and motivation to achieve are not performing to their potential.

Priority 3: As with all school systems, Unicoi County has the goal of meeting and exceeding NCLB standards. As the targets are raised, it will become increasingly difficult to continue meeting the goals set by No Child Left Behind. Student safety issues, curricular opportunities, and disparity among schools in the area of technology will be considered when striving to correct this concern.

Priority 4: Early childhood intervention and expanded pre-school programs can insure that all children are ready to start school and prepared for academic expectations.

Priority 5: Eleventh grade writing gains are a major concern. More opportunities for writing in all content areas utilizing a formalized writing program should be considered to address this need.

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a
CURRICULAR PRACTICES

Current Curricular Practices	State Approved Curriculum	Early Childhood Curriculum	Curriculum Mapping	Textbook Alignment			
Evidence of Practice	Blueprint for Learning	Pre-K classes utilize creative curriculum & pre-literacy curriculum	Guides for K-8	Textbooks in core subjects aligned with standards			
Is the current practice research-based?	Yes	Yes	Yes	Yes			
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes			
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective			
What data source(s) do you have that support your answer? (identify all applicable sources)	Report Card; Gateway & EOC; TCAP; IEPs; graduation rate; AYP	Pre & post testing; K entrance screening; teacher observation	AYP; Report Card; TCAP; IEPs	TCAP; Gateway; EOC; AYP; Report Card			
Evidence of effectiveness or ineffectiveness	Increased % proficient & advanced; narrowed achievement gaps; increased graduation rate	Students better prepared for K; increased pre-K participation	Improved test scores; gains in all sub-groups & graduation rate	Subgroup gains; graduation rate; TCAP			

Evidence of equitable system support for this practice	Staff development; monitoring of lesson plans; teacher observations	Collaborative plan time; staff development; Early Childhood Coordinator	Central Office focus; sequencing of courses & content	Staff development; data analysis; materials to support			
Next Step (changes or continuations)	Continue emphasis on standards-based focus	Continue with pre-literacy focus	Need to revise math & expand our language arts				

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

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

Curriculum TIME Gap Analysis – Narrative Response Required

“What is” The Current Use of: TIME

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

- Staff development is planned to support the curriculum.
- Assurance that all employees have standards, guides, & benchmarks for the subjects taught.
- Central Office staff is readily available through the phone, email, instant messaging & visits.
- Supervisors are assigned as mentors to the schools; tracking record of the mentoring is kept.

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

- We would like to increase the plan time for Pre-K through 4 teachers.
- Plan times for collaboration among same-grade teachers, & across grade levels & subject areas.

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?)

- Federal programs fund staff development programs & Special Education; also, they provide materials & resources to the schools.
- Funds are shared in an equitable manner between all schools, based on enrollment, poverty, & subgroups.
- Local funds are limited, but provide texts & teacher resources.

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

- We seek to increase the integration of technology at our schools.
- Funding for more related arts staff to provide plan time for K – 4.

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?)

- Central Office monitors programs & assists with TSIP plans & curriculum analysis at the school levels.
- Federal Projects & Special Education monitor compliance in meeting state & federal guidelines.
- Supervisors are assigned to mentor building level principals.

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

- Community business & industry partners support practices through volunteer work, funding, & technology; also, through the Adopt-a-School program at the elementary level.
- Grant funding is sought for technology & programs.
- The EduTech grant at one school stresses technology integration.
- Plato & Credit Recovery are at the secondary level.
- PTA / PTO support is at all levels.

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

- More system-level partnerships that can provide unrestricted funding.
- Link on Unicoi County Schools’ website to curricula on the state website.

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? Unicoi County School System is providing equity & adequacy to our schools based on our funding.

Curriculum Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools? Title funds & Special Education funds plus grants, donations, & fundraising by PTO / PTA contribute to effectively meeting the needs of students & to providing resources for our instructional program.

Curriculum Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools? We believe that we are meeting the needs of all our students, as well as the needs of subgroups of students. Our report card, in addition to our having met AYP for the past three years, supports this.

TCSPP TEMPLATE 4.1d

CURRICULUM SUMMARY QUESTIONS

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

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Teaching the standards is the focus of all our instruction. Time-on-task is emphasized throughout our system. Administrators work as team supervisors, & other administrators check lesson plans to see that standards are identified in the plans. Principals' observations document standards as well. Curriculums are in all classrooms. Data analysis reveals any discrepancies & trends.

Curriculum Summary Questions- Narrative Response Required

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

1. High-achieving students are not making the gains of low-achievers.
2. Increase planning time.
3. Inadequacy of technology exists between our schools.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

- We will pursue additional grant funding to increase & upgrade technology in our schools.
- We will institute more staff development on technology integration into our curriculum, & on teaching higher order thinking skills.
- TVASS scores revealed that our highest achieving quintiles are *not* gaining at the same rate as other quintiles.

TCSPP TEMPLATE 4.2a
INSTRUCTIONAL PRACTICES

Current Instructional Practices	Brain-based Instructional Strategy	Instructional Intervention	Data-driven	Literacy Focus	Differentiated Instruction	Instructional Support	
Evidence of Practice	Thinking Maps; Marcia Tate; Learning-Focused Schools	Wilson Reading; Hooked on Phonics; Plato; Credit Recovery; direct instruction	Trained Data Analysis teams at each school	Building Blocks; Four Block Literacy; Even Start; family engagement	Dual English ; enrichment programs; challenge classes; AP courses; technology integration; vocational skills attainment	HQ teachers & assistants; tutoring; summer programs; teacher & administrator mentors	
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP; Gateways; EOC; Writing; AYP; Report Card; lesson	TCAP; Gateways; EOC; AYP; Report Card	TCAP; Gateways; EOC; Report Card; standards	Lesson plans; sign-in sheets; TCAP; pre-K – 3 track records; Bingo	Enrollment numbers; vocational report	Report cards; HQ reports	

	plans; teacher observation			for Books			
Evidence of effectiveness or ineffectiveness	AYP; increase % of proficient & advanced; Report Card	Increase % of proficient & advanced on AYP; TVASS increases; lower the drop-out rate	Increase % of proficient & advanced on AYP; increase TCAP scores; increase graduation rate	Lower retention rates; increase test scores; more family involvement	Staff development; EduTech grant	System focus; TSIP plans; mentoring reports	
Evidence of equitable system support for this practice	Staff development; lesson plans; observation	Staff development; increased funding for instructional assistants & materials	Staff development; time for score analysis at schools	Media coverage; parent engagement up	Technology variances; more challenges @ pre-K – 4 level; more AP courses; additional staff development on differentiated instruction	Increase efforts to retain HQ teachers; trainings for para-professionals	
Next Step (changes or continuations)	*More HOTS	* More writing instruction * More reading interventions at the middle & high schools	More time during the day & year for analysis	Increase parent engagement at the high school	Staff development; EduTech grant	System focus; TSIP plans; mentoring reports	

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?)

- Supervisors are assigned as mentors & keep track of mentoring sessions.
- Plan appropriate staff development for instruction.
- Developed system calendar to allow for training & support services during the school year.

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

- Increase planning time for teachers.

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 allocated based on each school’s needs
- Federal funds supply support, resources, trainings, & assistants in schools.

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

- Increase funding for interventions in math & literacy.
- Upgrade the technology in the schools.
- Increase the effectiveness of writing instruction.

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?)

- Staff development for personnel on best practices.
- Family engagement; activities at all system levels.
- Staff allocated to schools based on student numbers& program participation.

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

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?)

- Community-based programs include Adopt-a-School, Kiwanis Reads, Accelerated Reader, & Calculating Caterpillar.
- Service learners, interns, & practice teachers from area universities.
- PTO / PTA volunteers in schools.
- Grant funds for technology integration.

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

- More technology & technology support at the school level to enhance our instructional programs.

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 provide equity and adequacy to our schools.

Instructional Reflective Questions - Narrative Response Required

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

To the maximum extent possible, we target funds & resources to meet instructional needs. Federal Title funds support Pre-K – 4; Special Education funds assist at the middle & high schools; and grant funds assist at Pre-K & at two elementary schools.

Instructional Reflective Questions - Narrative Response Required

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

We *are* meeting the needs of students in our schools.

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?

- We have dedicated, highly qualified administrators, teachers, & support staff.
- The system is committed to providing research-based, on-going staff development, & trainings for staff in the best instructional practices.
- We maintain our system focus on quality teaching & learning.
- There is excellent community support for our school system.
- Our test scores & student achievements support these conclusions.

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.

1. The retention of highly qualified teachers & staff is of major concern, as many are approaching retirement.
2. Correcting the inadequacy between schools in the use of available technology is a challenge as well.
3. High-achieving students are not gaining at the same rate as lower-achieving students.
4. Improvement in the 11th Grade writing scores is also a challenge we face.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

- We will analyze the teacher retirements that are expected in the next five years in order to see how to retain our best instructors.
- We will seek more grant funding for technology at all our schools.
- We will have our teachers incorporate more challenges for their students (i.e., HOTS for *all* students).

TCSPP TEMPLATE 4.3a
ASSESSMENT PRACTICES

Current Assessment Practices	State Assessments	Textbook Assessment	Alternative Assessment	Communication of Results			
Evidence of Practice	TCAP; Gateway; EOC; Writing Assessments; Vocational Skills Attainment	Pre-, post-, & mid-year assessments aligned with state standards	Star reports; EduTests; Plato; portfolios; work sampling	Report cards; mid-term reports; honor rolls; parent conferences			
Is the current practice research-based?	Yes	Yes	Yes	Yes			
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes			
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective			
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP; Gateway; EOC; writing test scores; ACT; EXPLORE; PLAN; AYP;	Textbook assessments; benchmark assessments; practice tests	Portfolios; work samples; Star reports; EduTests	Media reports; mid-term reports & report cards; Report Card; TCAP			

	TVASS; Grade Card						
Evidence of effectiveness or ineffectiveness	All test scores improving; met AYP standards last 3 years; narrowed achievement gaps	Test scores improving; subgroups' scores improving; graduation rate	Test scores improving; Sp. Ed. scores improved; Pre-K students gains	Parent conference documentation			
Evidence of equitable system support for this practice	Staff development documentation ; data analysis for SIP	Gradebooks; student portfolios; permanent records; Star Student	*Not available in all schools (EduTests)	PTO / PTA presentations; permanent records; media releases; civic presentations			
Next Step (changes or continuations)	Develop local benchmarks; assessments for reading & math	Continue current practices & utilize results for instruction	More portfolios for secondary students; more authentic assessments	Continue current practices			

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?)

- Time is allocated for data analysis at the system & school levels.
- Continuing staff development training on using data is offered to all staff.

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

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?)

- Staff development funds from general purpose, federal projects, & special education are utilized for training & data analysis.

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

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?)

- Supervisors work with principals & data team members.
- Substitutes are funded to allow teachers time to work with student data.

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

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?)

- Materials & resources are provided at school levels.
- System inservice days are dedicated to allowing for data analysis.

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

- Providing more plan time, especially *among* grade levels & *across* grade levels, would allow teachers better use of data.

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?

We are providing equity & adequacy to our schools, although two of our schools have additional funds for technology integration & assessment.

Assessment Reflective Questions - Narrative Response Required

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

Funds & resources are allocated to schools based on each school's needs. Title funds are designated to Pre-K – 4 schools; and Special Education funds are allocated to middle & high schools for support. Our system funds 2nd grade TCAP testing & EXPLORE testing for the 8th grade.

Assessment Reflective Questions - Narrative Response Required

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

Based on our analysis, we are meeting the needs of our students. Test scores can validate this.

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?

- Test scores reveal that teachers are using data to plan instruction.
- Students are gaining in achievement, especially low-achieving students.
- Parents & the community are kept informed of assessments.
- Subgroups are closing the achievement gap.

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.

- Students in high-achieving quintiles are not gaining at the same rate as lower quintiles, according to our data analysis.

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

- We will encourage teaching of HOTS to all students.
- We will challenge our high-achievers to increase academic & achievement gains.

TCSPP TEMPLATE 4.4a
ORGANIZATIONAL PRACTICES

Current Organizational Practices	Staff Communication	Community Involvement	Administrator & Teacher Support	Student Support	Student Support	(Team Building) Administrative
Evidence of Practice	Board policies & procedure manuals; employee handbooks; D-Babble	Advisory committees	Mentoring programs	Transition programs	Truancy Review Board	Leadership Team monthly meetings
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Policy manual; procedure manual; Teacher Advisory	Parent, student, vocational, & community committees	New teacher induction; mentors for new teachers; mentors for principals	Pre-K orientation; 5 th , 8 th , & 9 th grade orientation	Attendance data; Report Card; dropout & graduation rate	Minutes of meetings; shared leadership calendar
Evidence of effectiveness or ineffectiveness	Reviewed manuals with all employees; Consolidation Plan posted on the web	Documentation logs of monthly meetings; Consolidated Plan	Tracking logs; mid-year follow-up meetings; surveys of participants	Student participation logs	Increased system-wide attendance rate	Team-building exercises; mentoring tracking logs; monthly executive briefings

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Evidence of equitable system support for this practice	All employees have copies; induction with all new employees	Family Friendly Schools; PTA / PTO; media reports	System-wide staff development & training	Student / parent handbooks	Community Services works with families; available in all schools	Director focus involving all administrators in our system
Next Step (changes or continuations)	Continue	Continue	<ul style="list-style-type: none"> • Continue • Train more mentors 	<ul style="list-style-type: none"> • Continue • Expand website information 	Continue, based on past success	Continue

TCSPP TEMPLATE 4.4b
ORGANIZATIONAL GAP ANALYSIS

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

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

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

- Central Office supervisors are assigned building level principals to mentor on a weekly basis.
- Tracking logs are turned in to the director each month.
- Teacher-to-teacher mentors are assigned to new teachers in each building.

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

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?)

- Staff development funds were used to train mentors for teachers.
- The system funds induction programs for new teachers.

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

TCSP TEMPLATE 4.4b

(continued)

ORGANIZATIONAL GAP ANALYSIS

Organizational PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

- Continuous professional development is available for school leaders.
- Central office supervisors & the Director commit to providing support at the school levels.

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

- We need more technology support personnel at the school level.

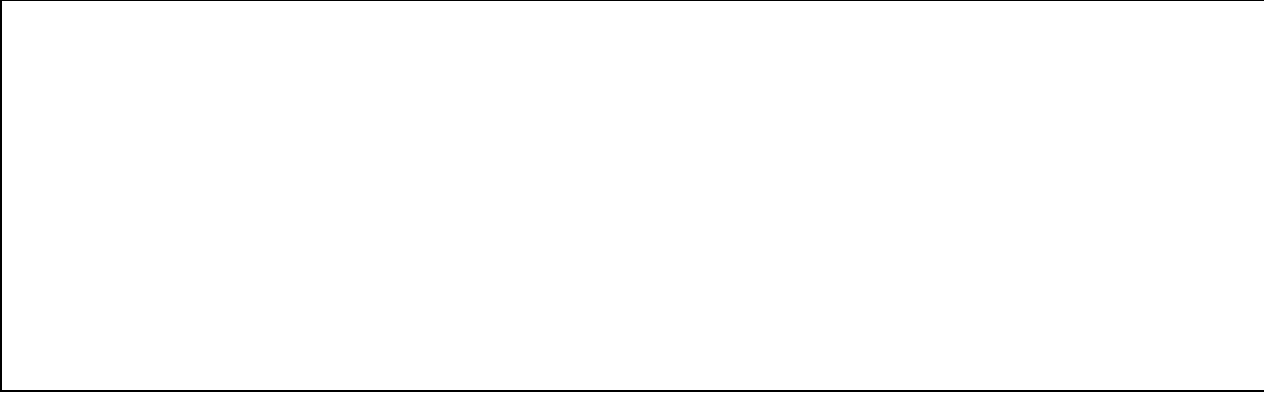
Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required

“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?)

- Extended contract funds support summer orientation programs for grades 5, 8, & 9.
- Title programs fund kindergarten orientation with support services from Special Education.

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



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; Unicoi County Schools is providing equity & adequacy to all our schools.

Organizational Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools? Yes; We are providing funds & resources effectively to meet the needs of our students.

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Organizational Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools? Yes; We are accurately meeting the needs of our system's students.

TCSPP TEMPLATE 4.4d**ORGANIZATIONAL SUMMARY QUESTIONS**

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

Organizational Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

- The Leadership Team works hard to support the staff & to encourage student support.
- There is open communication between the board, director, supervisors, community, & staff.
- Our community is involved in all aspects of our system.

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.

1. Our major challenge is to provide a support system that will enable all students to achieve academic success & to become good citizens.
2. We strive to create more opportunities for all students, especially high achievers, thereby allowing them to utilize higher order thinking skills.
3. We are challenged to improve writing instruction at the high school level in order to increase test scores.

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Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

- The Developmental Assets Train the Trainer program is set to begin in July, 2006. This will compliment the Framework of Poverty training from the past year.
- We will incorporate more instructional strategies that engage the brain & utilize higher order thinking skills for all students.
- We will consider purchasing the writing program that accompanies Thinking Maps materials.

COMPONENT 5

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	There will be a 2% increase in the percentage of students scoring at or above the proficient level in math for 2006-07
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Which need(s) does this Goal address?	Taken from identified needs in component 3 and the reflective matrix
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How is this Goal linked to the system’s Five-Year Plan?	Continued improvement of student achievement
--	--

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	Increase opportunities for Algebra I in 7 th and 8 th grades	2006-07	Principals, Supervisors	Schedule classes	General Fund Purpose	Data, Gateway scores, student grades, TVAAS
Action Step	Focus instruction on standards	2006-07	Teachers, principals, supervisors	Extended contract personnel	General Fund Purpose	TCAP, Gateway, Observation
Action Step	Integrate more technology in math instruction	2006-07	Technology Support, Teachers, Principals	\$5,000 for technology	General Fund, Federal Projects, IDEA, Grant	Observation, Test Scores

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

There will be a 1% increase in the percentage of students scoring at or above the proficient level in reading, writing, and language arts for 2006-07

Which need(s) does this Goal address?

Reading and Language Arts: Grades 4 and 7, Writing in Grade 11. Taken from identified needs in component 3 and the reflective matrix

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

Continual improvement of Reading and writing performance

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	Text book standards	2006-2007	Text supervisor Book	\$100,000	General Purpose Fund	Text book adoption committee
Action Step	Continue Staff Development for Brain based learning	2006-2007	Principal, Federal projects, SPED,	\$12,000	Federal SPED	Federal Projects verifies purchases by end of year 2007/ Professional Development Survey
Action Step	Improve computer equity	2006-2007	Principal, Federal projects, SPED, Technology	\$650 for each PC, 3:1 Ratio	School, Federal projects, SPED, Technology	Verify via computer inventory at end of 2006-2007 school year
Action Step	Investigate purchasing thinking maps writing	2006-2007	Principal, Federal projects, SPED, Technology	\$20,000	School, Federal projects, SPED,	Federal Projects/Special Ed verifies purchases

Unicoi County School System

	component					by end of year 2007.
Action Step	Literary Focus	2006-2007	Principal, Federal projects, SPED	\$10,000	Federal projects, SPED,	Federal Projects/Special Ed verifies purchases by end of year 2007 / Signin sheets and surveys

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	Our attendance rate will exceed the state benchmark for the 2006-07 school year.
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Which need(s) does this Goal address?	Graduation rate: NCLB benchmark, IDEA requirement, Career-Technical ED 2S1, Career-Technical ED 4S1
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How is this Goal linked to the system’s Five-Year Plan?	Increase student performance, Increase participation in Non-Traditional Programs, continual improvement of graduation rate.
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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	Continue secondary credit recovery program	2006-07	Secondary supervisors, Technology coordinator	\$20,000	General Purpose Fund, SPED	Compare number of courses recovered to number lacking per year.
Action Step	Truancy review board, Saturday make-up school	2006-07	Technology Coordinator	\$350	SPED	Monitor attendance rate and identify chronic offenders.
Action Step	Increase participation in Non-Traditional Programs	2006-07	CTE Director	\$500	Perkins	Calculate attendance of non traditional students in CTE programs.
Action Step	Student mentoring period	2006-07	Secondary supervisors, Teachers, Counselors	\$12,000	Title IV, SPED, General Purpose Fund	Survey forms, Number of discipline referrals

Compliance Matrix

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+				+		F S
Individual School level TCSPP plans. & Preface TCSPP Item 5A-B Page 1-2								
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+					+		F T
Technology Plan Page 4 Paragraph 2 thru Page 5								
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
Technology Plan Page 6 Paragraph 3-5								
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide		
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)									
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)	Technology Plan Page 5 Paragraph 6+7 Technology Plan Page 6 Paragraph 7+8 TCSPP Component 4 template Page 31								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+					+		F	
	Technology Plan Page 6 Paragraph 6-8							T	
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+							F	
	Technology Plan Page 5 Paragraph 6+7 Technology Plan Page 6 Paragraph 7+8								
	+							F	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe 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)								
	Technology Plan Page 8 Paragraph 4 Technology Plan Page 5 Paragraph 7							
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 Page 8 Paragraph 3-4							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+					+	+	F
	Technology Plan Page 6 Paragraph 5							
	+					+		F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the 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)	Technology Plan Page 8 Paragraph 1-2							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.	+	+			+	+		F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III "improvement" strategies to address the Title III benchmark(s) not met.	+							F
Describe how the LEA will provide additional educational	+	+						F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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)								S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+							F
	Preface Page 1 Item 3 Comprehensive for Special Education							
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+							F
	Preface Page 1 Item 4 Extended Contract							
Describe how the LEA will ensure that all	+	+	+					F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.								S C
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
	Preface Page 2 Item 6							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSP includes strategies to promote effective parental involvement in the schools.	+							F
	Parent Involvement Plan Page 1 Family Engagement							
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+							F
	Preface Page 2 Item 7A							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA's revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.	+							F
	Preface Page 2 Item 7b							
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)	+							F
	Preface Page 2 Item 7c							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+							F
	Preface Page 2 Item 7b							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.								
	Preface Page 2 Item 7e Technology Plan Page 4 Paragraph 2 thru Page 5							
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+							F
	Technology Plan Page 4 Paragraph 2 thru Page 5							
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+							F
	Preface Page 2 Item ff Title 3 Plan Page 2							
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)	+							F
	Preface Page 3 Item 7g Developmental assets in Goal 3 TCSPP Component 5							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)	+							F
	Preface Page 3 Item 7h							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+							F
	Preface Page 3 Item 7i							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+							F
	Preface Page 3 Item 7N							
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+							F
	Safe Schools Grant Preface Page 3 Item 8A							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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)	Preface Page 3 Item 8b School Safety Plan TCSPP Component 5 Developmental assets							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+							F
	TCSPP Component 5 Developmental Assets							
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	+							F
	Research based report from search initiative on file							
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+							F
	See survey results for safe and drug free schools on file.							
	+							F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
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)								
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+							F
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+							F
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)	+					+		F
								T
Provide for a sufficient budget to acquire and support the	+					+		F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)								T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)						+		T
	Technology Plan Page 8 Paragraph 1+2							
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				E
	Extended Contract plan							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?				+				E
	Extended Contract plan							
Describe the process for evaluating the work you have done?				+				E
	Survey of participants and staff for Extended Contract							
Include an extended contracts employment summary?				+				E
	Extended Contract plan							
Define your leadership team?	+	+	+		+			F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	TCSPP Component 1							S C A
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
	TCSPP Component 1							
Define your subcommittees?	+	+	+	+	+			F S E A
	TCSPP Component 1							
Define significant system and common factors?		+			+			S A
	TCSPP Component 4 Gap analysis							
Profile your system and community?	+	+		+	+			F S E A
	TCSPP Component 1							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+		F S C E A T
	TCSPP Component 1 Page 12+13							
Define your beliefs?	+	+	+		+			F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	TCSPP Component 2							S C A
Define your mission?	+	+	+	+	+			F S C E A
	TCSPP Component 2							
Define your vision?	+	+	+	+	+			F S C E A
	TCSPP Component 2							
Identify academic and non-academic assessment measures?	+	+	+	+	+			F S C E A
	TCSPP Component 1+3+4 Minutes of meetings for TCSPP Component 3							
Define data collection and analysis processes?	+	+	+	+	+			F S C E A
	TCSPP Component 1-4 Minutes of TCSPP Component 3+4							
Include report card results?	+	+	+	+	+			F S C E A
	TCSPP Component 1+3+4							
Explain what you learned from all of the data?	+	+	+		+			F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	TCSPP Component 3+4							S C A
Prioritize your goals?	+	+	+	+	+	+		F S C E A T
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.	+	+	+					F S C
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.	+	+	+		+			F S C A
Identify strengths and weaknesses based on the data?	+	+	+		+			F S C A
			+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?	TCSPP Component 1 Table 7							C
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?			+					C
	TCSPP Component 1 Table 7							
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?			+					C
	TCSPP Component 1 Table 7							
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?			+					C
	TCSPP Component 1 Table 7							
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
	TCSPP Component 1 Table 7							
Determine the percentage of non-traditional students enrolled in a career-technical program?			+					C
	TCSPP Component 1 Table 7							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?			+					C
	TCSPP Component 1 Table 7							
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+		+			F S C A
	TCSPP Component 3+4							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	+			F S E A
	Minutes of TCSPP Component 3+4 meetings. Workbook guide 1.6 TCSPP Component 1							
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+		+			F S C A
	Minutes of TCSPP Component 3+4 meetings TCSPP Component 1 Table 7							
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			+			F S A
	Minutes of TCSPP Component 3+4 STAR Reports							
Indicate that Parent Notification of assessment data has	+	+	+					F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
been disseminated to parents in a uniform format and provided in a language understood by all parents?	Minutes of Leadership Team Agenda for PTO/PTA meetings Letters in Spanish							S C
Define the current reality of student learning?				+	+			E A
	TCSPP Component 3+4							
Analyze faculty perception of your system?		+		+	+			S E A
	School level survey results –on file-- NSSE							
Analyze parent perception of your system?		+		+	+			S E A
	School level survey results –on file-- NSSE							
Analyze community perception of your system?		+		+	+			S E A
	School level survey results –on file-- NSSE							
Analyze student perception of your system? (if applicable)		+		+	+			S E A
	School level survey results –on file-- NSSE							
Identify your Component 3 priorities of need?	+	+	+		+			F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
	TCSPP Component 3 Page 6							S C A
Identify the strengths and weaknesses of your decision-making process?		+	+	+				S C E
	TCSPP Component 4							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+			F S C E A
	TCSPP Component 4+5							
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+			F S C E A
	TCSPP Component 4							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+			F S C E A
	TCSPP Component 4							
		+	+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that the 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
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+		+				S E
	Special education comprehensive plan Extended Contract proposal							
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
	Special education comprehensive plan CPR #11c							
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?			+					C
	Local CTE Plan Extended Contract funds credit recovery							
Define how you will assist career-technical students in mastering occupational skill competencies?			+					C
	Local CTE Plan							
		+	+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how 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?	Local CTE Plan							SC
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?		+	+					SC
Determine how you will promote non-traditional enrollment in career-technical programs?	Local CTE Plan Career/Teacher response information							C
	CTE Plan							
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.)		+	+					SC
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+			F S C E A
	Consolidated application! Extended Contract plan SPED Comprehensive Competency profiles for CTE students							
Describe the actions the system will take to assist low-	+	+		+	+			F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
achieving schools identified as in need of improvement?	Consolidated application/ TCSPP plans							S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	+	+						F S
	NA							
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+						F S
	NA							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+						F S
	SPED Comprehensive Plan SPED EOY Report CPR #12/EOY Table 8							
If applicable, describe the activities funded by the system which support preschool programs?	+	+		+				F S E
	Transportation Services Facilities for Pre-K Food Services Health and Safety Services							
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+			+				F E
	School board policy Family and community engagement monitoring							
	+	+		+				F

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	Extended Contract activities Extended school program from lottery funds							SE
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+		+			FSCA
	TCSP Component 4							
Determine to what degree you meet SACS standards?					+			A
	SACS Application, System Accreditation							
Determine to what degree the stakeholder perception matches your current reality?		+			+			SA
	Parent advisory committee Family Survey TCSP Component 1							
Identify your Component 4 priority of needs?	+	+	+		+			FSCA
	TCSP Component 4 TCSP Component 3							
Define your goals? (including professional development		+	+	+	+	+		

	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.)								
needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)	TCSPS Component 5							S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+		+	+		S C A T
	TCSPS Component 5							
Define your implementation plans?		+	+	+	+			S C E A
	TCSPS Component 5							
Address in your action plan the required clusters for your program area?			+					C
	TCSPS Component 5 CTE Plan							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
	CTE Plan							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		+	+				+	S C
	CTE Plan TCSPS Component 4							
Define what staff development your system will provide			+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
for career-technical teachers to assist them in exceeding the core indicators of performance?								C
		+			+			S
Define what summative assessment will be used?								A
		+			+			S
Describe how you will evaluate the SIP process?								A
		+	+					S
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								C
		+	+					S
Address in the action plan the evaluation process required for each question within each cluster area?								C
			+					S
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C
	+	+						F

Unicoi County School System

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

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year’s TCSPP indicate that:								
		+	+					

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The 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?</p> <p>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))</p>	<p>TCSPP Component 1 Table 6 Vocational report card CPR #1 / EOY Table 4</p>							<p>S C</p>
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p>		+						<p>S</p>
	<p>CPR #1 on EOY Table 4</p>							
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? 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))	A: LEA Report Card B: NA C: NA						S	
		+						

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))</p>	<p>A: CPR #4 on EOY Table 5 B: NA</p>						S	
<p>A.</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>		+						
	<p>CPR #5 on December 1 Census report Federal Table 3</p>						S	

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percent of children with IEPs ages 6 through 21:</p> <ul style="list-style-type: none"> B. Removed from regular class less than 21% of the day C. Removed from regular class greater than 60% of the day <p>Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <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
	December 1 child count report (i.e. Table 3)							
<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
	No data available							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.		+						S
	No data available							
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
	None are identified per Indicator 9 in CIMP and Gifted reports.							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
	None are identified per Indicator 10							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))		+						S
	None are identified per Indicator 11							
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))		+						S
	End of Year report, June 2005, Table 8							
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))		+						S
	100% Per Easy IEP, Indicator # 13 in CIMP document							

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP		+						S
	Data not available at this time.							

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.