

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008

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

Goal By May 2010 100% of students at Greenville High School will graduate within four years and a summer.

Which need(s) does this Goal address? System Report Card -2005 graduation rate of 83.9%, 2006 graduation rate 92%; CTE Report Card (1S1 & 2S1) actual performance lower than negotiated performance; 2007 graduation rate 93.7%; CTE Report Card (1S1 & 2S1) actual system performance above negotiated performance, 4S2 actual performance lower than negotiated performance

How is this Goal linked to the system’s Five-Year Plan? Goal One: Provide excellence in programs; provide rigorous, aligned curriculum and excellence in instruction

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2007 – May 2009	Assistant Director for Instruction; Contracted position	Pre-K program and teacher Transition Team and training Freshman Academy administrator	\$8838 for Transition Team to attend ASCD conference BEP 2.0 funds and other state/local funds \$425,270 State Pre-K Grant; \$7000 State/local; part of \$30,000 contracted position; \$3,359 Freshman Academy Administrator supplement	Tracking of elementary, middle, and high school retention rates; and high school grades, discipline, attendance, and tardies	Decreased retention rates; increased graduation rate; decreased discipline referral and tardies; increased attendance rates

Action Step

Offer support for transition (to school and between levels) through provision of pre-K programs and a structured environment at sixth and ninth grades. Form transition teams (5th/6th and 8th/9th) to work on transition issues during 2007-08. Continue work of team.

<p>Action Step</p>	<p>Target available resources and explore additional resources to support and expand tutoring assistance and credit recovery beyond school hours. Purchase technology solution to individualized needs in credit recovery program. Accomplished and continuing; currently a fixture in budget</p>	<p>August 2006 – May 2009</p>	<p>Assistant Directors for Instruction and Administration; Title I Coordinator</p>	<p>Software for credit recovery program Staffing of after school and summer programs</p>	<p>\$21,625 BEP 2.0 funds \$21,625 BEP 2.0 funds \$ 116,170 Extended Learning funds; State/local Funds IDEA Title I-A, Family Resource Center and United Way Grants</p>	<p>Tracking of student participation in programs, grades and standardized test scores, and credits recovered</p>	<p>Report of participating students' performance</p>
<p>Action Step</p>	<p>Train faculty in use of academic workstations (PLATO) and additional academic materials in each classroom to facilitate attainment of Gateway skills; monitor students' status and target students who have not passed Gateway; Integrate high school mathematics with CTE classes.</p>	<p>August 2006 – May 2008</p>	<p>Vocational Director/Center for Technology Principal. Assistant Principal, and Instructional Coordinator</p>	<p>Training and materials</p>	<p>\$600 State/local Funds</p>	<p>Tracking of academic attainment</p>	<p>Improved performance of CTE students on Gateway</p>
<p>Action Step</p>	<p>Create and implement programs of study for each CTE program in the system.</p>	<p>August 2008 – May 2013</p>	<p>Vocational Director/Center for Technology</p>	<p>Professional development consultation</p>	<p>\$4050 Perkins IV Reserve Grant funds</p>	<p>Documentation of programs of study and implementation</p>	<p>Improved placement of students, increase in number of program completers (including non-traditional completers), and resulting improved graduation rate</p>
<p>Action Step</p>	<p>Purchase and develop materials related to non-traditional careers</p>	<p>May 2008-August 2009</p>	<p>Vocational Director/Center for Technology</p>	<p>Materials</p>	<p>\$300 Perkins Funds</p>	<p>Distribution and documentation of implementation of materials</p>	<p>Increase in completion for CTE students including non-traditional students</p>

<p>Action Step</p>	<p>Provide high-quality professional development in reading instruction (the five components of reading, the fifteen elements of effective adolescent literacy programs, and reading in the content areas). Fund part-time reading specialist position. Expand system reading specialist position from part-time to full-time and implement Response to Intervention (RTI) in grades K-2.</p>	<p>August 2006-May 2009</p>	<p>Assistant Director for Instruction, Professional Development Center Coordinator, Reading Specialist; Special Education Supervisor</p>	<p>Full time Reading Specialist Professional development (consultants, workshops, materials)</p>	<p>\$18,785 for part-time reading specialist BEP 2.0 funds \$57,802 for full-time reading specialist BEP2.0 funds \$24,582 for Accelerated Reading workshop and Content Area Reading follow-up from BEP 2.0 funds \$10,000 State/local Funds, \$10,000 Title II-A</p>	<p>Monitoring of teacher participation Monitoring of Implementation of reading strategies Implementation for RTI</p>	<p>Improved Reading Scores Decrease in referrals for special education testing</p>
<p>Action Step</p>	<p>Utilize existing Leadership Team and Instructional Coordinators to begin dialogue regarding expectations, relevance and student engagement systemwide. Partner with Southern Regional Education Board (SREB) to facilitate work. Begin curriculum work associated with new state standards.</p>	<p>July 2007 – July 2010</p>	<p>Assistant Director for Instruction; Professional Development Center Coordinator</p>	<p>Consultants, workshops, materials</p>	<p>\$6759 BEP 2.0 funds \$25,000 State/local Funds \$10,000 Title II-A \$30,000 for SREB contract from BEP 2.0 funds \$3500 for participation in Eastern States Consortium Math Collaboration from BEP 2.0 funds</p>	<p>Documenting minutes of meetings Compilation of current practices Development of gap analysis Curriculum maps and lesson plans</p>	<p>Revised curriculum maps and lesson plans Increased Explore, PLAN, ACT scores</p>
<p>Action Step</p>	<p>Expose middle and high school students to non-traditional CTE offerings in order to increase student interest and participation COMPLETED</p>	<p>August 2006-May 2008</p>	<p>Vocational Director/Center for Technology Principal</p>	<p>None</p>	<p>NA</p>	<p>Non-traditional enrollment</p>	<p>Increased non-traditional enrollment COMPLETED</p>

Action Step	Purchase software to aid in analysis of mid-term and final exams at Greeneville High School for prescriptive purposes (Note – software was purchased, but implementation was not accomplished due to a problem with the software) Implementation planned for 2007-08. Software (Edusoft) was piloted in 2007-2008 with limited success. Due to upcoming curriculum changes, begin investigation of online K-12 formative assessment solution.	August 2007 – May 2009	Assistant Director for Instruction	None for 2008-2009	NA	Documentation of purchase and use of software – Pilot completed. Documentation of evaluation process for K-12 formative assessment solution	Selection of online K-12 formative assessment solution
Action Step	Plan summer “Bridge” program for at-risk rising 9 th graders. Implement and evaluate program in Summer 2008.	August 2007 – May 2009	Assistant Director for Instruction	Two teachers Materials, transportation, incentives for students, snacks	\$5600 for teachers Extended Learning Funds \$500 for materials State/local Funds \$1200 State/local Funds /\$1000 grant for transportation, incentives and snacks	Success of the students targeted for service during their freshman year Grade and discipline reports on participating students during their freshman year	Decreased retention rate and discipline referrals for participating students
Action Step	Expand teaching staff at the secondary level to lower pupil: teacher ratio.	August 2007 – May 2009	Director of Schools, Assistant Director of Schools	7 teachers	\$442,769 BEP 2.0 funds \$471,265 Continue positions with BEP2.0 funds	Tracking of class size	Lower pupil: teacher ratio
Action Step	Monitor individual attendance records of at – risk students.	August 2008 – May 2009	Chief Technology Officer	NA	NA	Documentation of quarterly monitoring	Report of attendance of at-risk students
Action Step	Correlate Biology curriculum with state and national standards; develop lab activities for each standard.	August 2008 – May 2009	Assistant Director for Instruction	NA	NA	Revision of curriculum with activities	Increased value-added scores for Biology

TCSPP TEMPLATE 5.1

GOAL 2 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008

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

Goal By 2008-09 90% of each subgroup (African-American, economically disadvantaged, students with disabilities and ELL) will score proficient or advanced in all areas of TCAP.

Which need(s) does this Goal address? Sub-group proficiency

How is this Goal linked to the system’s Five-Year Plan? Goal One: Provide excellence in programs; provide rigorous, aligned curriculum and excellence in instruction

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step	Form a community action team to generate ways the school and community can partner to foster success of relevant subgroups Team continues work during 2007-08. Conclude work in 2008 with recommendation to Board.	August 2006 – June 2008	Assistant Director for Instruction	NA	NA	Minutes of meetings Compilation of strategies Report to School Board with recommended plan of action
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Action Step	Achieve compliance in ELL services by hiring a full-time, certified ELL teacher and developing a quality program of services. Fund an additional full-time ELL position for compliance. Compliance has been achieved.	Hiring – Summer 2006 Development - Summer 2006 and ongoing	Federal Projects Supervisor ELL teachers	Salary and benefits	\$46,263 (full-time) BEP 2.0 funds \$45,983 Continue full-time position BEP 2.0 funds \$55,000 (full-time) Title III and Title VI for supplemental position	Maintaining compliance Development and monitoring of services Compliance with ESL staffing and servicing requirements.
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Action Step	Provide high-quality professional development in the areas of reading and reaching all students. Continue work on reading; focus on reaching all students in professional learning plan for 2008-2010.	August 2006 – May 2010	Assistant Director for Instruction, PDC Coordinator	Consultants , workshops, and materials	\$10,000 State/State/local Funds	Monitoring of teacher participation Monitoring of Implementation of strategies	Increased sub-group scores (decreased below proficient and increased advanced)
Action Step	Explore means to provide computer and Internet access to subgroups through provision of computers and Internet access in the home and wireless access at school. COMPLETED	August 2006 – May 2007	Technology Systems Supervisor	Cost of Internet access Wireless connectivity	\$3000 Cost of Internet access Mary Gertrude Fox Foundation Grant \$100,000 for wireless connectivity BEP 2.0 funds	Listing of options for provision Reviewing Home Link records	Increased computer and internet access for subgroups
Action Step	Target students in subgroups for extra assistance and tutoring outside regular school hours. COMPLETED	August 2006 – May 2008	Principals, Instructional Coordinators Family Resource Center Personnel	None	NA	Maintaining and monitoring of rosters of attendance Tracking of grades and standardized test scores	Subgroup participation in extra assistance and tutoring outside regular school hours
Action Step	Implement an assessment program in order to identify student needs in reading and math.	August 2007 – May 2009	Assistant Director for Instruction	Computer based assessment program (STAR Reading and Math)	\$11,000 BEP 2.0 funds \$9168 2nd payment on STAR Reading and Math Software from BEP 2.0 funds	Use of assessment program to assign students to flexible grouping	Flexible grouping of students to address individual needs
Action Step	Purchase and implement a reading program for middle school students who are reading 2 or more grade levels below grade level. READ 180 implemented in 2007-2008; begin initial evaluation with 2007-2008 test scores.	November 2006- May 2008	Assistant Director for Instruction, Special Education Supervisor, Middle School Principal	Reading program (READ 180) Teaching assistant	\$25,000 Grant Funds; \$21,800 IDEA Funds \$21,951 BEP 2.0 funds \$22,667 Continue position with BEP 2.0 funds.	Review of progress reports from Read 180, TCAP Scores, and Star Reading Scores	Evaluation of READ 180 impact on TCAP Reading/Language scores

Action Step	Increase library staff to facilitate better collaboration and use regarding library services.	August 2007 – May 2009	Assistant Director for Instruction	High school library assistant and middle school library assistant	\$48,837 BEP 2.0 funds \$49,358 Continue positions with BEP 2.0 funds	Use of library services	Increased use of library services
Action Step	Analyze value-added reports of individuals within subgroups	May 2008-June 2009	Assistant Director for Instruction	NA	NA	Completion of analysis	Report on value-added of at-risk individuals
Action Step	Analyze individual Explore, PLAN, and ACT data to target subgroup students and students performing below expected level for inclusion in classes which provide ACT preparation and additional preparation for college.	May 2008-June 2009	Assistant Director for Instruction	NA	NA	Completion of analysis	Report on Explore, PLAN, and ACT performance of subgroup students and students scoring below proficient ; submission of report to guidance department for action

TCSPP TEMPLATE 5.1

GOAL 3 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008

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

Goal Meet the annual negotiated performance level for placement of career-technical education (CTE) students in post-secondary education, military, or related area of employment.

Which need(s) does this Goal address? 3S1 on VTE Report Card from 2005 Tennessee State Department of Education (negotiated performance level = 81.7%; actual performance = 78.95%) 2006 VTE Report Card (negotiated performance level = 89.89%; actual performance 84.21%); 2007 VTE Perkins III Report Card (negotiated performance level = 90%; actual performance =87.50%

How is this Goal linked to the system’s Five-Year Plan? Goal One: Provide excellence in programs; provide excellence in instruction
Goal Two: Provide state-of-the-art learning environment; provide equitable access to current technologies

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Upgrade CTE equipment and non-consumable materials and supplies to provide state-of-the-art training. Equipment and materials upgrades have been made; future needs will be identified. Identify needs and subsequent upgrading.	August 2006 – May 2009	Vocational Director	Identified equipment	\$100,000 Perkins Funds	Identification of needs Maintaining records of acquisition of equipment Monitoring of use of equipment	Modernized training to facilitate better placement following graduation
Action Step	Facilitate articulation to increase student participation.	August 2006 – May 2009	Vocational Director	None	NA	Tracking of number of students who earn articulated credit Examine report card	More students participating in articulation at the post-secondary level
Action Step	Provide high-quality professional development to ensure excellence in instruction and up-to-date knowledge of staff.	August 2006 – May 2009	Vocational Director	Consultants, workshops, materials	\$10,000 Perkins Funds	Monitoring of teacher participation Monitoring of Implementation of strategies	Instruction which reflects up-to-date knowledge of the field

Action Step	Seek certification opportunities for identified CTE programs	August 2008-August 2009	Vocational Director	Certification application and site visit	Amount to be determined Perkins Funds	Completion of certification in identified programs	Increase in student certification/increase in student placement
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TCSPP TEMPLATE 5.1

GOAL 4 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: April 2008

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

Goal Increase percentage of students reporting that students care for one another on Lifetrack survey to 60% by the end of 2008-2009. Increase the percentage of students, teachers, and parents who agree with the statement “there are no bullies at our school” on NSSE survey to the level of satisfaction with other indicators by the next NSSE administration.

Which need(s) does this Goal address? Perceived problems with bullying and students care for one another as reported on NSSE surveys and Lifetrack survey

How is this Goal linked to the system’s Five-Year Plan? Goal Two: Provide state-of-the-art learning environment; provide safe learning environment for students and staff

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 2006 – May 2009	Technology Systems Supervisor	None	NA	Data analysis	Report on bullying incidents
August 2006 – June 2008	Assistant Director for Administration	NA	NA	Documenting of minutes of meetings	Recommendations of focus groups
August 2006 – May 2007	Assistant Director for Administration, Character Education Team	None	NA	Development of correlation of programming to relationship building	Evaluation report

<p>Action Step</p>	<p>Investigate effective programs in place in other school systems. <i>Piloted an elementary program; will investigate other elementary programs as needed and will investigate programs for middle and high school students.</i> <i>Purchase TEAMS kits in 2007-2008; training conducted in April 2008 and Fall 2008; implement fully in 2008-2009.</i></p>	<p>April 2008-May 2009</p>	<p>Assistant Director for Administration</p>	<p>TEAMS kit and training materials, consultant</p>	<p>\$18,350 Title IV for 07-08 \$11,000 Title IV for 08--9</p>	<p>Maintaining of notes from research and site visits <i>Evaluation of results from pilot program</i> Documentation and evaluation of implementation</p>	<p>Report on evaluation of implementation</p>
<p>Action Step</p>	<p><i>Employ an additional guidance counselor so that each elementary school in the system has its own counselor.</i></p>	<p>August 2007-May 2009</p>	<p>Assistant Director for Administration</p>	<p>Guidance counselor</p>	<p>\$57,491 BEP 2.0 funds \$61,099 Continue position with BEP 2.0 funds</p>	<p>Increased availability of guidance services at the elementary level</p>	<p>Evidence of more elementary students receiving guidance services</p>
<p>Action Step</p>	<p><i>Integrate bullying prevention activities under the supervision of the Coordinated School Health Department.</i></p>	<p>August 2007 – May 2009</p>	<p>Assistant Director for Administration, Coordinated School Health Coordinator and assistant</p>	<p>Part-time Coordinated School Health assistant Coordinated School Health Plan Required Match</p>	<p>\$11,864 BEP 2.0 funds \$15,249 Continue position with BEP 2.0 funds \$2000 BEP 2.0 funds \$2000 BEP 2.0 funds</p>	<p>Documentation and evaluation of implementation</p>	<p>Supervision of and implementation of a bullying prevention program which is integrated into the Coordinated School Health Program</p>

TCSPP TEMPLATE 5.1

GOAL 5 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: New for April 2008

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

Goal Improve proficiency rates in grades 6 – 8 science and social studies to 90% proficiency by 2008-2009

Which need(s) does this Goal address? Lower NCE's in grades 6 and 7 science and social studies; lower percent advanced in grades 6, 7, and 8 science and social studies

How is this Goal linked to the system's Five-Year Plan? Goal One: Provide excellence in programs; provide rigorous, aligned curriculum and excellence in instruction

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)

IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

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 within the action steps of each goal.

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

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Research programs in 2007-2008; purchase and implement in 2008-2009	Assistant Director for Instruction, Middle School principal, Technology Supervisor	Study Island software	\$3000 State/local funds	Monitor reports provided by the software and TCAPS scores.	Increased science and social studies TCAP scores in grade 6-8 (decreased below proficient, increased advanced)
April 2008 – May 2009	Assistant Director for Instruction	NA	NA	Development of revised curriculum maps	Curriculum maps aligned with new state standards
August 2007 – December 2008	Assistant Director for Instruction	Travel expenses	\$ 1000 State/local funds	Completion of site visits	Recommendations based on site visits

COMPONENT 6

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

May 2007 Initial Submission in Black

May 2008 Revisions in Blue

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop this systemwide improvement plan.

Evidence of Collaborative Process - Narrative Response Required

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

Collaboration was achieved and facilitated during the 2005-2006 TCSPP development year through the use of varied stakeholder representatives on the TCSPP Leadership Team and the Component teams. The Leadership Team consisted of the following: Director of Schools, Assistant Director for Administration, Assistant Director for Instruction, Business and Finance Supervisor, Federal Projects Supervisor, Special Education Supervisor, Technology Systems Supervisor, Professional Development Center Coordinator, Center for Technology Assistant Principal, Teacher/Instructional Coordinator, a paraprofessional, a representative of our other support personnel, a parent, a student, and a community member. Also serving on the different Component teams were additional representatives that included principals, instructional coordinators/teachers, parents, students, and community members. As a part of the Component team, each member was involved in the work of the team and the subsequent reaching of consensus that led to the submission of the work to the Leadership Team. Agendas, sign-in sheets, and submitted components are on file to support the collaborative work of each component team and the Leadership Team. Collaboration and communication were also facilitated through a May 2006 report given to the Greeneville City Schools School Board and the posting of the TCSPP Component 5 Action Plan on the system website.

In preparation for the 2006-2007 school year, an administrative retreat was held late July and attended by all Central Office level personnel, principals, and school level instructional coordinators/teachers. At this meeting progress on the TCSPP action steps and future plans based on the Component 5 Action Plan were discussed.

As the year progressed, the TCSPP Leadership Team continued its work through the use of the Central Team (Director of Schools, both Assistant Directors, and the four Supervisors), which meets twice monthly and the system Leadership Team (the Central Team plus all principals and additional Central Office personnel), which also meets twice monthly. During the development of the School Board goals, progress on the TCSPP Action Plan was reviewed, and discussion of the Plan was a part of the October 12-13, 2006, Board Retreat. The Action Plan, which was revised to include student performance data from the 2005-2006 school year, was incorporated into the Board Goals and its strategies and performance measures.

The process described above continued throughout the 2007-2008 school year. Collaboration of stakeholders on the TCSPP Action plan and the Greeneville City School Board Goals is achieved through the inclusion of representatives on the different TCSPP Component teams, involvement of the Central Office Team and the Leadership Team in the development of the Board Goals, and the posting on the system website and/or e-mailing of the TCSPP Action Plan

and Board Goals for input from stakeholders.

Evidence of Alignment of Data and Goals - Narrative Response Required

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

Goal One - By May 2010 100% of students at Greeneville High School will graduate within four years and a summer.

Data source:

- State Report Card (Revised based on 2006 and 2007 Report Card)
- 2006 and 2007 CTE Report Card

Evidence of practice to ensure alignment of data with goals and Beliefs, Mission, and Vision:

- Fall 2006 - Beliefs, Mission, and Vision revised by Leadership Team in during process of analysis of 2006 Report Card data and development of School Board goals; Beliefs, Mission, and Vision distributed with School Board goals to stakeholders. February 2008 – Beliefs revised by TCSPP Component 2 Team; revision presented to Leadership Team in April 2008 and approved by School Board in April 2008.
- Spring 2007 and Spring 2008 – Review of data and analysis of new data as part of updating Component 3; revisions and updates to the analyses of curriculum, instruction, assessment and organization (Component 4); revisions/updates to Component 3 and 4, along with implementation reports used to revise and update the action plan; updates reviewed in reference to Beliefs, Mission, and Vision to ensure alignment
- Throughout the 2006-2007 and 2007-2008 school years, data were analyzed and goals aligned with school and system Beliefs, Mission, and Vision as part of the development of Greeneville High School and the Center for Technology School Improvement Plans.
- Freshman Academy implemented at Greeneville High School; after-school tutoring (including credit recovery program at Greeneville High School) at all schools continued.
- Professional development in PLATO (Center for Technology faculty) and also in reading
- Based on 2007 State Report Card and CTE Report Card, work on transitions continued, as did work through CTE classes focused on Gateway skills. The targeting and identifying of resources on tutoring and credit recovery has been accomplished and is now a fixture in our budget. Professional development in reading instruction continued, and work on expectation, relevance and student engagement was facilitated through a partnership with the Southern Regional Education Board (SREB). Increased enrollment in CTE non-traditional courses was achieved. Plans for a summer “Bridge” program for at-risk rising ninth graders were completed and implementation set for summer 2008.

Student performance data which drive goals:

- 2005 System Report Card - Graduation rate of 83.9%
- 2006 System Report Card – Graduation rate of 92%
- 2007 System Report Card – Graduation rate of 93.7%

Conclusions:

- Graduation rate continues to be a concern and focus with numerous action steps implemented. Monitoring and evaluation of action steps, as well as implementation of additional ones, is crucial. Graduation rate is improving but continues to be a concern.
- Graduation rate is an area of concern based on the 2006 CTE Report Card for the Center for Technology.

Goal Two - By 2008-09 90% of each subgroup (African-American, economically disadvantaged, and ELL) will score proficient or advanced in all areas of TCAP.**Data source:**

- State Report Card (Revised based on 2006 and 2007 Report Card)

Evidence of practice to ensure alignment of data with goals and Belief, Mission, and Vision:

- Fall 2006 - Beliefs, Mission, and Vision revised by Leadership Team in during process of analysis of 2006 Report Card data and development of School Board goals; Beliefs, Mission, and Vision distributed with School Board goals to stakeholders. February 2008 – Beliefs revised by TCSPP Component 2 Team; revision presented to Leadership Team in April 2008 and approved by School Board in April 2008.
- Spring 2007 and Spring 2008– Review of data and analysis of new data as part of updating Component 3; revisions and updates to the analyses of curriculum, instruction, assessment and organization (Component 4); revisions/updates to Component 3 and 4, along with implementation reports used to revise and update the action plan; updates reviewed in reference to Beliefs, Mission, and Vision to ensure alignment
- A community action team focusing on diversity has been formed and is working. Recommendations from the team will be presented to the School Board in June 2008.
- The ESL program is now in compliance with teacher: pupil ratio requirements and the procedures for the program have been developed and implemented.
- Professional development in reading has been conducted and will continue. Professional development in reading continued in 2007-2008 and is planned for 2008-2009. Professional development on reaching all students is planned for school years 2008-2010.
- Through the system's Home Link program and wireless connectivity in the schools, means to provide computer and Internet access to subgroups have been completed.
- Also, completed was the targeting of subgroups for extra assistance and tutoring outside regular school hours; this focus has become embedded in the planning and implementation of these programs.
- READ 180 was implemented at the middle school level.

Student performance data which drive goals:

- 2005 System Report Card, 2006 System Report Card, and 2007 System Report Card – Please see evaluation of disaggregated data in Component 3.

Conclusions:

- 2006 System Report Card indicated that the Greeneville Middle School subgroup of students with disabilities did not make AYP in the area of Reading, Language Arts, and Writing. This subgroup will be added to Goal Two.
- The work of the Diversity Team will continue, as will professional development.
- Action steps regarding computer/internet access and after-school tutoring targeting of subgroups need to be more fully implemented.
- With our at-risk populations (economically disadvantaged, African American, and students with disabilities), we are making progress with “below proficient”, but we are still working with the team to develop plans to assist in these students’ success. Our goal is to close the gap for “advanced.”

Goal Three – Meet the annual negotiated performance level for placement of career-technical education (CTE) students in post-secondary education, military, or related area of employment.**Data source:**

- CTE Report Card (Revised based on 2006 and 2007 Report Card)

Evidence of practice to ensure alignment of data with goals and Belief, Mission, and Vision:

- Fall 2006 - Beliefs, Mission, and Vision revised by Leadership Team in during process of analysis of 2006 Report Card data and development of School Board goals; Beliefs, Mission, and Vision distributed with School Board goals to stakeholders. February 2008 – Beliefs revised by TCSPP Component 2 Team; revision presented to Leadership Team in April 2008 and approved by School Board in April 2008.
- Spring 2007 and Spring 2008– Review of data and analysis of new data as part of updating Component 3; revisions and updates to the analyses of curriculum, instruction, assessment and organization (Component 4); revisions/updates to Component 3 and 4, along with implementation reports used to revise and update the action plan; updates reviewed in reference to Beliefs, Mission, and Vision to ensure alignment
- Throughout the 2006-2007 and 2007-2008 school years, data were analyzed and goals aligned with school and system Beliefs, Mission, and Vision as part of the development of the Center for Technology School Improvement Plans.
- Upgraded equipment and materials have been purchased. Facilitation of articulation to increase student participation and the provision of high-quality professional development has been implemented and will continue. Identification of needs and upgrading will continue. Articulation to increase student participation will also continue as will the provision of high quality professional development.

Student performance data which drive goals:

- 2005 CTE Report Card – 3S1 (negotiated performance level = 81.7%; actual performance = 78.95%)

- 2006 CTE Report Card – 3S1 (negotiated performance level = 89.89%; actual performance = 84.21%)
- 2007 CTE Report Card – 3S1 (negotiated performance level = 90%; actual performance = 87.50%).

Conclusions:

- Placement of CTE students continues to be an area of concern based on the 2006 and 2007 CTE Report Card. Upgrading of equipment/ materials, articulation, and professional development will need to continue as action steps to achieve this goal.
- Additional CTE areas of concern as indicated on the 2006 VTE are as follows: Academic Attainment (1S1) at 81.58% (negotiated level = 85.43%) and Completion (2S1) at 81.58% (negotiated level = 85.43%). These areas will be incorporated in to Goal 1. An area of need is Completion, Non-traditional (4S2) at 7.14% (baseline 10.84%). This will be addressed in Goal 1.

Goal Four – Increase percentage of students reporting that students care for one another on Lifetrack survey to 60% by the end of 2007-08. Increase the percentage of students, teachers, and parents who agree with the statement “there are no bullies at our school” on NSSE survey to the level of satisfaction with other indicators by the next NSSE administration.

Data source:

- Lifetrack Survey – Administered to graduates assessing their perception of their high school experience. It is administered at graduation and will be administered 18 months and then 5 years after graduation.
- NSSE Survey - The NSSE survey was administered to stakeholders (teachers, paraprofessionals, students, parents, and community members) at the elementary level in 2005-06 in preparation for completion of school improvement plans at the elementary level. These surveys were administered to stakeholders at the secondary level during spring 2006. The surveys were administered again to elementary level stakeholders in 2007.

Evidence of practice to ensure alignment of data with goals and Belief, Mission, and Vision:

- Fall 2006 - Beliefs, Mission, and Vision revised by Leadership Team in during process of analysis of 2006 Report Card data and development of School Board goals; Beliefs, Mission, and Vision distributed with School Board goals to stakeholders. February 2008 – Beliefs revised by TCSPP Component 2 Team; revision presented to Leadership Team in April 2008 and approved by School Board in April 2008.
- Spring 2007 and Spring 2008 – Review of data and analysis of new data as part of updating Component 3; revisions and updates to the analyses of curriculum, instruction, assessment and organization (Component 4); revisions/updates to Component 3 and 4, along with implementation reports used to revise and update the action plan; updates reviewed in reference to Beliefs, Mission, and Vision to ensure alignment
- The NSSE survey was administered to middle school and high school students and the data analyzed as part of the development of Greeneville High School, Greeneville Middle School, and the Center for Technology School Improvement

Plans. SIP goals were aligned with school and system Beliefs, Mission, and Vision. In 2007 the NSSE survey was administered to elementary level stakeholders.

Student performance data which drive goals:

- Lifetrack Survey – In the 2005 administration, a concern on this survey was the statement: “Students care for one another.” In 2004 52.7% of students agreed with this statement; that percentage dropped to 37.4% in 2005. In 2006, 82.4% agreed with the statement. In 2007 only 54.9% agreed with the statement.
- NSSE Survey - An area of concern throughout all stakeholders and in all schools was that bullying may be a problem. NSSE surveys administered to elementary stakeholders in 2007 show patterns similar to those seen in middle and high school in 2006 and similar to those seen with the last elementary administration in 2005.

Conclusions:

- Discipline data will be analyzed at the end of the 2006-2007 schools year.
- The Diversity Team, formed as implementation of an action step for Goal Two, will also be used as focus group to discuss and investigate this goal. Recommendations from the team will be presented to the School Board in June 2008.
- Information was gathered regarding the content of the current character education program and needs to be used as effective programs are investigated.
- Title IV money was used to purchase a research-based program, Connect with Kids, to pilot in one elementary school, Tusculum View. Information regarding the implementation and results of this program will be used to determine if it will be purchased for other elementary schools. After piloting the program, the system decided not to purchase it for other elementary schools. A team with representatives from each elementary school and the middle school evaluated different character education/bullying programs and decided to purchase the TEAMS Kit program for elementary and middle schools with Title IV funds. The training on the use of the program was conducted in April 2008. The program will be fully implemented in 2008-2009.
- More focus will be placed on the issue of bullying at Greeneville Middle School since it was identified as a goal in the school’s School Improvement Plan. See above bullet.
- Although Lifetrack Survey in 2006 indicated an increase in agreement with the statement, “Students care for one another,” this is only one year of data so focus will continue on this area until a trend is established. A decrease in agreement occurred in 2007.

Based on a review of the 2007 System Report Card and the system’s Beliefs, Mission, and Vision, a new goal will be added for 2008-2009 to improve proficiency rates in grades 6 – 8 science and social studies to 90% proficiency by 2008-2009. This goal addresses the need found in lower NCE’s in grades 6 and 7 science and social studies and lower percent advanced in grades 6, 7, and 8 science and social studies.

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Two-way communication is a means of doing business for the Greeneville City Schools. The TCSPP Action Plan was placed on the system website along with the Board of Education Goals. All school level improvement teams contain stakeholder representatives, and the school improvement action plans are an integral part of the TCSPP and Board goal-setting effort. The Board retreats and work sessions that lead to the development of the goals are open meetings and are reported in the local media. The Board Goal document is distributed to employees and to members of the community, and input is requested and discussed as part of the goal development process.

The system has conducted community information meetings at lunch throughout the 2006-2007 school year, and the Director of Schools has held meetings with parents and community members on three occasions to solicit input. Stakeholders also serve on a number of standing committees as well as study and focus groups created for specific purposes and time periods.

Examples of both groups that are now working are as follows:

- Family Resource Center Advisory Council
- Title IV Consulting Committee
- Pre-K Council
- Diversity Study Group

Agendas, notes, and sign-in/attendance sheets for the above meetings are maintained as documentation.

[The system continued with the communication plan outlined above.](#)

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

Greeneville City Schools developed during the 2006-2007 school year a plan to pull the strategic planning processes of TCSPP and the School Board into one process. This process draws from all possible data sources, including state generated data, as well as data analysis conducted at the school and system levels. Work on meeting criteria for SACS/CASI and the Tennessee Center for Performance Excellence is also a part of this planning process. Hopefully, the following improvements and refinements to this process will take place during the summer of 2007 and the 2007-2008 school year:

- Expansion of a present Central Office position to assume responsibility of overseeing strategic planning
- Refinement of the planning calendar to facilitate better the inclusion of the state student performance data in the process
- Application to the Tennessee Center for Performance Excellence for Level Three; more

concentrated effort to employ the quality tools/strategies and feedback from the site visit as part of the system improving planning process

- Refinement of calendar to facilitate earlier completion of Annual Report and TCSPP/Board goals

Our planning process will also be informed by the process of developing our Standards Assessment Report for AdvancED SACS/CASI District Accreditation and by recommendations that will be received from the Quality Assurance Review Team visit in April 2008.

TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

The following summary questions are related to **TCSPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 5 are implemented.

Evidence of Implementation - Narrative Response Required
<p>What is our plan to begin implementation of the action steps?</p> <p>Implementation of the TCSPP Action Plan started as soon as the plan was completed and communicated in May 2006. The Plan was included in the July Administrative Retreat and was an integral part of the Central Team and School Board work to develop the Board goals. The action steps were incorporated into action plans for the Board Goals, which were reviewed at the March 2007 School Board Mid-year Work Session.</p> <p>Progress on the individual action steps was communicated in February and March when individuals designated as “Person(s) Responsible” for the action step each completed an Action Plan Implementation Report which were submitted to the Federal Projects Supervisor for compilation. Action steps are also being incorporated into the budget development process taking place in the Spring of 2007.</p> <p>The updated TCSPP will be presented to the TCSPP Leadership Team in May and to the School Board in the summer of 2007 and will be distributed to the system and school administrators at the July 2007 Administrative Retreat. Progress on goals will be reviewed as the 2006-2007 student performance data which drives each goal becomes available.</p> <p>Implementation of the TCSPP Action Plan during 2007-2008 followed the process described above. The implementation began as soon as the plan was completed in May. It was incorporated in the School Board Goal setting process, the goals of which were reviewed at the March 2008 work session.</p> <p>The process was also discussed at the 10-24-07 Leadership Team meeting, and progress and plans to update the plan were the topic of the 11-7-07 meeting of the TCSPP Leadership Team. As Component Teams met throughout the year, progress on the goals was reported. The funding of the goals’ action steps is being considered as part of the Spring 2008 budget development process. The proposed goals and action steps were presented to each school’s faculty in April 2008.</p> <p>The updated TCSPP will be presented to the TCSPP Leadership Team and to the School Board in May and /or June 2008, and afterwards the final action plan will be distributed to all personnel through e-mail as well as to all stakeholders through posting on the system website. As student performance data from Spring 2008 testing becomes available, the process of determining progress on the goals and the subsequent revision of goals will begin again.</p>

Evidence of the Use of Data - Narrative Response Required

What is the plan for the use of data?

By looking at summative data, we will determine the results of the action steps and hopefully the subsequent attainment of the goals, as well as identify other possible areas of concern that may need to be developed into goals. We will employ formative assessments to help us gauge our progress toward the goals, make appropriate adjustments to the action steps, and possibly adjust instruction, curriculum, and related professional development if indicated.

Formative assessments employed in the system:

- ThinkLink - Quarterly
- STAR Early Literacy – At the beginning of the school year and each nine weeks after that
- STAR Reading – At the beginning of the school year and each nine weeks after that
- STAR Math – At the beginning of the school year and each nine weeks after that
- Princeton Review – During window provided by the SDE
- Local Writing Assessment for 4th, 7th and 10th Graders – May of each year
- Evaluation of student high school credit attainment toward graduation – Ongoing throughout the year
- Evaluation of high school student retentions – Summer of each year
- ESL placement tests – Ongoing throughout the year as needed

Persons responsible for gathering and analyzing data are as follows

- Elementary principals, instructional coordinators, and reading specialist – ThinkLink, STAR, TCAP/TVAAS, Local and State Writing Assessment
- Middle school principal and instructional coordinator – Princeton Review, TCAP/TVAAS, Local and State Writing Assessment, Explore
- High School administrators and guidance counselors – Gateway and End-of-Course, Local and State Writing Assessment, PLAN and ACT, Credit attainment/Retentions/Graduation Rate, Advanced Placement
- ESL coordinator – ESL placement tests, ELDA
- Assistant Director of Schools for Instruction – Compilation of system performance on state and national tests

Plan adjustment:

- Central Office Team meetings
- Leadership Team meetings

Annual review of Summative assessment data:

- Central Office Team and Leadership Team will review summative data annually as it becomes available. This review will be conducted initially as part of the principals' data analysis project will is submitted with their performance contract, the data analysis inservice day, and the "State of _____" reports submitted by each department and school

as part of the development of the School Board Goals.

Plan for celebration of successes:

- Celebrations of accomplishments are held at the beginning of each School Board meeting. These are communicated in local media.
- Central Office Team visits schools to celebrate accomplishments. Photographs of celebrations are posted on the system website.

Communication plan:

- Newspaper articles
- School Board meetings, which are reported in local media
- System and school website
- Stakeholder representatives on TCSPP Leadership Team and School Improvement Teams

The plan for the use of data continued and will continue as described above.

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

The following summary questions are related to **TCSPP Monitoring and Adjusting**. They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

Evidence of Monitoring Dates – Listing Required			
What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process? <i>Identify the person(s) responsible for monitoring along with their position and the role they will play in the monitoring process.</i>			
Date	Meeting Venue	Person(s) Responsible for Monitoring	Role
July 28, 2006	Administrative Retreat – Strategic Planning Discussion	Terri Tilson, Federal Projects Supervisor	Review of TCSPP and explanation of system strategic planning process
October 13, 2006	School Board Retreat – Strategic Planning Discussion	Terri Tilson, Federal Projects Supervisor	Review of TCSPP goals, & department & school reports and the relationship of these to the Board goals
C Team Meetings November, 2006 – March 2007	Central Office Team – Action Steps Discussion	Vicki Kirk, Assistant Director of Schools for Instruction	Curriculum, instruction, educational opportunities, professional development
		Steve Long, Assistant Director for Administration	Recruitment, work conditions, facilities, safety,
		Beverly Miller, Technology Systems Supervisor	Current technologies for system operations and instructional program
		Jim Patrick, Special Programs	Special education
		Lisa Stephens, Business and Finance Supervisor	Finance, human resources
		Terri Tilson, Federal Projects Supervisor	Federal projects, accountability, improvement planning
3-14-07	TCSPP Full Leadership Team Meeting	Terri Tilson, Federal Projects Supervisor	Review of TCSPP goals and progress, planning for update to TCSPP
3-28-07	School Board Mid-year Work Session	Terri Tilson, Federal Projects Supervisor	Review of action plans for each goal and progress
5-16-07	TCSPP Full Leadership Team Meeting	Vicki Kirk, Assistant Director of Schools for Instruction; Terri Tilson, Federal Projects Supervisor	Presentation of updated TCSPP and planning for implementation

Date	Meeting Venue	Person(s) Responsible for Monitoring	Role
October 24, 2007	Leadership Team meeting	Terri Tilson, Federal Projects Supervisor	Review of TCSPP and system strategic planning process
November 1-2, 2007	School Board Retreat – Strategic Planning Discussion	Terri Tilson, Federal Projects Supervisor	Review of TCSPP goals, & department & school reports and the relationship of these to the Board goals
November 11, 2007	Full TCSPP Leadership Team Meeting	Terri Tilson, Federal Projects Supervisor	Review of TCSPP May 2007 revisions, goals, progress, and 2007-2008 timeline
C Team Meetings October 2007 – April 2008	Central Office Team – Action Steps Discussion	Vicki Kirk, Assistant Director of Schools for Instruction	Curriculum, instruction, educational opportunities, professional development
		Linda Stroud, Assistant Director for Administration	Recruitment, work conditions, facilities, safety,
		Beverly Miller, Technology Systems Supervisor	Current technologies for system operations and instructional program
		Jim Patrick, Special Programs	Special education
		Lisa Stephens, Business and Finance Supervisor	Finance, human resources
		Terri Tilson, Federal Projects Supervisor	Federal projects, accountability, improvement planning
March 13-14, 2008	School Board Mid-year Work Session	Terri Tilson, Federal Projects Supervisor	Review of goals and progress
April 2008	School Level Faculty Meetings	Terri Tilson, Federal Projects Supervisor	Presentation and discussion of TCSPP process and action plan draft
May 12, 2008	TCSPP Full Leadership Team Meeting	Vicki Kirk, Assistant Director of Schools for Instruction; Terri Tilson, Federal Projects Supervisor	Presentation of updated TSCPP and planning for implementation

Evidence of a Process for Monitoring Plan - Narrative Response Required

What will be the process that the Systemwide Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

Each principal will analyze his/her school's data and submit a data analysis project as part of his/her performance contract. A data analysis day will be conducted on an inservice day and will involve all faculties. Each Central Office department will prepare a "State of _____" report, as will each principal for his/her school. The Central Office Team will compile these reports to be used in the development of the School Board goals. The updated data will be supplied to the Assistant Director of Schools for Instruction and the Federal Projects Supervisor,

who will prepare recommendations for revisions to the TCSPP and the action plans and present them to the Leadership Team. The Leadership Team will approve revisions/updates to the TCSPP, which will be agreed upon based on system needs and priorities, available funds, and feasibility. The Central Office Team will be responsible for the communicating progress and revision/updates to the School Board and stakeholders.

The process to review the analysis of the data from the assessments and determine if adjustments need to be made will continue as outlined above.

TCSPP TEMPLATE 6.3
(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

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

Leadership Team members designated as “Person(s) responsible” in the action plan will be responsible for completing the Action Plan Implementation Reports on a regular basis and will be responsible for advising the Leadership Team if any adjustments are needed at times other than the reporting periods. If there is agreement among the Leadership Team members, the action plan will be revised to address achievements and newly identified needs, and resources will be dedicated as necessary. As part of the School Board goals development process, the Board and stakeholders will be made aware of achievements, identified needs, and revisions to the TCSPP action plan. These revisions will be integrated into the Board goals as appropriate.

[This process will continue as outlined above.](#)

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

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

Data, achievement of action steps and goals, celebrations of successes, and revision to the Action Plan and Board Goals will be communicated using the following methods:

- System webpage
- School Board meetings, retreats, and work sessions (which are reported in the local media)
- Inservice
- Faculty meetings and retreats
- Presentations to local community groups

- Presentations to parent/community advisory councils and teams
- System and school newsletters
- System Annual Report

Communication will continue as described above. Plans are also in the works to display information about the plan's goals and action steps in each school and at the system central office.

TCSPP TEMPLATE 6.4
TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence

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

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

TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1	No	Yes	No		<ul style="list-style-type: none"> • Formation of transition teams (5th grade/6th grade and 8th grade/9th grade) • Development of a summer “Bridge” program for rising at-risk 9th graders • Continuation of professional development in reading • Rather than dialoging on grading practices, dialogue first on expectations, relevance, and student engagement • Continuation of work of transition teams • Integration of high school mathematics with CTE classes • Creation and implementation of programs of study for each CTE program of study
	No	Yes	No		

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
					<ul style="list-style-type: none"> • Purchase and development of materials related to non-traditional careers • Partnership with Southern Regional Education Board (SREB) to facilitate on work expectation, relevance and student engagement • Curriculum work on new state standards • Investigation of online K-12 formative assessment solution • Implementation and evaluation of summer “Bridge” program • Monitoring of individual attendance records of at-risk students • Correlation of Biology curriculum with state and national standards and development of lab activities for each standard

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 2	No	Yes	No		<ul style="list-style-type: none"> • Completion of work of Diversity Team • Continued work toward a quality ESL program • Continuation of professional development in reading • Provision of professional development in reaching all students • Use of Mary Gertrude Fox Foundation Grant to provide broadband Internet access for subgroup students • Continuation of targeting subgroups for after-school tutoring • Presentation of Diversity Team recommendations to School Board • Continuation of reading professional development • Professional development focus on reaching all students • Evaluation of READ 180 program • Analysis of value-added reports of individuals
	No	Yes	No		

					<p>within subgroups</p> <ul style="list-style-type: none">• Analysis of Explore, PLAN, and ACT data of subgroups and of students performing below expected levels
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	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 3	No	Yes	No		<ul style="list-style-type: none"> • Identification of new upgrades needed to equipment and materials • Continued articulation and professional development • Identification of equipment and materials needs and subsequent upgrading • Certification opportunities for identified CTE programs
Goal 4	No	Yes	No		<ul style="list-style-type: none"> • Analysis of discipline at end of 06-07 school year • After work of Diversity Group is completed, development additional focus groups • Discussion of results from pilot of Connect with Kids program at Tusculum View Elementary and investigation of additional elementary programs if necessary; investigation programs for middle and high schools. • Develop focus groups • Implementation of TEAMS kits

