

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

**Components 1-6
Submission Templates for
SCHOOL SYSTEM:
JOHNSON CITY SCHOOLS**

Submit On or Before May 15, 2008
High Priority Systems: Submit On or Before November 1, 2007



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

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

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

Assurances

with Signature of Director of Schools

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

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

Signature of Director of Schools

Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Dr. Robbie Anderson, chair	Federal Projects (including Title I, IIA, and III); elementary
Mr. Dave Chupa	Supervisor and Facilities
Dr. Debra Bentley	Supervisor, Extended Contract, and Communication
Dr. Ginger Woods	Special Education
Ms. Melony Higgins	Technology and Title IID
Mr. Mickey Jackson	Testing
Dr. Janie Snyder	Secondary and Drug Free Schools
Dr. Ken Ralston	Career Technology Education
Dr. Richard Bales	Director of Schools
Ms. Sanja Lyon	Paraprofessionals
Ms. Judy Middlemas	Parent
Dr. Roger Walk	Principals
Dr. Eric Glover	Community and ETSU
Mr. Carleton Lyon	Teachers

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
Dr. Robbie Anderson, chair	Federal Projects (including Title I, IIA, and III); elementary
Mr. Dave Chupa	Supervisor and Facilities
Dr. Debra Bentley	Supervisor, Extended Contract, and Communication
Dr. Ginger Woods	Special Education
Ms. Melony Higgins	Technology and Title IID
Mr. Mickey Jackson	Testing
Dr. Janie Snyder	Secondary and Drug Free Schools
Dr. Ken Ralston	Career Technology Education
Dr. Richard Bales	Director of Schools
Ms. Sanja Lyon	Paraprofessionals
Ms. Judy Middlemas	Parent
Dr. Roger Walk	Principals
Dr. Eric Glover	Community and ETSU
Mr. Carleton Lyon	Teachers
Component 2 Member	Role
Dr. Robbie Anderson, chair	Federal Projects (including Title I, IIA, and III); elementary
Michelle Treece	Science Hill High School, teacher
Monica Jones	Indian Trail Middle School, teacher
Stephanie Ledford	Indian Trail Middle School, teacher
Dianna Cox	Fairmont Elementary School, teacher
Brandi Sanchez	Lake Ridge Elementary School, teacher
Pat Carver	Science Hill High School, LMB teacher
Anita Sutherland	South Side Elementary School, teacher
Penny McPeak	Woodland Elementary School, teacher
Ruth Loving	Towne Acres Elementary School, teacher
Dianne Cantrell	Cherokee Elementary School, teacher
JoDee Dotson	System Wide Literacy Coach
Karin Keith	System Wide Literacy Coach
LaDonna Boone	Mountain View Elementary School, teacher
Claudette Peak	North Side Elementary School, teacher
Component 3 Member	Role

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Dr. Debra Bentley, chair	Supervisor, Extended Contract, and Communication
Dr. Robbie Anderson	Federal Projects (including Title I, IIA, and III); elementary
Mr. Dave Chupa	Supervisor and Facilities
Dr. Ginger Woods	Special Education
Ms. Melony Higgins	Technology and Title IID
Mr. Mickey Jackson	Testing
Dr. Janie Snyder	Secondary and Drug Free Schools
Dr. Ken Ralston	Career Technology Education
Dr. Richard Bales	Director of Schools
Ms. Sanja Lyon	Paraprofessionals
Ms. Judy Middlemas	Parent
Dr. Roger Walk	Principals
Dr. Eric Glover	Community and ETSU
Mr. Carleton Lyon	Teachers
Component 5 Member	Role
Dr. Robbie Anderson, chair	Federal Projects (including Title I, IIA, and III); elementary
Mr. Dave Chupa	Supervisor and Facilities
Dr. Debra Bentley	Supervisor, Extended Contract, and Communication
Dr. Ginger Woods	Special Education
Ms. Melony Higgins	Technology and Title IID
Mr. Mickey Jackson	Testing
Dr. Janie Snyder	Secondary and Drug Free Schools
Dr. Ken Ralston	Career Technology Education
Dr. Richard Bales	Director of Schools
Ms. Sanja Lyon	Paraprofessionals
Ms. Judy Middlemas	Parent
Dr. Roger Walk	Principals
Dr. Eric Glover	Community and ETSU

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

The annual state report card is analyzed for student achievement trends as well as for documenting progress in non-academic areas. Surveys from parents are sent from each school and analyzed and kept at school sites. Summaries are forwarded to the director's office; all school TSIPP documents are also kept on file. TCAP testing is organized and kept on file by the testing coordinator. Survey information will be referred to as the core team revisits the school system's mission, vision, and belief statements. The following data were collected regarding students and schools:

- Student Performance (State tests)
 - Achievement, Grades 3-8
 - Reading/language arts, math science, social studies
 - Percent proficient/advanced (AYP)
 - Reporting categories
 - Mean state NCEs
 - TVAAS
 - Writing, grades 5, 8, and 11
 - Mean score
 - Gateway/EOC
 - Percent proficient/advanced
 - Reporting categories
 - CTE state report card data
- Student Performance (National Tests)
 - ACT /SAT
 - Advanced Placement
- Student Performance (Locally Required Assessments)
 - K-8 math Benchmark tests
 - Think/Link PAS, grades 2-8
 - mClass3 Literacy Data, grades K-2
 - Bracken, preschool
 - Brigance, kindergarten
- Student Characteristics
 - Free and reduced lunch data
 - Graduation rates
 - Student BMI data
- Staff Qualifications/Characteristics

- Perceptual Data
 - Teacher Perceptions
 - State Staff Development Survey
 - Organizational Health Inventory
 - Community Perceptions
 - Focus Groups participating in Five Year Plan
 - Skills Gap Focus Groups with area industry
 - CTE Industry Council
 - School climate surveys for SIP
 - Parent Perceptions
 - PTA Council/Title I Surveys
 - School climate surveys for SIP
 - Student Perceptions
 - Skills Gap Focus Groups
- Financial Data
- School Board policies to ensure equity
- School Characteristics
 - School Report Cards
 - School Improvement Plans
 - Parent/guardian demographics
 - Community characteristics
 - Principal Performance Contracts

Use of Data - Narrative Response Required

How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?

Perceptual data will be used to revisit the mission, vision, and beliefs of the Johnson City Schools. The Board met in a summer retreat to reaffirm the system's mission, vision, and belief statements. In addition, principals collect and analyze perceptual data at the school level to help guide the TSIPP. Principals then meet on a regular basis to review data and to discuss current perceptions of the school system; these discussions are held in monthly administrative meetings as well as in the principals yearly performance review with the Director of Schools. The system wide curriculum council also revisits the mission, vision, and beliefs of the system on a yearly basis.

Collection of Student Performance Data - Narrative Response Required

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

Collection of Student Performance Data - Narrative Response Required

- Johnson City Schools 2007 Report Card
- Johnson City Schools 2007 AYP Report
- TVAAS Reports
- TCAP Achievement Reports
- Gateway Report
- Graduation Rates
- TCAP EOC Reports
- TCAP Writing Assessments
- ACT and SAT reports
- Advanced Placement Reports
- Carl Perkins Report Card
- School Improvement Plans
- K-2 Portfolio information
- ThinkLink PAS Reports
- K-8 Math Benchmarks

Much of the above data is found on the state web site. Local data is compiled and used by schools in creating individual SIPs.

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?

The Johnson City Schools strives to provide equity and adequacy to all schools. The school district has established guidelines for staffing, curricular opportunities for students as well as special services.

Guidelines include the following:

- BEP guidelines for classroom size and teacher/student ratio
- Highly qualified NCLB guidelines for teachers
- Policy to distribute resources equitably among schools
- Title I services are based on federal guidelines
- Special education services are provided based upon state and federal guidelines
- ESL services are provided based on state guidelines
- Professional development opportunities are offered to support each school's SIP

All schools are supported by central office instructional supervisors and specialists. Those schools with a higher percentage of at risk students receive additional support and resources to ensure AYP requirements are met.

Delivery of Services - Narrative Response Required

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

In reviewing the data collected, central Office supervisors and specialists of the Johnson City Schools have realized ensure all federal land state standards are met. School board policies continue to be reviewed to ensure that equity and adequacy in resources support and personnel are addressed at all schools. All schools have met NCLB AYP standards and all schools are performing above state averages. High quality staff development is available to all teachers. In addition, a core group of trained curriculum coaches is now available to provide additional classroom support in the areas of literacy, math, and technology.

Evaluation of the Collaborative Process- Narrative Response Required

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

The core leadership team met on a regular basis to review school and system level data and reports (every other Monday from 9:30-11:30). The TCSPP enables us to look at needs in a comprehensive manner to avoid duplication of services and gaps in achievement. Members of the team openly shared data, respected one another's input, and worked well in crafting solutions to system level issues. In addition, comparability reports from Title I ensure equitable distribution of all resources.

Throughout the TCSPP process, parts of the plan have been reviewed and edited by a number of stakeholders including: the Johnson City Curriculum Council, the PTA Council, PTA presidents, the Special Education Parent Advisory Council, all school principals, and the Johnson City Schools Foundation. The input from these various groups and committees has strengthened the system's overall commitment to implementing the action steps outlined in component five.

Although parents and community members were represented in the process, our greatest need continues to be the development of strategies to better involve all stakeholders in the collaborative process of the development of the TCSPP.

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

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

<p><i>BELIEFS:</i></p>
<p>Johnson City Schools believe that . . .</p> <ul style="list-style-type: none">• Quality education and is a strong partnership among school, home, and community;• Effective learning takes place in a caring and safe atmosphere in which students feel valued and accepted;• Highly qualified staff are critical to the implementation of a successful education program;• Through the use of research-based strategies and data-driven decision making, every student can learn and make academic progress; and• Through education, students learn to become independent thinkers, responsible citizens, and lifelong learners.

<p><i>MISSION STATEMENT:</i></p>
<p>The mission of the Johnson City Schools is to enable all students to achieve excellence in learning, social responsibility, and self-worth.</p>

<p><i>SHARED VISION STATEMENT:</i></p>
<p>The vision of Johnson City Schools is to be a school system globally competitive in all areas. All students have equal opportunity to learn and be successful while meeting high expectations and are provided the resources to be healthy, productive citizens and lifelong learners.</p>

COMPONENT 3

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

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

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

Evaluation of Aggregated Data - Narrative Response Required

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

Strengths:

- The Johnson City School System made Adequate Yearly Progress (AYP) in all subject areas.
- The system made an A in every subject reported on the state report card. This represented an increase from a B to an A in social studies from 2006 to 2007.
- Writing scores were As at all tested grade levels.
- K-8 math scores for all students indicated 95% scored proficient and advanced in the spring of 2007.
- K-8 reading/language plus writing scores for 2007 showed 96% of all students scored proficient and advanced; this was an increase of 2% over the previous year.
- 9-12 math scores for all students indicated 97% of all students scored proficient and advanced; this was an increase of 3% over the previous year.
- 9-12 reading/language plus writing scores for 2007 increased from 94% proficient and advanced to 96% proficient and advanced for all students.
- ACT 3-Year Average Scores were at or above the scores from the previous year and well above state averages.
- System Value Added scores were all As.
- Value Added scores in k-8 reading increased from 3.1 to 3.5
- Value Added scores in k-8 social studies increased from 1.7 to 2
- Value Added scores in k-8 science increased from 2.1 to 3.1.
- CTE 1S1: Academic Attainment score was A; 94.12% while the negotiated level was 90.91%
- CTE 2S1: Completion actual performance level was A; 94.12% while the negotiated level was 90.91%.
- CTE 3S1: Placement actual performance score was A; 94.44% while the negotiated level was 90.0%.
- 4S2: Completion Non-Traditional score was A; 18.63% while the negotiated level was 16.61%.
- 1S2: Academic Attainment – Mathematics actual performance score was A; 98.25% while the negotiated level was 86.12%
- 4S1: Student Graduation Rates were A; 97.50% actual verses 86.65% negotiated level.

Weaknesses:

- While k-8 math scores were at 95% proficient and advanced rate for all students, it was one percentage point less than the previous year.
- ACT scores for 2007 fell one tenth of a point in English from 2006 to 2007. The score

went from 22.3 to 22.2; well above the state average of 20.8.

- Value Added scores in math decreased from 4.2 to 3.9.
- Value Added scores for math in grades 4, 6, 7, and 8 are declining in mean gain.
- Value added scores for reading is declining in grades 6, 7, and 8.
- Value Added scores in social studies has declined in all grades.
- Value Added scores in science has declined in 8th grade.
- Value Added scores for English I and English II were below predicted scores for 2007 even though they were the same or slightly above the three-year average observed score.
- CTE 1S2 Skill Proficiency score was B; 97.79% of the negotiated level 100%.
- CTE 1S1 Academic Attainment – Reading and Language Arts performance level was 91.08% while the negotiated performance level was 91.75%

What evidence/sources support your response?

- State Achievement tests in grades 3-8
- State writing assessment for grades 5, 8, and 11
- Gateway and End of Course Tests
- Value Added Scores 3-8 and 9-12
- ACT tests
- CTE report card data

Evaluation of Disaggregated Data - Narrative Response Required

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

Strengths:

- All subpopulations with an n of 45 in the Johnson City School System made Adequate Yearly Progress (AYP) in all subject areas.
- All subpopulations increased percentage of proficient and advanced achievement scores in k-8 math based on a three year average.
- All subgroups with the exception of Asian/Pacific Islander increased percentages of proficient and advanced achievement scores in k-8 reading/language arts based on a three year average.
- 9-12 math scores increased percentages of proficient and advanced based on the three-year average for all subgroups.
- There were no drops in single year data from 2006- 2007 for any subgroup in 9-12 math.
- All subgroups increased percentage of proficient and advanced based on three-year data in 9-12 language arts except the Hispanic population.
- 9-12 language arts scores saw an increase from 60% to 71% advanced scores for the Hispanic population.

Needs:

- The following subgroups dropped from 2006 to 2007 single year data from k-8 Math achievement tests:
 - African American from 92% proficient and advanced to 91%
 - Hispanic from 91% proficient and advanced to 89%
 - Economically Disadvantaged proficient and advanced from 92% to 91%
- There was a slight drop from 2006 to 2007 in single year data of Asian/Pacific Islander 96% to 93%.
- While Limited English Proficient scores of proficient and advanced increased from 69% to 80%, the number of advanced scores decreased from 14% in 2006 to 9 % in 2007.
- 9-12 math scores showed a decrease in the percentage of students in every subgroup that attained an advanced score in 2007 as compared to 2006.
- 9-12 reading/language arts scores for the Hispanic population decreased from 90 to 88 on the three-year average scores.
- 9-12 reading/language arts scores for the Asian/Pacific Islander group dropped from 83% advanced scores to 80% advanced scores on the three-year average results.
- CTE core indicators on 1S1 were below the negotiated performance level (91.75%) for African American (84.29%) and nontraditional (90.05%)

What evidence/sources support your response?

- State Achievement tests in grades 3-8
- State writing assessment for grades 5, 8, and 11
- Gateway and End of Course Tests
- Value Added Scores 3-8 and 9-12
- ACT tests
- CTE report card data

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of Non-Academic Data- Narrative Response Required

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

Johnson City Schools has many areas of strengths as evidenced by non-academic report card data.

- The attendance rate for grades k-8 was 95.6% for the 2007 reporting cycle. This is above the state goal of 93.0%
- The promotion rate in grades k-8 was 99.2% for the 2007 reporting cycle. This is above the state goal of 97.0%
- The attendance rate for grades 9-12 was 93.8%; above the state goal of 93%.
- The cohort dropout percentage was 1.3%; much better than the state goal of 10%.
- The graduation rate for Science Hill High School was 94.3% which has increased from 91.3% of the previous year; above the 90% rate set by the state.
- The event dropout percentage was .3%; better than the state goal of 5%
- All schools are SACS accredited.
- 100% of staff are highly qualified.
- Per Pupil Expenditures per ADA are \$8,447; \$653 per student above the state average
-

Areas of need in Johnson City relative to non-academic data as reported by the state report card include:

- Suspension of 259 students (3.1%) and the expulsion of 25 students (.3%)

What evidence/sources support your response?

The 2007 state report card supports the above response.

TCSPP TEMPLATE 3.1

(Continued)

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

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

Strengths:

- The Johnson City School System made Adequate Yearly Progress (AYP) in all subject areas.
- The system made an A in every subject reported on the state report card. This represented an increase from a B to an A in social studies from 2006 to 2007.
- Writing scores were As at all tested grade levels.
- K-8 math scores for all students indicated 95% scored proficient and advanced in the spring of 2007.
- K-8 reading/language plus writing scores for 2007 showed 96% of all students scored proficient and advanced; this was an increase of 2% over the previous year.
- 9-12 math scores for all students indicated 97% of all students scored proficient and advanced; this was an increase of 3% over the previous year.
- 9-12 reading/language plus writing scores for 2007 increased from 94% proficient and advanced to 96% proficient and advanced for all students.
- ACT 3-Year Average Scores were at or above the scores from the previous year and well above state averages.
- System Value Added scores were all As.
- Value Added scores in k-8 reading increased from 3.1 to 3.5
- Value Added scores in k-8 social studies increased from 1.7 to 2
- Value Added scores in k-8 science increased from 2.1 to 3.1.
- CTE 1S1: Academic Attainment score was A; 94.12% while the negotiated level was 90.91%
- CTE 2S1: Completion actual performance level was A; 94.12% while the negotiated level was 90.91%.
- CTE 3S1: Placement actual performance score was A; 94.44% while the negotiated level was 90.0%.
- 4S2: Completion Non-Traditional score was A; 18.63% while the negotiated level was 16.61%.
- 1S2: Academic Attainment – Mathematics actual performance score was A; 98.25% while the negotiated level was 86.12%
- 4S1: Student Graduation Rates were A; 97.50% actual verses 86.65% negotiated level.

Weaknesses:

- While k-8 math scores were at 95% proficient and advanced rate for all students, it was one percentage point less than the previous year.
- ACT scores for 2007 fell one tenth of a point in English from 2006 to 2007. The score went from 22.3 to 22.2; well above the state average of 20.8.

- Value Added scores in math decreased from 4.2 to 3.9.
- Value Added scores for math in grades 4, 6, 7, and 8 are declining in mean gain.
- Value added scores for reading is declining in grades 6, 7, and 8.
- Value Added scores in social studies has declined in all grades.
- Value Added scores in science has declined in 8th grade.
- Value Added scores for English I and English II were below predicted scores for 2007 even though they were the same or slightly above the three-year average observed score.
- CTE 1S2 Skill Proficiency score was B; 97.79% of the negotiated level 100%.
- CTE 1S1 Academic Attainment – Reading and Language Arts performance level was 91.08% while the negotiated performance level was 91.75%

What evidence/sources support your response?

Data from the 2007 state report card.

Evaluation of the Prioritized Goals - Narrative Response Required

What are your data driven prioritized goals?

1. All students (and subpopulations) in grades K-8 and 9-12 will meet adequate yearly progress (AYP) goals as set by the state in the area of math. In addition, the numbers of students considered “advanced” need to increase in all subgroups in K-8 as well as 9-12. In grades K-8, the mean gain increases in the highest achieving students should increase.
2. All students (and subpopulations) in grades K-8 and 9-12 will meet adequate yearly progress (AYP) goals as set by the state in the area of reading/language arts. In addition, the numbers of students considered “advanced” need to increase in all subgroups in K-8 as well as 9-12. In grades K-8, the mean gain increases in the highest achieving students should increase. English I and English II, the EOC and Gateway exam results should be at or above the projected value added score.
3. All students will graduate with a regular diploma by 2013-2014. During the 2008-2009 school year, the graduation rate will be at or above 94%.
4. All Career Technical Education (CTE) students (and all subpopulations) will meet the 1S2 skill proficiencies at the 98.29% negotiated performance level.
5. All CTE students (and subpopulations) will meet or exceed academic attainment of reading/language arts at the 91.75% negotiated performance level during the 2008-2009 school year.
6. High quality staff development will be received by at least 80% of the professional staff.

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

TCSPP TEMPLATE 4.1a
CURRICULAR PRACTICES

Current Curricular Practices	Research-based and data-driven curriculum	Advanced Placement/ International Baccalaureate Programs	Curriculum Mapping	CTE Integration of Academics	Literacy Initiative	Math Initiative	Technology Integration
Evidence of Practice	Aligned with state curriculum framework; <i>Blueprint for Learning</i> , EOC/Gateway/T CAP, aligned with textbooks	Science Hill High School course of study	System-designed math benchmarks	Teacher lesson plans	Elementary schools have a literacy coach in the building one day per week	Elementary schools and the middle school have access to the math coach at least one day per month.	Student and teacher use of technology (laptops, mCLASS, Nettekker, Quia web sites)
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	T-CAP, Gateway, EOC, T-VAAS, ACT, ThinkLink results	AP and IB course exit exams	K-8 system-wide quarterly assessments with a comprehensive test given at end of year	Gateway test results and graduation rates for CTE completers	School report cards, formative assessment results	School report cards, formative assessment results, benchmark results	There is one full-time technology coach. There is a system tech plan in addition to school tech plans.

JOHNSON CITY SCHOOLS

Evidence of effectiveness or ineffectiveness	The system received all A's in achievement and value-added on the 2007 report card.	AP exams (minimum score of 3), IB exams (minimum score of 4)	J.C. Schools 2007 report card shows all A's in both achievement and value-added.	Vocational Carl Perkins Report Card Completers grad rate- 97.5% 97.79 in CTE competencies	Increase in percentage of students scoring proficient and advanced	Increase in percentage of students scoring proficient and advanced	Based on the tech coach's log, there is an increase of teachers using technology within the content areas.
Evidence of equitable system support for this practice	System-wide professional development, formula for distribution of materials/ resources	AP courses are available to all students. IB courses are available to all students beginning the junior year.	Grade-level teachers share common planning times. The same assessments are used by all schools.	Number of students passing Gateway exams; Curriculum and materials support provided through Carl Perkins grants and district funding	All schools are supported by system-wide specialists. At-risk schools receive additional support from the reading coaches.	All schools are supported by system-wide specialists. At-risk schools receive additional support from the math coach.	System budget provides allocations based on a per-pupil formula to all schools.
Next Step (changes or continuations)	Revise curricular needs based on newly-developed standards	Continue to recruit more students for AP and IB programs	Continue formative assessments in other content areas	Add an agriculture program to CTE	The goal is to continue the level of assistance offered currently to teachers.	The goal is to continue the level of assistance offered currently to teachers.	Continue to provide support and training for teachers

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?)

- Visit classrooms on a regular basis
- Evaluate textbooks for upcoming adoption
- Provide building and system-wide professional development activities
- Review individual school improvement plans
- Participate in the teacher evaluation process
- Review/analyze system-wide formative assessments
- Update school staffs and administrators regarding educational trends
- Provide support for curricular and non-curricular issues
- Attend meetings that address school renovations that impact curricular needs

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

- Increase number of visits to classrooms
- Continue to support curricular alignment

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?)

- Allocate funds through site-based management practices to schools to purchase materials, equipment, and textbooks needed to implement the state curriculum and to support implementation of each school’s SIP
- Provide release time for teachers from across all disciplines from each school to participate in the system-wide curriculum council that supports the implementation of each school’s SIP.
- Update the CTE program to meet the needs of regional employers
- Provide linkages between CTE and post-secondary institutions

- Design extended contract plan to allocate funds for credit recovery at the high school level
- Implement the International Baccalaureate Diploma Program

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

- Maintain financial support for curricular resources to meet subgroup needs
- Continue to provide funding for technology support at the school level

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?)

- Equitable distribution of personnel to schools based upon student enrollment
- Two reading specialists who provide individual coaching and professional development
- One math specialist who provides individual coaching and professional development
- One technology coach who trains teachers in the use of technology integration
- Services provided to all schools by all central office administrators (curriculum, instruction, technology, personnel training, facility needs, and school improvement planning)

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

- As the system’s “Learning Plan” takes shape with new building additions such as the ninth-grade academy and the reconfiguration of our schools to become K-4, 5-6, 7-8, and 9-12, additional personnel may be needed to meet the curricular needs of the system.

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?)

- Equitable distribution of resources based on school enrollment
- School-based decisions based on goals with the School Improvement Plan
- Think-Link Predictive Assessments that provide formative information in the areas of language arts and math three times per year
- System-wide math benchmarks that are administered to students in grades K-8 each nine weeks with a comprehensive assessment at the end of the year
- System-wide Teacher Center to support curricular practices with materials development

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

- Additional technology support to maintain existing and new hardware for classrooms
- Extend partnerships with CTE programs, employers of graduates, and community college programs.

TCSPP TEMPLATE 4.1c**CURRICULUM REFLECTIVE QUESTIONS**

The completed **Curriculum** gap analysis should enable the System-wide 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?

The system provides curricular and financial support for all schools based on per pupil allocation. Title 1 funds are allocated to five elementary schools that serve at least 40% of students with free-reduced lunches. Extended contract allocations are based on school enrollment, student academic data, and percentage of students received subsidized lunch. Certified and classified staffing allocations are annually assessed and adjusted to address equity. The school system makes every effort to equalize equipment, quality of teachers, and curricular opportunities for all students. Professional development opportunities are offered to all teachers. There is continuous review of data to determine specific school needs.

Curriculum Reflective Questions - Narrative Response Required

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

The 2007 system report card showed all A's in academic achievement and all A's value-added gains. All schools made adequate yearly progress and have high proficiency rates. Principals have access to system supervisors and administrators to assist with teachers' professional needs. Schools submit special budget requests to be considered by central office staff and Board of Education members that, if approved, support curricular practices.

Curriculum Reflective Questions - Narrative Response Required

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

Proficiency and advanced scores have increased each of the last three years in grades three through eight. Continued refinement of the curriculum will take place as new standards are implemented beginning the 2009-10 school year. CTE programs will be expanded to provide additional classes for students. The system continues to monitor the increasing enrollment of English Language Learners and adds ELL teachers as needed.

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?

There is curriculum alignment with the system as indicated on the 2007 system report card. All schools and their subgroups (White, African American, Hispanic, Asian, Pacific Islander, Limited English Proficient, students with disabilities, economically disadvantaged, male and female) made AYP. All schools review and update their School Improvement Plans annually with adjustments and changes being considered based on multiple sources of data. There is commitment that resources match the state standards and the needs of individual schools.

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.

- Based on review of trends in TVAAS data, reading is declining in grades 6, 7, and 8.
- Math scores in grades 9-12 showed a decrease in percentage of students in every subgroup that attained advanced scores in 2007 as compared to 2006.
- Based on AP course rosters, there are limited numbers of students, especially minorities, enrolled compared to high schools of similar size and demographics.
- Based on review of trends in TVAAS data, value added scores in math decreased from 4.2 to 3.9.
- Based on CTE report, CTE 1S2 skill proficiency score was B with 97.79% of the negotiated level of 100%.

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

The system will provide dissemination and training of revised state curriculum standards. The math coach will be assigned to specific areas where students are not achieving in math at the level anticipated. Further implementation of Lindamood-Bell Learning Processes will occur. The high school will implement the IB Diploma Program for juniors and seniors beginning Fall, 2008. There will be an increase CTE academic integration and participation in nontraditional programs.

TCSPP TEMPLATE 4.2a
INSTRUCTIONAL PRACTICES

Current Instructional Practices	Lindamood-Bell Reading	6+1 Traits of Writing	Special Education/ Inclusion Model	Inclusion Specialist	Remediation/ Enrichment	Classroom organization and management techniques	Differentiated Instruction (diverse cultural and language backgrounds)
Evidence of Practice	Teacher lesson plans, two LBM consultants on staff	Professional trainings provided on an annual basis	Teaching assessed skills; special education staff providing direct instruction in the regular education environment	There is one system specialist available to all schools.	Professional training for different learning styles and needs; student screening information	Learning focused model, effective questioning techniques, communication training	Joint meetings with ESL, Special Education, Title 1 and regular classroom teachers; professional development activities
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	TCAP results, LMB formative assessment data	Writing assessment scores	T-CAP, Think-Link assessments; Easy Census Report; IEPs	Teacher anecdotal comments	Student IEP's, TCAP, Gateway, ACT, EOC	Teacher lesson plans, teacher evaluation records, instructional walk-throughs	Class enrollments in special programs, state assessments

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Evidence of effectiveness or ineffectiveness	Number of students meeting/exceeding AYP in Language Arts	2007 schools' composite writing scores ranged from 4.0 to 4.6.	AYP, formative and summative assessments; identified location of received services	Number of students improving behaviorally in the educational setting	Extended contract application, number of students in gifted/honors courses, number of students being served in extended learning and summer programs	New teacher inservice addresses classroom organization and management issues, teacher center workshops, mentor teacher program	Number of students "exiting" special programs due to progress,
Evidence of equitable system support for this practice	Available to all students as needed	Professional development provided to all teachers	Provide professional development to all schools; inclusion specialist is available to all schools	Training of all special education teachers	Summer transportation, waived fees for students from low income households	All beginning and new teachers to the system receive a mentor teacher for at least one year.	Summer programs and transportation provided; all teachers serving special programs are certified and highly qualified; there is one Spanish Interpreter for the system
Next Step (changes or continuations)	Increase the number of trained LMB teachers	Provided revised professional development events based on upgrades to 6+1 Traits of Writing	Expand training in Response to Intervention (RTI)	Continue to train teachers in best practices regarding behavioral interventions	Continue summer school and afterschool interventions for students	Continue current practice	Continue to increase ESL teachers as enrollment increases

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?)

- Observe and provide feedback to teachers
- Design/deliver professional development (school-based and system-wide) based on data-driven information
- Analyze each school’s SIP – Component #5
- Train teachers when new textbooks are adopted
- Attend building-level staff meetings to discuss instructional trends and practices
- Tie system goals with instructional practices
- Provide a mentor to each new teacher to the school system

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

- Increase professional development opportunities based on needs of students and staff
- Continue to model instructional leadership

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?)

- Ensure that staff development activities for special education teachers as well as regular education teachers are based on best practices and scientifically based research
- Allocate staff development funds to each school to support each school’s SIP
- Attend summer school/system administration conference where research based practices are discussed
- Disperse funds for textbook adoption
- Provide all schools a technology budget through local funds, Title IID funds, eRate funding, and grants to support instructional practices
- Allocate funds to pay mentor teachers

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

- Increase funding for technology (hardware, software, and training)
- Provide funding for Response To Intervention (RTI) materials and additional staff, as needed

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?)

- All hired personnel meet highly qualified and certification requirements.
- Local school board policy dictates equitable distribution of all school personnel (regular education as well as special education staff)
- All schools have access to all system supervisors and administrators.
- System positions include: Director of Schools, Director of Accountability/School Improvement, Director of Secondary and Student Services, Supervisor of Instruction and Facilities, Supervisor of Instruction and Communication, Supervisor of Special Education, Supervisor of Technology, and Supervisor of Attendance/Testing.
- System administrators and teachers lead presentations and professional trainings.

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

- Continue to identify ways to utilize community resources in identifying CTE program needs
- Continue to build instructional leadership through the academic coaching model
- Continue to assign personnel based on specific needs of instructional effectiveness
- Implement the differentiated pay plan to address staffing vacancies in traditionally hard to fill academic areas as determined by the Human Resources Director.

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?)

- The Johnson City Schools Foundations provides mini-grants to teachers in all schools.
- Business partnerships provide financial as well as human resources to schools.
- Parent-Teacher Associations provide funding for instructional materials and supplies.
- Community partnerships with E.T.S.U. and Milligan College provide education majors who assist students with remedial needs through tutoring.
- The Family Resource Center, Coalition for Kids, and building Educare programs provide instruction support in after school programs

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

- Continue to increase partnerships with community groups and agencies
- Develop a system-wide resource directory

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?

System staff members have several meetings each year regarding equity and adequacy regarding instructional processes. Great care and time are given to make sure all schools have adequate resources as determined by school enrollment and academic needs. CTE programs and course offerings are determined by student registration and workforce demands.

Instructional Reflective Questions - Narrative Response Required

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

Support is provided through the local budget process that allocates dollars based on enrollment of students. Building principals may request additional dollars for instructional needs through the special budget process each year. Extended contract funds are allocated based on student enrollment, percentage of free/reduced students, and academic needs based on data.

Instructional Reflective Questions - Narrative Response Required

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

The 2007 system report card confirms that we are meeting the needs of many of our students with specific areas for improvement. CTE report card shows that students are succeeding in the courses. The high school will expand opportunities for higher-achieving students through the International Baccalaureate Diploma Program.

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?

According to the state report card and an analysis of the data the following strengths were noted:

- Johnson City Schools exceeds the state per pupil expenditure.
- Instructional-based practices are aligned with brain-based learning research.
- Collaborative planning times are scheduled for teachers in grades K-7.
- Principals' Performance Contracts include thirteen indicators of school leadership, including instructional knowledge and skills.
- ACT scores are above the state average.
- Quality instruction is provided to the rapidly growing diverse student population.

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.

According to the state report card and an analysis of the data the following challenges were noted:

- To respond to the increase in NCLB state benchmarks regarding AYP – especially with students with disabilities
- To respond to students' needs who are not receiving the system's graduation diploma
- To adapt instructional practices to meet the changing standards and student diversity
- To strengthen value-added results for the highest achieving quintile groups

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

Professional development opportunities will be provided for teachers to differentiate instruction for diverse learners. Academic coaches will be assigned to assist new teachers and teachers struggling with specific content areas. Building-level mentors will continue to provide advisement. Future growth plans will identify specific professional learning activities based on both qualitative and quantitative data.

The addition of counselors to guide students through high school course selection, ACT exams, and toward a post-secondary focus will be provided. The implementation of a Graduate On Time (GOT) Diploma program for students who are at risk in the senior year of not completing high school will be implemented. Alternative Learning Center will expand current programs, add a literacy focus, and extend hours of service to meet the needs of a variety of students.

TCSPP TEMPLATE 4.3a
ASSESSMENT PRACTICES

Current Assessment Practices	Assessment correlated with the TN Department of Education curriculum standards	Assessments used for diagnostic purposes	Electronically-generated assessments	Professional development in the use of assessment and data analysis	Communication methods for informing teachers, students, parents, and the community
Evidence of Practice	TCAP in grades 3-8, Gateway exams (English II, Biology, Algebra I), End of Course exams, ACT, AP exams, writing assessments, formative assessments, CTE competency profiles, IEP's, ELDA, special education portfolios	Math benchmarks, mCLASS, DIBELS, Brigance K and 1 st grade, ThinkLink assessments, EXPLORE, PLAN	Accelerated Reader, Accelerated Math, SuccessMaker, STAR, Brain Pop quizzes, textbook software assessments, interactive response systems	Workshop with system and building administrators regarding linking assessment with instruction, mCLASS training for teachers, RTI training, school inservice plans	System and schools web sites, TCAP home reports, report cards (mid-term and end-of-term), Gateway parent notification letters, IEP progress reports and review meetings, parent-teacher conferences
Is the current practice research-based?	Yes	Yes	Yes	Yes	Yes
Is it a principle & practice of high-performing school systems?	Yes	Yes	Yes	Yes	Yes
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective

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<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>AYP, T-VAAS results, teacher-generated data reports, rubric scores; state scores on special education portfolios</p>	<p>Individual student profiles, class profile results, sample tests and summaries</p>	<p>Teacher reports on student progress, lesson plans, class profile summaries</p>	<p>Dates of trainings, training agendas, sign-in sheets</p>	<p>Survey results, school/system newsletters, on-line system/school reports, system/school communication plans, conference logs</p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p>2007 system report card shows all A's in achievement and value-added gains; all 2007 special education portfolio assessments were proficient</p>	<p>Student progress and instructional improvements</p>	<p>All subgroups made AYP; System and individual schools met AYP standards</p>	<p>School improvement plans link to data analysis, SACS-CASI self-study results</p>	<p>Changes are implemented based on feedback from stakeholders</p>
<p>Evidence of equitable system support for this practice</p>	<p>System-wide implementation</p>	<p>System-wide implementation</p>	<p>Schools use site-based decision making when selecting computerized assessments based on data results and student needs.</p>	<p>SIP teams are in all schools; system inservice events are available to all teachers</p>	<p>Availability and access to data and information, system communications supervisor, media contacts</p>
<p>Next Step (changes or continuations)</p>	<p>Include IB exit exams next year</p>	<p>With new standards for 2009-10, math benchmarks will be updated.</p>	<p>Analyze the benefits and barriers of teachers using computerized assessments</p>	<p>Develop advanced data analysis training for teachers</p>	<p>Use survey results regarding communication improvements</p>

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?)

- Use various formative and summative assessment tools to collect data
- Employ a testing coordinator
- Supervisors use TestMate Clarity, state and local tests, ACT, EOC, and other assessments to discuss with principals school improvement options
- CTE educators review with CTE Director results of students’ skill assessments
- System administrators work with building principals in analyzing data trends
- Director of Schools and Director of Accountability and School Improvement meet each fall with building administrators regarding students not meeting AYP standards

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

- Expand staff development trainings to include using assessment to guide instructional decisions
- Continue to provide teacher training in the use of data to improve student achievement
- Provide more opportunities for vertical discussions (K-5 with 6-7 school and 6-7 school with 8-9 campus) to analyze academic trends based on data measures

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?)

- Purchase ThinkLink assessment program for all students in grades two through eight
- Provide access to Brigance Assessment for screening reading readiness
- Purchase palm handheld devices and mCLASS software to more efficiently assess students for kindergarten and grade one literacy portfolios
- Ensure professional development activities improve classroom instruction to increase academic learning for all students
- Utilize nationally recognized objectives in specific competencies in the CTE center

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

- Allocate funds to develop a data warehouse (academic and non-academic) for the system

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?)

- Central office administrators, including the Supervisor of Testing, work with school and system data to identify trends in student learning.
- TestMate Clarity training is provided annually to principals as needed.
- Special education diagnosticians are available at all schools to provide screening for potentially at-risk students.
- Licensed and certified examiners are available to provide psychological examinations.

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

- Continue to provide training and support to teachers and administrators regarding assessment and data collections

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?)

- Math benchmark assessments are provided for students in grades kindergarten through eight.
- On-line staff surveys are administered in the spring of each year.
- Schools use parent/community surveys each year to measure perceptions.
- The mCLASS DIBELS software is used in grades kindergarten through second to measure instructional level of students.
- Computer-generated assessments (i.e. SuccessMaker, STAR, etc.) are available based on site-based decision needs.
- PLATO labs are used to assess readiness in biology, English and algebra.

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

The system should examine other data tools that would allow teachers/administrators to assess learning in a timely and efficient manner.

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
<p>Are we providing equity and adequacy to all our schools?</p> <p style="margin-left: 40px;">Board policy requires all schools to have access to testing programs. Funds are distributed by a formula that allows individual schools to purchase and/or invest in assessment activities as identified in the schools SIP. The system targets funds effectively through the addition of ThinkLink assessments and kindergarten through grade two DIBELS results. The system website provides assessment information about all schools with a link to the State Department of Education website.</p>

Assessment Reflective Questions - Narrative Response Required
<p>Are we targeting funds and resources effectively to meet the needs of our schools?</p> <p style="margin-left: 40px;">Central office administrators work with schools identified through data analysis as having at-risk needs. Additional training and staff development opportunities are aligned with school results. The EXPLORE and PLAN assessments are administered in the appropriate grade levels to all students. Summer professional development activities are approved by the building principals for teachers to attend.</p>

Assessment Reflective Questions - Narrative Response Required

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

According to TCAP achievement and value-added data, all Johnson City schools and subpopulations met AYP indicating we are making progress in meeting the needs of all students. Students are provided tutoring through the extended contract plan in grades kindergarten through twelve, especially students preparing for TCAP and Gateway exams. CTE assessment results indicate that students are scoring above state averages. Surveys and focus groups of various stakeholders identify support of our programs and methods.

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
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What are our major strengths and how do we know?

According to TCAP achievement and value-added results, strengths are in the areas of reading/language arts and math. There is a sustained commitment by the Central Office staff to system-wide assessment training and the use of data for improvement. Inservice days and system administrative meetings are planned to include the discussion of how schools are effectively using data to lead change in academic and non-academic issues. The system publishes an annual report identifying the successes and celebrations of our schools and their achievements.

Assessment Summary Questions- Narrative Response Required
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What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

- Using customized on-line assessments correlated through the ThinkLink web site that extend students' problem-solving skills in math
- Expand data analysis training to include more stakeholders at the school level

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Building administrators and teachers will continue to receive training that focuses on the analysis of test data and how decisions regarding the data should be made to improve student learning. The hiring and sustaining of highly-qualified educators will continue to be a priority of the Human Resources department. The formative assessment process will be reviewed and adjusted to ensure that assessments are relevant and meaningful to teachers, students, and families.

TCSPP TEMPLATE 4.4a
ORGANIZATIONAL PRACTICES

Current Organizational Practices	System vision, mission, and beliefs	Budgetary allocations	Site-based management	Leadership development	High –quality professional development	Inclusion
Evidence of Practice	Stakeholder involvement in development of system’s Five Year Plan; Individual schools have vision, mission and belief statements	High percentage of teachers with advanced degrees, up-to-date textbooks and equipment, technology-model classrooms, site-based budget meetings with Board Members, updated facilities	Leadership teams at the school level determine needs and solutions to academic and non-academic issues; meeting agendas and minutes of meetings	Teacher mentor program, Principal mentor program, Curriculum Council, Teachers as Leaders Program, National Board Certified Teachers, Coaching Academy	Highly-trained teachers, research-embedded professional development, Learning-focused schools model, AP and IB programs, CTE	Response to Intervention results (RTI), reduction in number of students attending pull-out programs
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

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<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Sign-in sheets and reports from committee work</p>	<p>Copies of budgets (system and schools), minutes of meetings regarding budget issues</p>	<p>Principal performance contracts, SBM school by-laws, school handbooks</p>	<p>Annual summer conference for all system and building administrators, Book study sessions, Teacher mentor training sessions, release time record for teacher leaders to work with instruction</p>	<p>School schedules, teacher professional growth plans, school inservice plans, survey results from students, teachers, and parents, curriculum council, coaching academy</p>	<p>Special Education census report, student report cards, formative and summative assessment results</p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Infused in TCSIPP and SIPs</p>	<p>All student subgroups met AYP requirements in 2006-07</p>	<p>Increase in teachers and parents being involved in decision-making meetings</p>	<p>Many teacher leaders have become assistant principals and principals; twenty teachers have earned National Board Certification</p>	<p>Media reports of activities and events in schools, 2007 system report card, increased use of best practices by teaching staff, attendance at workshops and conferences</p>	<p>Improved test scores in language arts and math</p>
<p>Evidence of equitable system support for this practice</p>	<p>Representation of various stakeholders in development of vision, mission, and beliefs from all school communities</p>	<p>All schools and departments submit an annual budget for Board approval.</p>	<p>All schools are required to have a site-based council or leadership team with diverse representation</p>	<p>System-wide support for programs, funding provided for teachers pursuing National Board Certification</p>	<p>System-wide support to all schools</p>	<p>Inclusion trainings are available to all teachers; classroom teachers receive resources for identified students</p>
<p>Next Step (changes or continuations)</p>	<p>Ongoing revision of TSCIPP and SIP's</p>	<p>Continue to find ways to fund progressive instructional programs</p>	<p>Continue to involve stakeholders in the decision-making process</p>	<p>Develop aspiring principals academy</p>	<p>Continue to stay current with best practices</p>	<p>Increase the number of teachers being trained in RTI</p>

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?)

- Screen applicants for teaching positions
- Attend monthly principal and administrative meetings
- Meet with city officials regarding facility development and budget
- Facilitate system-wide committees (curriculum council, textbook adoption, skills gap, communications, technology, testing, budget, CTE advisory, etc.)
- Develop and present professional learning sessions
- Evaluate teaching through the state framework model
- Coordinate services for at-risk youth, English language learners, and homeless students
- Provide training in National Incident Management System (NIMS)
- Provide diversity and gender-equity training through Resource Central

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

- Assist schools in identifying specific roles system administrators can play to support improving student achievement

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?)

- Provide quality staff development activities for teachers in grades K-12
 - Scientifically-based
 - Derived from needs assessment
 - Linked to academic achievement
 - Monitored for effective implementation
 - Aligned to state content and performance standards

- Addresses needs of diverse populations
- Incorporates technology
- Includes component for community partners through Family Depot
- Fund teaching positions that meet/exceed BEP requirements
- Provide funds to schools based on formulas so that site-based teams can determine needs
- Provide professional development opportunities for private schools through workshops held at Resource Central
- Provide learning opportunities for community partners and families through workshops held in the Family Depot

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

- Anticipate needs regarding facility renovations, expansion of instructional programs, and securing highly qualified teachers
- Student message notification system (NIMS)

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?)

- Director of Schools, Director of Accountability and School Improvement, Director of Secondary and Student Services, Budget Director, Technology Supervisor, Supervisor of Instruction and Facilities, Supervisor of Attendance and Testing, Supervisor of Instruction and Communications, and Supervisor of Special Education, Assistant Principal Director of CTE, and Supervisor of Adult Education
- Four system-wide academic coaches: literacy (2), math (1), and technology (1)
- Homeless coordinator, consulting teacher, teacher and parent resource center director, and ESL interpreter

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

- Increase the number of system-wide technical support personnel
 - Increase the number of personnel working the non-English speaking families
- Implement a differentiated pay plan to staff vacancies in traditionally hard to fill academic areas as determined by the Human Resources Director through an analysis of past postings/hirings.

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?)

- Local colleges and universities provide students for mentoring and tutoring programs.
- Agencies such as Coalition for Kids, Boys to Men, Boys and Girls Club, Family Resource Center, and Girls’ Incorporated provide adults to work with students in afterschool programs.
- Each elementary school has an Educare program designed to provide affordable before and after school care for school-age students.
- Parent communication regarding crisis management

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

- Hire School Resource Officers for elementary schools
- Increase the number of preschool classrooms based on space availability
- Increase resources for alternative education by hiring teachers and providing appropriate technology

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?

All schools are in compliance and exceed standards with SACS-CASI. All schools meet the pupil-teacher ratios as outlined in the 2007 Preliminary Report. There are no teachers employed on a waiver with the Department of Education. The system goals and objectives are to meet the needs of as many students as possible.

Organizational Reflective Questions - Narrative Response Required

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

Through the school improvement planning process, additional funds and resources are directed to schools where student data show gaps or regressing scores. There are some grants that fund specific programs at the Alternative Learning Center. Extended Contract funds are allocated by size of school and provide extended learning opportunities of students.

Organizational Reflective Questions - Narrative Response Required

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

The 2007 school report card indicates that the system is making gains and improving student learning. The organizational structure of the system provides well-trained and experienced personnel to work with schools regarding improving student achievement. Parents have contact to information, both on paper and by accessing the system and individual schools' websites.

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 system is organized with site-based management as a key to the effectiveness of school-based decisions. Central Office administrators assist and support school-based goals and objectives. CTE programs have shown an increase in enrollment. There are two elementary schools with alternative calendars that give parents choice in their child's attendance schedule. Two elementary schools are signature schools (visual and performing arts and math, science, and technology). Building principals have the authority to scheduled employees' hours in order to operate academic programs for students.

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.

- Continue to allocate and distribute resources based on the most current student data and trends
- Recruit and sustain a highly qualified staff
- Re-align the schools in 2010-2011 as K-4, 5-6, 7-8, and 9-12 campuses and maintain the rigor of instruction for all students

Organizational Summary Questions- Narrative Response Required

How will we address our challenges?

- Human Resources department will continue to be proactive in employing the best educators.
- School officials will collaborate with city officials regarding increase in local funding to schools.
- The central office will develop a comprehensive plan for the reconfiguration initiative and communicate the plan to all stakeholders in a timely fashion

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal Increase the number of students (including CTE and all subpopulations) making AYP by scoring advanced in math by 3% by the 2008-2009 school year.

Which need(s) does this Goal address? To ensure all students will score proficient or advanced by 2013-2014

How is this Goal linked to the system’s Five-Year Plan? Goal #1: To improve student achievement

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	Implement on-line math support activities	August 2008-May 2009	Technology coach (Lyon)/ Math Coach - Love	Nova Net/Plato	BEP 2.0, Local funds	Lesson plans/walk through observations	Increased number of students meeting AYP
Action Step	Administer locally required benchmarks tests each 9 weeks	October 2008-May 2009	Anderson	Printing costs	Local funds	classroom scores submitted to principals for review	Increased number of students mastering grade level objectives
Action Step	Employ direct instructional strategies for subpopulations students (Sp.Ed., EII, minorities, and low SES)	August 2008-May 2009	Sp.Ed. Director (Woods) and Anderson CTE Director, Secondary Director	NA	Local funds/BEP 2.0/Title II/ Title III/IDEA	Lesson plans/walk through observations	Increased TCAP scores for subpopulations
Action Step	Expand use of software to individualize programs for at-risk populations	August 2008-May 2009	Anderson/ Snyder	Rosetta Stone software/upgrade licenses/Nova Net,/Plato/On line reading program	Title I/ Title III/IDEA Local Funds	Lesson plans/walk through observations	Increased TCAP scores for subpopulations; increased scores on ELDA, increased EOC and Gateway exams

Action Step	Continue to provide opportunities for extended learning day (Homework Club, after-school tutoring, etc.)	Sept 2008-May 2009	Anderson	Staffing salaries/bussing	Title I / McKinney-Vento/extended contract / LEAP/Local funds	Participation lists	Increased number of students mastering grade level objectives
Action Step	Employ a system-wide math coach to provide system-wide staff development.	August 2008	Bentley	\$50,000	Grant with Eastman	Workshop agendas and sign-in sheets	Increased TCAP scores
Action Step	Disseminate a monthly math email newsletter for teachers	Sept 2008-May 2009	Math Coach - Love	n/a	n/a	Archived newsletters	Increase number of students mastering math benchmarks
Action Step	System level and school level family math workshops	October 2008-May 2009	Math Coach - Love	Workshop materials	System funds / Eastman grant	Workshop agendas, sign-in sheets	Increased TCAP scores
Action Step	Hire a math teacher to serve students attending the Alternative Center	August 2008	Director of Schools - Bales	\$52,000	BEP 2.0	System-wide budget	Increased numbers of students meeting AYP in Gateway math
Action Step	Hire two math teachers to reduce pupil-teacher ratios in grades 8-12	August 2008	Director of Schools - Bales	\$104,000	BEP 2.0	System-wide budget	Increased numbers of students meeting AYP in Gateway math
Action Step	Provide formative testing in the form of ThinkLink PAS testing services to grades 2-8 in the area of math	Sept 2008-March 2009	Anderson	Cost of tests	\$10 per student	Contract/System-wide budget	Increased numbers of students meeting AYP in the area of math
Action Step	Work with Cloud Nine program through Lindamood-Bell Learning Processes in grades k-8.	September 2008-May 2009	Snyder	Contract with Lindamood-Bell	Local/Title	Student Achievement Data	Increased numbers of students meeting AYP in the area of math
Action Step	Communicate "best practices" and provide professional growth experiences through the implementation of a system-wide curriculum council	Sept 2008-May 2009	Anderson	Stipend for teachers/professional books/materials	\$20 per teacher per hour	Sign-in sheets/agenda/minutes	Increased TCAP Achievement Scores
Action Step	Provide teachers with access to TransAct program to communicate with parents of ELLs	Sept 2008-May 2009	Anderson	\$4500	Title III funds	Consolidated Federal Budget	Increased numbers of ELLs making AYP in the area of reading
Action Step	Employ staff to provide extended learning opportunities, including an Alternative Day Academy, and for students beyond the school day.	August 2008-May 2009	Director of Secondary and Student CTE Director	Staffing Salaries	BEP 2.0 Extended Contract Carl Perkins	Number of Participants	Increase number of students scoring proficient in reading/language arts.
Action Step	Publicize via announcements, Topper Tidbits, Staff Newsletter, Advisory Committee, literacy strategies being utilized.	Sept 2008-May 2009	CTE Director, Administration, CTE Dept.	Staff information Postage	Local Funds Carl Perkins	Dissemination Lists	Increase number of students scoring proficient in reading/language arts.

			Chairs				
Action Step	Invite parents via telephone calls and written communication to engage in literacy/CTE activities during parent conference times	Sept 2008 -February 2009	CTE Director	Staff Time	Perkins Local funds	Number of responses	Increase number of students scoring proficient in reading/language arts.
Action Step	Provide staff development relative to math strategies and differentiated instruction in career technology classes.	August 2008	CTE Director	Staff Development	Carl Perkins/local funds	Survey	Increase number of students scoring proficient in reading/language arts.
Action Step	Expand the use of software to individualize programs for all CTE students	August 2008-May 2009	CTE Director	Rosetta Stone, Reading software licenses	Title III, Carl Perkins, Local	State Report Card	Increase number of students scoring proficient in reading/language arts.
Action Step	Provide teachers with access to TransAct program to communicate with parents of ELLs	Sept 2008-May 2009	Anderson	\$4500	Title III funds	Consolidated Federal Budget	Increased numbers of ELLs graduating from high school on time

GOAL 2 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

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

Goal	Increase the number of students (including CTE and all subpopulations) making AYP by scoring advanced in reading/language arts by 3% by the 2008-2009 school year.
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Which need(s) does this Goal address?	To ensure all students will score proficient or advanced by 2013-2014
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How is this Goal linked to the system’s Five-Year Plan?	Goal #1: To improve student achievement
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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	Provide staff development to implement strategies for remediation and enrichment for K-5 teachers (regular education as well as special education)	May-June 2008	Literacy Coaches (Dotson and Keith)	\$5000	BEP 2.0 /local funds/IDEA	Lesson plans/walk through observations	Increased TCAP scores
Action Step	Reduce class size in high poverty schools 7 teachers	August 2008-May 2009	Anderson	\$370,000	Title I and Title IIA	Preliminary school reports	Increased TCAP scores
Action Step	Employ 2 system-wide literacy coaches to provide system-wide staff development.	August 2008	Anderson	\$110,000	Local Funds	Workshop agendas and sign-in sheets	Increased TCAP scores
Action Step	Provide high quality 4-year-old preschool program in high poverty schools 6 pre-school teachers and 6 pre-school teachers	August 2008-May 2009	Title Director (Anderson) and Parent Involvement Coordinator (Sowers)	\$432,000	Title I, Lottery preschool funds, and local funds	Federal consolidated application and lottery preschool application	Increased Bracken scores
Action Step	Continue to distribute Title I funds at the highest possible per pupil allocations	August 2008-May 2009	Title Director (Anderson)	Salaries for instructional and non-instructional	Title I	Federal consolidated application	Increased TCAP scores

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				staff/instructional materials			
Action Step	Employ curriculum specialist for grades 8-12	August 2008	Director of Schools (Bales)	\$91,000	Title II, BEP 2.0	Federal consolidated application	Increased value added scores on Gateway and EOC tests
Action Step	Implement system-wide wellness plan that incorporates physical activity, nutrition, and safe schools - staff	July 2008-May 2009	Coordinator of School Health (Matney)	\$70,000	Coordinated School Health Grant and local funds	Coordinated School Health Plan	Improved student BMI scores
Action Step	Expand Lindamood-Bell strategies for struggling readers in grades K-8 and alternative school – salaries, materials, staff development	June 2008-May 2009	Snyder and principals	\$500,000	Local funds/Title I and BEP 2.0	School Improvement Plans	Increased AYP
Action Step	Expand Alternative Center Options for Students	August 2008-May 2009	Dr. Bales, Snyder and principals	Salaries for reading instructor, alternative day teachers, and diploma program teacher	BEP 2.0	School Improvement Plans	Increased AYP
Action Step	Expand use of software and websites available from basal reader and accelerated reading programs	August 2008-May 2009	Literacy Coaches – Technology Coach Anderson	Software licenses	Local funds BEP 2.0	Teacher lesson plans Student reading profiles	Increased number of students meeting AYP
Action Step	Implement on-line language arts support activities	August 2008-May 2009	Technology coach (Lyon)/ Literacy Coaches	NA	NA	Lesson plans/walk through observations	Increased number of students meeting AYP
Action Step	System level and school level family language arts workshops	October 2008-May 2009	Literacy Coaches – Dotson/Keith	Workshop materials	Local funds	Workshop agendas, sign-in sheets	Increased TCAP scores
Action Step	Increase coordination of home-school partnerships in Title I schools	August 2008-May 2009	Title I teacher for parent involvement - Sowers	Salary	Title I Funds	Agendas/ sign-in sheets / calendar of activities / Title I notebooks	Increased TCAP scores
Action Step	Implement system-wide communication plan and instant notification system	July 2008-May 2009	Supv of Instruction and communications –	Communication Software	BEP 2.0	Communication Plan / Available online	Increased TCAP scores

			Bentley/ Technology Director				
Action Step	Provide formative testing in the form of ThinkLink PAS testing services to grades 2-8 in the area of reading/language arts	Sept 2008-Mar 2009	Anderson	Cost of tests	\$10 per student	Contract/System-wide budget	Increased numbers of students meeting AYP in the area of reading/language arts
Action Step	Communicate “best practices” and provide professional growth experiences through the implementation of a system-wide curriculum council	Sept 2008-May 2009	Anderson	Stipend for teachers/professional books/materials	\$20 per teacher per hour	Sign-in sheets/agenda/minutes	Increased TCAP Achievement Scores
Action Step	Hire two ESL teachers to meet the new state class load ratio of 1 to 28.5	August 2008	Bales/Anderson	\$104,000	\$110,000 form BEP 2.0	Budget/enrollment data	Increased percentage of students English proficient as measures by the ELDA
Action Step	Provide teachers with access to TransAct program to communicate with parents of ELLs	Sept 2008-May 2009	Anderson	\$4500	Title III funds	Consolidated Federal Budget	Increased numbers of ELLs making AYP in the area of reading
Action Step	Provide library book replacement system to increase reading availability at schools	October 2008-May 2009	Anderson	Cost of Books	BEP 2.0	Number of books purchased	Increased percentage of students scoring proficient and advanced in reading.
Action Step	Provide staff development and add an IB program at two elementary schools – staff development and two teacher salaries	July 2008-June 2009	Bentley	\$110,000	BEP 2.0	Complete IB Application Process	Increase percentage of students scoring proficient and advanced on AYP indicators.
Action Step	Employ staff to provide extended learning opportunities, including an Alternative Day Academy, and for students beyond the school day.	August 2008-May 2009	Director of Secondary and Student Services/ CTE Director	Staffing Salaries	BEP 2.0 Extended Contract Carl Perkins	Number of Participants	Increase number of students scoring proficient in reading/language arts.
Action Step	Publicize via announcements, Topper Tidbits, Staff Newsletter, Advisory Committee, literacy strategies being utilized.	Sept 2008-May 2009	CTE Director, Administration, CTE Dept. Chairs	Staff information Postage	Local Funds Carl Perkins	Dissemination Lists	Increase number of students scoring proficient in reading/language arts.
Action Step	Invite parents via telephone calls and written communication to engage in literacy/CTE activities during parent conference times	Sept 2008-February 2009	CTE Director	Staff Time	Perkins Local funds	Number of responses	Increase number of students scoring proficient in reading/language arts.
Action Step	Provide staff development relative to literacy strategies and differentiated instruction in career technology classes.	August 2008	CTE Director	Staff Development	Carl Perkins/local funds	Survey	Increase number of students scoring proficient in

							reading/language arts.
Action Step	Expand the use of software to individualize programs for all CTE students	August 2008-May 2009	CTE Director	Rosetta Stone, Reading software licenses	Title III, Perkins, Local	State Report Card	Increase number of students scoring proficient in reading/language arts.
Action Step	Provide teachers with access to TransAct program to communicate with parents of ELLs	Sept 2008-May 2009	Anderson	Cost of Contract	Title III funds	Consolidated Budget Federal	Increased numbers of ELLs graduating from high school on time

GOAL 3 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

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 During the 2008-2009 school year, the graduation rate will be at or above 94%.

Which need(s) does this Goal address? Graduation rate with a regular diploma is not yet 100% which is required by NCLB by 2013-2014.

How is this Goal linked to the system’s Five-Year Plan? Goal #1: Improve student achievement

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	Provide Credit Recovery for students in grades 9-12	August 2008-May 2009	Secondary Director (Snyder)	Computer Lab/Plato or similar software/teacher	Local funds and BEP 2.0, Extended Contract	Numbers of students successfully reclaiming course credits	Increased percentage of students graduating in four years and a summer
Action Step	Provide remediation for students not passing Gateway exams	August 2008-May 2009	Secondary Director (Snyder)	Computer lab/Plato software/teacher	Local funds and BEP 2.0 / Extended contract/IDEA	Numbers of students successfully retaking Gateway exams	Increased percentage of students graduating in four years and a summer
Action Step	Implement International Baccalaureate Diploma program at high school – Staff development, exam fees, registration	August 2008-May 2009	Supervisor (Bentley) IB Coordinator (Hardin)	\$30,000	Local funds and BEP 2.0	Numbers of students enrolling in IB courses	Increased graduations numbers

Action Step	Provide 2 system-wide technology coaches to assist teachers with programming for students	August 2008-May 2009	Bales	\$120,000	Local and Title IIA	Schedule of activities	Increased graduations numbers
Action Step	Ensure all schools are safe, drug free, and conducive to learning	August 2008-May 2009	Title IV Dir. (Snyder)	Therapeutic counselors	Title IV	Reduction in suspensions and expulsions	Increased percentage of students graduating on time
Action Step	Add additional counselors to assist students and families through graduation requirements	August 2008-May 2009	Dr.Bales/Snyder	\$52,000	BEP 2.0	Increase in numbers of students taking advanced courses	Improved student scores and increase in graduation rates of all populations
Action Step	Implement Graduate On Time Diploma Program	August 2008-May 2009	Snyder	Salaries for alternative teachers, computer software, materials	Local funds, BEP 2.0	Increase in numbers of students receiving diplomas on-time.	Increase in graduation rate
Action Step	Add additional personnel to reduce class sizes in grades 8-12	August 2008-May 2009	Dr. Bales	Salaries	BEP 2.0	Reduction in pupil/teacher ratio	Increase AYP percentages and graduation rates
Action Step	Increase authentic tech integration into teacher lessons	August 2008-May 2009	Technology Coach (Lyon)	Salary	Local funds	Calendar /Schedule / Teacher lesson plans	Increase in graduation rate
Action Step	Offer high quality system level tech training and professional development for all staff and student families	Sept 2008-May 2009	Resource central coordinator (Lyon) Tech Coordinator (Higgins)	n/a	n/a	Workshop sign in sheets and agendas	Increase in graduation rate
Action Step	Provide technology professional development through regional, state, and national conferences	July 2008-June 2009	Tech Coordinator (Higgins)	Workshop registrations	Title IID and local budget	Title IID budget	Increased graduation numbers
Action Step	Increase home-school communication through the use of electronic newsletters, system website, and mailings (Topper Tidbits)	August 2008-May 2009	Snyder	Postage	Local funds	Archived documents	Increased graduation numbers
Action Step	Utilize four-year high school planning sessions with 8 th grade students and parents	March 2009	Snyder	Staff supplements for evening appointments / Copies	Local funds	Sign in sheets / schedules	Increased graduation numbers
Action Step	Increase use of Learning Focused strategies in grades K-8 through staff development opportunities	June 2008-July 2009	Anderson	Workshop Trainers	Local staff development funds	Sign in sheets and agendas	Increased graduation numbers
Action Step	Implement system-wide wellness plan that incorporates physical activity, nutrition, and safe schools	August 2008-May 2009	Coordinator of School Health	Salary/ PE materials/ staff development	Coordinated School Health Grant and local	Coordinated School Health Plan	Improved student BMI scores

			(Matney)		funds		
Action Step	Implement Coaching model of staff development	August 2008-May 2009	System wide coaches/Anderson	Substituted teachers for release time each month	Local staff development funds	Sign in sheets and agendas of coaching workshops	Improved AYP scores
Action Step	Provide teachers with access to TransAct program to communicate with parents of ELLs	Sept 2008-May 2009	Anderson	Cost of Contract	Title III funds	Consolidated Federal Budget	Increased numbers of ELLs graduating from high school on time
Action Step	Supply end of course exams for Advanced Placement and IB classes	March 2009-May 2009	Snyder Boyd	Cost of Exams	BEP 2.0	Number of students taking exams	Increased AYP percentages and graduation rates
Action Step	Make available incentives for student attendance	Oct 2008-May 2009	Boyd	Cost of Incentives	BEP 2.0	Increase number of student days	Improve graduation rate.
Action Step	Provide Differentiated Pay Plan for teachers of hard to supply courses	August 2008-May 2009	Dr. Bales	Cost of Plan	BEP 2.0	Increase pool of qualified personnel	Improve graduation rate and increase percentages of AYP scores.
Action Step	Provide dual credit courses through local institutions of higher learning	August 2008-May 2009	Dr. Snyder/Dr. Boyd	Space for instructors	Dual Credit Lottery Funds	Number of students taking courses	Increased AYP percentages and graduation rates

GOAL 4 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

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	All Career Technical Education Students will meet the skill proficiencies (1S2) at the 98.29% negotiated performance level by the end of the 2008-2009 school year.
Which need(s) does this Goal address?	Improve student achievement?
How is this Goal linked to the system’s Five-Year Plan?	Goal #2: Address Skills Gap Competencies

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	Provide staff development relative to differentiated instruction in career technology classes	August 2008	CTE Director	Staff Development	Local/Perkins	Survey	Increased number of students scoring proficient on CTE Competencies
Action Step	Administer an on-line competency attainment survey under the supervision of the CTE Director	December 2008/May 2009	CTE Chairperson/ CTE Director	CTE teachers	Career Technology	State Report Card	Increased number of students scoring proficient on CTE Competencies
Action Step	Visit all CTE classrooms communicating skills gap findings from employers, fast track program, career fair opportunities, ACT scores, and emphasis on CTE competencies	Sept 2008	CTE Chairperson/ CTE Director	Staff	N/A	Number of classes visited	Increased number of students scoring proficient on CTE Competencies
Action Step	Four year planning meetings with students and parents relative to opportunities for interpreting career exploration surveys, CTE clusters, and courses of study	March 2009	Snyder	Copies / staff stipends	Local funds	Number of parents responding to meetings	Increased number of students scoring proficient on CTE Competencies